

Granby Primary School

Granby Road, Leicester, LE2 8LP

Inspection dates 19–20 February 2013

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|--------------------------------|----------------------|--------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Provision in the Early Years Foundation Stage is well-managed and results in children making good progress.
- Pupils achieve well and leave school with above average-standards in reading and writing. Standards in mathematics are average but rising.
- Last year there was a rise in attainment across all subjects in Year 6 with many pupils making outstanding progress.
- Teaching is typically good and a small amount is outstanding.
- Attendance is good because pupils enjoy coming to school. They feel safe, behave well and are very proud of their school.
- Pupils have many memorable experiences: a variety of exciting visits, residential stays and visitors to school. These help to develop confident and motivated learners.
- Leaders, including governors, work very effectively as a team and are the major driving force behind the improvement in the quality of teaching and the improving standards in Key Stage 2.

It is not yet an outstanding school because

- Not enough teaching is outstanding. In these lessons the pace is too slow, work is not matched to pupils' abilities and is often not challenging enough. Pupils do not have enough opportunities to work independently and to assess their own performance.
- In Years 1 and 2 attainment is not improving strongly enough and progress is too slow. Teachers do not use information, about how well pupils are doing, to plan future lessons which will make pupils think and work hard. Additional support is not always timed well so that valuable learning time is lost.

Information about this inspection

- Inspectors observed 25 lessons, three of which were observed with senior leaders.
- Meetings were held with pupils, members of the governing body, a representative of the local authority and a range of staff, including senior leaders.
- The inspector took account of the 30 responses to the online questionnaire (Parent View). They also looked at the school's own questionnaire for parents and carers, one letter received from a parent and also met with other parents informally.
- The inspectors observed the school's work and looked at a number of documents including the school's own data on pupils' current progress, records relating to attendance, behaviour and bullying and safeguarding documents. They also met with two groups of pupils and talked to them about their views of the school.

Inspection team

Elaine Long, Lead inspector

Additional Inspector

Mary Hinds

Additional Inspector

Edgar Hastings

Additional Inspector

Full report

Information about this school

- Granby Primary school is larger than the average-sized primary school.
- The proportion of pupils who are known to be eligible for free school meals or in the care of the local authority, for which the school achieves additional income from the government (the pupil premium), is below average.
- The majority of pupils are from White British heritage and a low proportion of pupils come from minority ethnic groups.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. A below-average proportion are supported through school action plus or have a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- All pupils are educated on site. The school does not use alternative provision to support any of its pupils.
- The school is a lead partner in initial teacher training.

What does the school need to do to improve further?

- Increase the proportion of good or better teaching, particularly in Years 1 and 2 by:
 - ensuring learning moves at a demanding pace and pupils are always challenged
 - pupils knowing how they can improve their work and being given the time to follow up teacher comments in marking
 - teachers planning lessons which will provide the right amount of difficulty and challenge for pupils of all abilities
 - teachers knowing exactly where pupils are in their learning and re-shaping lessons so that all pupils can make more rapid progress
 - teachers ensuring that teaching assistant support is well-focused so that the learning and progress of pupils is improved
 - teachers having the opportunity of sharing and learning from the good practice which already exists within the school.

Inspection judgements

The achievement of pupils is good

- Children arrive in Nursery with skills below those expected for their age. When they leave Reception they have made good progress because adults provide focused teaching and well-timed support so that learning and understanding are deep and secure. They enter Year 1 with broadly average standards.
- In the recent Year 1 national screening test of pupils' knowledge of the sounds that letters make (phonics), the proportion of pupils performing in line with national expectations was similar to that of most schools.
- For the past three years pupils have left Year 2 with broadly average levels of attainment. Progress requires improvement. Information about how well pupils are doing is not used well enough or quickly enough to plan for future learning. Work is not always suitable for their ability and lessons lack pace and challenge. Pupils become bored and this can lead to poor behaviour.
- At the end of Key Stage 2 reading attainment was significantly above national averages and progress from Key Stage 1 to Key Stage 2 was outstanding. Writing was above average and progress good. Mathematics was average and progress good. Year 6 pupils are predicted to achieve similar results this year.
- Pupils made accelerated progress in Years 5 and 6 because lessons were well-planned, moved quickly and were challenging. Pupil achievement and progress was tracked well and appropriate support made available to those pupils who needed it. This enabled these pupils, including disabled pupils and those who have special educational needs and those who are eligible for pupil premium funding, to make outstanding progress.
- Gaps in attainment between these pupils and their classmates still exist. For example in current Year 6 where there is a three to four term difference, in Year 5 one and a half terms and in Year 3 one term or less. Good, well-timed additional support is quickly reducing the gaps.
- Overall attainment for Year 5 pupils is currently at the standards expected by the end of the year. All groups are exceeding the progress that is expected nationally.

The quality of teaching is good

- The majority of parents and carers feel that their children are taught well. The majority of pupils know their targets and use the 'steps to success' to evaluate their work. Classrooms are bright and pupils' learning is supported through helpful displays, 'learning walls' and practical resources. The use of new technologies, including notebooks and other electronic devices, motivates pupils well.
- Teachers in the Early Years Foundation Stage have high expectations and track children's progress well. Children are happy and confident learners and are interested in their activities. Speaking and listening is a part of everything they do. The use of 'talk partners' is successful and they listen to one another and cooperate with one another. Adults encourage them to talk in sentences and provide good guidance so that their understanding is deep and their progress rapid.
- In the best lessons pupils are actively involved in their learning. Tasks are well-matched to their

ability and they are given opportunities to work independently, to assess their own work and that of others. In an art lesson pupils were planning a 3D mask which required them to be creative but at the same time they were discussing how to succeed, what choices to make and commenting critically on one another's work.

- In a Year 5 mathematics lesson, calculating area and perimeter, all pupils made rapid progress because the work was well-matched to the individual needs of pupils and the teacher re-adjusted the learning promptly so that no time was wasted. Teachers and other adults worked together as a team. Gifted and talented pupils were working on Level 6 work with a teaching assistant whilst another teaching assistant was consolidating Level 3 learning with another group of pupils. The teacher's focus group was also given different work, depending on their needs. The teacher's very careful use of questioning and her encouragement for them to investigate and speculate ensured all pupils were motivated and challenged and that progress was good.
- In Years 1 and 2, inconsistencies in the quality of teaching, combined with ineffective use of support and intervention, are clearly reflected in pupils' work. Tasks set do not always build on previous learning and are too easy. Pupils' progress is therefore slow and the standards they reach are not high enough. Whilst there is some evidence of good marking with helpful next steps for the pupils, it is inconsistent.

The behaviour and safety of pupils are good

- Pupils' behaviour around the school is good. They treat themselves and others with respect. They are polite, friendly and courteous. They enjoy coming to school and are proud to belong to it. They enjoy taking on extra responsibilities, for example as student councillors, and take their roles very seriously.
- Throughout their lessons and assemblies, pupils are given the skills they need to manage everyday risks for themselves, for example, safe use of the internet, road and fire safety and not talking to strangers.
- There have been no exclusions for the past three years. Incidents of bullying and racist comments are rare and when they do happen pupils know that it will be dealt with – 'Mr Fowler sorts it!'
- Staff know their pupils and manage their behaviour well. Instances of bad behaviour are rare and pupils feel that they are able to learn in their lessons because they are not distracted. Pupils clearly understand the rules and appreciate the rewards. They co-operate well with one another and if instances of silliness occur then it is because they are not fully involved in their learning.
- Pupils' abilities to work with one another, to know the difference between right and wrong and to understand the feelings of others are good. In the playground there is a 'buddy bench' and pupils understand what it is like to want a friend, someone to talk to, and they respond to one another with sensitivity and care.
- Parents at the school strongly agree that their children are safe, well-looked after, and that behaviour is good. Attendance at parents' evenings is very high and the school surveys show that parents are very pleased with their child's experiences at school.
- One parent wrote to the school after observing children being allowed to enjoy the snow and said: 'Congratulations on providing a thoughtful, caring balance between what is required and what the kids actually need'. She also stated that she knew from day one, when she witnessed

the care and concern shown by staff towards a distressed three year old, that she had chosen the right school for her daughter and ends with 'You have my full support and keep up the good work'.

- Attendance at the school is good and if pupils arrive late or do not arrive at all then the school contacts home. The school has clear processes in place and promotes the importance of coming to school regularly through its celebration of good attendance, award assemblies and newsletters. The school is involved in a project which is looking at ways in which relationships with those hard-to-reach parents can be improved.

The leadership and management are good

- The school has made good progress in raising attainment, particularly in the Early Years Foundation Stage and in Key Stage 2. This is due to the impact of the new management structure which is in place and also to the school collecting information more regularly on pupils' progress and analysing it in more detail. The leaders, along with members of the governing body, meet with the members of the senior team responsible for different year groups in the school. They ensure that pupils at an individual, group and whole-school level are making progress and reaching higher standards of attainment.
- Tracking pupils in this way allows the school to put in appropriate additional support promptly. As a result, gaps between the attainment of disabled pupils and those who have special educational needs or those who receive pupil premium funding and the other pupils in the school are becoming smaller.
- Senior leaders have an accurate view of the school's strengths and areas for development. They visit lessons to observe the quality of teaching and learning and detailed feedback is given to teachers so that they can improve. The management of teachers' performance is detailed and rigorous. Their performance is tracked well and they are held accountable for the standards pupils achieve.
- The school has a wealth of external partnerships within the local community and beyond. Their contribution provides pupils with real opportunities to deepen their social, moral, cultural and spiritual education. Pupils learn through investigating and exploring topics. There are many additional activities available including the arts, sport, gardening and helping the local community through litter picking. Pupils go on trips including to local theatres and the National Space Centre. The school choir sings in local churches and the De Montfort Hall. Pupils undertake role play using artefacts from the local museum and some attend a five-day residential visit to Beaumanor Hall where they take part in outdoor pursuits and team building exercises.
- The local authority has provided invaluable and timely support to the school over the past two to three years. The level of support currently offered is minimal as it now considers the school has the capacity to improve on its own.
- **The governance of the school:**
 - The governing body is well lead and well organised. Governors are actively involved in all areas of the school's work. They have an accurate understanding of the school's strengths and weaknesses and provide support but also robust challenge. Their involvement with senior leaders in monitoring pupil performance allows them to have first-hand experience of what is actually happening at classroom level. They understand that teachers are rewarded if they are helping pupils make at least good progress. They visit the school in order to follow up specific areas which they have identified and then report back. They know how pupil premium funding

is allocated and also the impact this is having on narrowing the gaps in attainment between eligible and other pupils. They carry out their other statutory duties effectively, ensuring, for example, that procedures for safeguarding pupils are well-managed, regularly reviewed and meet requirements.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 120006 |
| Local authority | Leicester |
| Inspection number | 405901 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 442 |
| Appropriate authority | The governing body |
| Chair | Jon Gulliver |
| Headteacher | Peter Fowler |
| Date of previous school inspection | 22 March 2011 |
| Telephone number | 0116 2832013 |
| Fax number | 0116 2298162 |
| Email address | info@granby.leicester.sch.uk |

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