

Granville Sports College

Burton Road, Woodville, Swadlincote, DE11 7JR

Inspection dates 8–9 July 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Standards are below average. Although now improving, particularly in English, rates of progress in 2014 were too slow. The gap between disadvantaged students and their peers was too wide, particularly in mathematics.
- The quality of teaching is not consistently good enough to ensure that all students make good progress in all subjects.
- The quality of marking and assessment is inconsistent, so students do not always know how well they are doing or what they need to do to achieve their targets. This results in students having insufficient understanding of how to take responsibility for their own progress.
- Not all teachers set tasks that fully stretch the most-able students, so they find the work too easy.

It is not yet an outstanding school because

- The new headteacher, well supported by her senior team and by the governing body, has taken robust action to address previous underperformance. This is now showing an impact on improving the quality of teaching and raising achievement.
- Students behave well and are keen to learn. They are polite, friendly and courteous and get on well with each other.
- The school's work to keep students safe is outstanding. Students say that they are very well cared for. They value the opportunities they have to support each other, particularly in tackling any instances of bullying.
- The school's strong focus on British values and ensuring students' good spiritual, moral, social and cultural development includes enabling students to develop leadership and teamwork skills. The school is a harmonious community where all are treated with respect and tolerance and there is no discrimination.

Information about this inspection

- Inspectors observed students' learning in lessons across all year groups and subjects. Six of the lessons were seen with the school's headteacher.
- Inspectors held meetings with students, members of the governing body, a representative of the local authority, staff and the headteacher of Queen Elizabeth's Grammar School, who provides support for the school's leaders.
- The inspectors observed the school's work and looked at policies, the school's own assessment of its strengths and weaknesses and plans for development. They also looked at information about students' progress, minutes of governing body meetings, safeguarding documents and samples of students' work.
- The views of the 47 parents who responded to the online questionnaire, Parent View, were taken into account, together with the school's own survey of parents' views. Inspectors also took the responses to the staff questionnaire.

Inspection team

Mary Davis, Lead inspector	Additional Inspector
Clare Considine	Additional Inspector
Andrew Fulbrook	Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized secondary school.
- The proportion of students who are from minority ethnic backgrounds is low and almost none speak English as an additional language.
- The proportion of disabled students and those who have special educational needs is average.
- The proportion of students supported through the pupil premium, which provides additional funding for looked-after children and those known to be eligible for free school meals, is average.
- Full- and part-time off-site alternative courses are currently provided for 14 students in Years 7 to 10 at Burton College, Chameleon School of Construction, Forest Lodge, Newhall support centre and The Bridge.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress in English and mathematics by the end of Year 11.
- The school has undergone some turbulence in staffing over the past two years, particularly in mathematics. A new director of mathematics has been appointed for September 2015, together with a second in department. The headteacher has been in post since January 2015. An acting headteacher led the school during the autumn term 2014, following the resignation of the previous headteacher.
- Since the headteacher's appointment, the school has received support from the leaders of Queen Elizabeth's Grammar School, Ashbourne which is part of the Teaching Schools' Alliance.
- The school runs a Friday Night Project, which provides a range of activities and social support for young people from age 11 to 19 years in the local community.

What does the school need to do to improve further?

- Improve the quality of teaching so that all groups of students, particularly the most able, make rapid progress in all subjects, by ensuring that:
 - teachers' marking consistently informs students how well they are doing and what they need to do next to reach their targets, in order that students are able to take more responsibility for their own progress
 - teachers set tasks that fully match the range of abilities within their classes, particularly ensuring that the most able are sufficiently challenged.
- Ensure leaders, including the newly appointed director of mathematics, fully hold staff within the mathematics department to account for the progress made by their students and for further closing the gap between disadvantaged students and others in the school.

Inspection judgements

The leadership and management are good

- The new headteacher has been very quick to act to address the slow rates of progress that occurred in 2014. She has been relentless in her drive to ensure that all staff and students meet her high expectations. She has established a set of 'non-negotiables' for teaching and for students' behaviour. As a result, she has rapidly created a culture where teaching is improving strongly and where students behave well. Staff and students express their full support for the new leadership, several teachers expressing the view that they are now working together as a strong team to drive improvement.
- The senior leadership team provides good support in the drive to raise achievement and to improve the quality of teaching. The headteacher took charge of this as a priority following her appointment and quickly established systems to check on teaching. She is also building the capacity of subject leaders to drive high quality teaching in their areas of responsibility and, in turn, to hold teachers fully to account for the progress made by their students. This has included the appointment of additional leaders to strengthen the mathematics department.
- Those teachers experiencing difficulty undergo an intensive programme of support until they reach the school's high expectations. Procedures for appraising teacher performance, previously lacking in rigour, now focus closely on ensuring that teachers meet their targets before being awarded salary progression.
- Training closely matches teachers' individual needs and good practice is increasingly being shared. As a result, the quality of teaching is improving and leaders are working to ensure a consistency of approach, particularly with regard to lesson planning. Leaders expect that all staff will plan their lessons to meet the needs of all abilities and to include a focus on literacy, numeracy and British values. This is now beginning to become embedded. Leaders are working relentlessly to ensure that these expectations are followed and to eradicate the inconsistencies that remain.
- Leaders ensure that all students have an equal opportunity to succeed and that there is no discrimination. They have established an atmosphere of mutual respect and tolerance within the school and encourage students and to take care of each other. They have been particularly successful in enabling students to develop leadership skills, including electing subject leaders in sport and humanities, to enable older students to support younger ones.
- Leaders monitor the achievement of each student carefully and identify appropriate support. This includes mentoring for individual students and the provision of additional classes to ensure that all students receive the help they need to succeed. This has led to significant improvements in the achievement of the current Year 11 students.
- The curriculum is good. It strongly promotes qualities of responsibility and social cohesion, and develops students as good citizens. Recent developments are providing students with more opportunity to reach higher GCSE grades in English, mathematics and science by providing more tuition time and wider access to the EBacc courses. Students appreciate the range of subject choices, reviewed annually, that meet their needs and interests well. A variety of trips, including to Spain and France, enrich students' experience.
- The school has used the Year 7 catch-up funding effectively to support students who start at the school with low basic skills in literacy and numeracy. Support for reading extends into Year 8 for those students who need extra help.
- Alternative provision is used effectively for a small number of students at risk of exclusion. Leaders maintain careful checks on their well-being, including their progress, behaviour and attendance. However, leaders have made improvements to the provision for challenging students from September so that more can continue their education in school where their progress and attendance can be even more closely monitored. Students told inspectors how much they value the quality of independent careers advice they receive and the support that enables them to make appropriate option choices. This has enabled them to understand the importance of EBacc subjects in preparing them well for their future careers.

- The leader of the partner school mentored the headteacher when she was first appointed to the post. This was brokered by the local authority. A strong mutual partnership between the two schools has been established, providing support for leaders at all levels to address the issues that were preventing students from achieving their full potential and enabling the sharing of good practice. Governors have valued the good support that has been provided to enable them to improve their practice. Although this is a continuing partnership, leaders of the school are now showing a strong capacity to continue to drive improvement without the need for further close support.
- The additional funding provided through the pupil premium is being used effectively to support disadvantaged students. This is checked carefully by leaders including governors and is now having an impact on closing the gap between this group and their peers across year groups. Leaders have commissioned a further review of the use of the additional funding to take place in September 2015. In addition, new appointments have been made to strengthen the mathematics department, including the appointment of a new director of mathematics. New senior leaders have also been appointed to strengthen the leadership team in their drive to ensure that disadvantaged students achieve as well as their peers.
- **The governance of the school:**
 - Governors are very knowledgeable about the school's work. They have sought and undertaken effective training, which has improved their ability both to challenge and support the school's leaders. Their ability to compare the school's performance to schools nationally has, in the past, been hindered because of having insufficient information. However, they are now diligent in ensuring they have access to all performance data and have a thorough understanding of areas of strength and for development.
 - Members of the newly formed governing body are now able to use their variety of expertise to good effect, checking on all aspects of the school's work and in particular, to secure strong leadership of mathematics. Governors are actively involved in ensuring that good teaching is rewarded and any underperformance is tackled robustly.
 - Governors are fully aware of the issues related to disadvantaged students. They check very closely that the pupil premium is now having a positive impact on closing the gap in attainment between these students and others in the school. The governing body ensures that staff and students are kept safe and safeguarding meets requirements. They ensure that both staff and students are fully aware of the potential dangers that may face them and that the promotion of British values is a key priority in all the school's work.

The behaviour and safety of pupils **are good**

Behaviour

- The behaviour of students is good. They show positive attitudes to learning and listen quietly to each other and to teachers, even when tasks set are not engaging. They work particularly well when given the opportunity to work in groups and cooperate and support each other well. They told inspectors that behaviour has improved 'massively' since the arrival of the new headteacher and value the clear boundaries that are now set and the rewards they receive for good behaviour and positive attitudes.
- Behaviour around the school is calm and sensible. Students are polite and courteous to adults and get on well together, saying that the small size of the school means that they all know each other well. This is reinforced by the mixed-aged tutor groups, which enable older students to support younger ones. Students wear their uniform with pride and there is no litter or graffiti.
- Students show mature attitudes and are keen to take responsible roles. Many senior students act as subject leaders, going into lessons and supporting younger ones. Sports leaders told inspectors how much they value the opportunity to run their own after-school clubs for other students.
- Attendance levels are rising. The majority of persistent absentees have medical issues, which prevent their full attendance, and the school supports them very well. Absence is followed up swiftly and consistently, including home visits from staff. Students are punctual to lessons. Leaders' close monitoring shows that the attendance of students on alternative provision is rising and the good support they receive has resulted in improved behaviour.

- The school manages students with behavioural difficulties well, including the close involvement of parents. There is marked improvement in their behaviour over time. Exclusions have risen since the appointment of the headteacher as she has been establishing her high expectations for behaviour and setting clear boundaries.

Safety

- The school's work to keep students safe and secure is outstanding. Students' mature and caring approach towards each other results in students actively seeking to look after each other. They say how much they value the support of the house leaders who will always listen to them and support them. Year 10 students receive training to enable them to combat bullying and younger students express their confidence that they will support them.
- Students are extremely pro-active at combating any racism or homophobia and say that all are free to be themselves. One student indignantly responded when asked if anyone would discriminate against someone of different sexual orientation with, 'This is 2015 not 1950!'
- Students are very well informed about safety issues such as drug misuse and use of social media through assemblies and personal, social, health, citizenship and economic education lessons (PSHCEE) and say that they feel very safe.
- Pastoral leaders are highly adept at identifying those at risk and working with external agencies to ensure their safety. Support for students facing challenging circumstances and their families is exemplary. The school checks rigorously on the safety of those students following alternative provision.
- The Friday Night Project has been highly successful over the past six years in providing social activities for the young people of the community in a safe environment, where they also have access to support from the youth service, police and other organisations. This has enabled the school to care for students after they have left school up to the age of 19 years.
- Parents and staff agree that students are safe and most agree that they behave well.

The quality of teaching

requires improvement

- The school's own monitoring of teaching over time indicates that although it is rapidly getting better, it still requires improvement. Students say that assessment practices are inconsistent but that most teachers support them well and enable them to develop further.
- Although most students know their targets, they are unclear about how well they are doing, what they need to do to reach their targets and how fast they are progressing towards them. This results in students not being able to take responsibility for driving their own progress.
- Students are expected to act on the advice they are given in the marking of their work, but not all teachers check that this has been done. However, this is improving rapidly following the introduction of 'RICE' time, where students are given time at the start of their lesson to 'Read and Reflect,' 'Improve,' 'Correct' and 'Evaluate' their work once it has been marked.
- Leaders' new guidance on lesson planning requires teachers to make it clear how they will challenge the different ability groups within their classes. However, the most-able students sometimes find tasks are too easy. Not all teachers have high enough expectations of what the most-able students are able to achieve and so do not provide tasks that sufficiently stretch and challenge them.
- Most teachers use questioning well to encourage students to think deeply and to justify their answers by providing examples or quotations. Where students make the fastest progress, teachers have high expectations and are quick to move students on to a new challenge once they have shown that they understand.

- Teachers promote students' spiritual, moral, social and cultural development well, providing many opportunities for students to discuss and work together and to share their ideas.
- Teachers promote literacy and numeracy well in all subjects, focusing on the correct technical language for the subject and checking on spelling and grammar. Activities at the start of a lesson will often focus on a numeracy or literacy task linked to the subject being taught. For example, in a music lesson, students were asked to read out lyrics and identify the structure and rhymes that were used in Blues music.
- Relationships between adults and students are warm and classrooms calm.

The achievement of pupils

requires improvement

- Students join the school with basic skills in reading, writing and mathematics that are typically broadly average, although the current Year 8 entered with below average skills. The proportion of higher attaining students is also broadly average. The proportion of students at the end of Year 11 gaining five or more good GCSE passes, including English and mathematics, has been below average over the past two years. In 2014, results in English and mathematics fell further, partly due to the turbulence in staffing and to the national changes to the examination system. Results in science however, improved on the previous year, having been identified as an area for development at the previous inspection.
- The proportion of students who made or exceeded expected progress rates in English and mathematics in 2014 was below average. Leaders have addressed this robustly and have increased the amount of extra individual support provided through after-school sessions. This is now showing an impact in English. As a result, the school's regular assessments throughout the year show a dramatic increase in progress rates for the current Year 11 who, by the end of the year, are on track to have made good progress in English. Although the proportion of students making expected progress in mathematics has also improved strongly it is not quite to the same level as in English, as a result of the turbulence in staffing. However, progress tracking across the school indicates that progress levels will improve further in 2016.
- There is no significant difference in achievement between students of different ethnic backgrounds, or between those who speak English as an additional language and other students.
- The proportion of disabled students and those who have special educational needs that made expected progress in English and mathematics in 2014 was above that of other students, particularly in English. They receive strong support from the special educational needs coordinator and her team, which has prepared staff well to address students' needs.
- The most-able Year 11 students did not all make expected progress and the proportion of those gaining high GCSE grades was below average in several subjects. As a result of leaders' actions, current assessments for Year 11 indicate that an increased proportion of the most-able students will make or exceed expected progress rates.
- In 2014, most students in Year 11 were entered for their mathematics GCSE in the autumn. Those in the top sets were entered in the summer of Year 11 to allow the maximum amount of time to gain a high grade. A significant proportion of students were entered early, then retook their examination and improved upon their grade. However, these results do not appear in published achievement data. From 2015, all students are entered for mathematics GCSE at the end of Year 11.
- Leaders acknowledge that, in 2014, the gap between the attainment of disadvantaged students and other students in the school and those nationally was too wide. In English, disadvantaged students in Year 11 were over a GCSE grade behind others in the school and nearly one-and-a-half grades behind students nationally. In mathematics, they were one grade behind others in the school and nearly two grades behind students nationally. There were also differences in rates of expected progress in both English and mathematics.
- Leaders have focused strongly on disadvantaged students in the current Year 11 cohort, and the attainment and progress gaps are closing in English. There remains a gap in mathematics, as a result of

this department having no substantive leader and this cohort of students having suffered considerably from a high turnover of staff during their school careers. Progress gaps between disadvantaged students and other students are rapidly closing in Key Stage 3.

- The literacy programme in Year 7 and beyond is having a good impact on improving students' reading proficiency with some students making rapid gains. Students express an enjoyment of reading and those in Year 7 keep a reading passport in which they record the books they have read during the year. The school library is attractive, well laid out and well used. There is always someone on hand to provide any help that might be required.
- Students following alternative courses have been successful, remaining in education and improving their behaviour as a result of the appropriate courses provided.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112940
Local authority	Derbyshire
Inspection number	462029

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Maintained
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	565
Appropriate authority	The governing body
Chair	Karen Mitchell
Headteacher	Joanne Kingswood
Date of previous school inspection	12-Sep-13
Telephone number	01283 216765
Fax number	01283 552934
Email address	Info@granville.derbyshire.sch.uk

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