

Inspection of Granby Primary School

Granby Road, Leicester, Leicestershire LE2 8LP

Inspection dates: 23 and 24 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

This is a happy school. Pupils are polite. They say that everybody feels welcome here. Leaders have created a caring culture built on strong relationships between pupils and staff. Pupils try hard to be 'ready, respectful and safe'. This is 'The Granby Way'.

All staff have high expectations for what pupils can achieve. Children in the early years get off to a strong start. Teachers help them learn the skills they need to be ready for their next stage. Pupils with special educational needs and/or disabilities (SEND) receive excellent support when they need it. Leaders make sure that pupils with SEND and disadvantaged pupils enjoy the same opportunities as the other pupils.

Pupils say that they feel safe in the school. Pupils know who to talk to if they are worried. They trust that teachers and other adults will resolve problems quickly.

Pupils enjoy a range of trips and enrichment activities. All pupils have opportunities to go on residential trips, where they can take part in outdoor activities. The school provides a variety of clubs, including sports, musical and creative activities.

What does the school do well and what does it need to do better?

Leaders have developed a curriculum that is aspirational for all pupils. They have supported subject leaders to identify the important knowledge that pupils will learn. Teachers know what to teach and when. This helps pupils to build knowledge over time, from the early years to key stage 2, so that they are ready for the next stage of their education.

Leaders have prioritised reading. In phonics lessons, teachers help pupils to quickly learn to read. They regularly check that pupils remember the sounds they have been taught. Pupils practise reading from books that match their stage of reading. Pupils who struggle with reading get extra opportunities to practise. Leaders choose books for pupils to read that match their interests. Pupils enjoy reading. They talk enthusiastically about books they have read.

Teachers have strong subject knowledge. In mathematics lessons, teachers ask questions that encourage pupils to think deeply. In science lessons, pupils use scientific vocabulary to discuss their ideas. In design and technology, pupils learn the knowledge they need to complete interesting projects. In physical education (PE) lessons, teachers help pupils to learn skills that enable them to take part in sports and fitness. In all subjects, teachers and other adults encourage pupils with SEND to be independent.

Leaders have not yet clearly planned how teachers will deliver all aspects of the curriculum. Some lesson activities do not help pupils learn as well as they might.

Sometimes, teachers do not give pupils the feedback they need to deepen their understanding. Leaders know this. They have plans to develop the curriculum further so that teachers know how to help pupils progress quickly.

Teachers routinely check pupils' learning in mathematics, English and PE. They check how well pupils remember what they have learned, to make sure they teach the right lessons at the right time. In other subjects, these checks are not made consistently. Leaders have not planned well enough how teachers should check what pupils have learned. Teachers do not always know how to address pupils' gaps in learning or their misconceptions.

In the early years, teachers model positive attitudes to learning. They teach children to take turns and be kind. In key stages 1 and 2, teachers set clear expectations for behaviour. Almost all pupils behave well. Pupils enjoy the rewards that they get for their efforts. Leaders and teachers deal with poor behaviour fairly. They provide effective guidance for a small number of pupils who struggle to regulate their behaviour.

Leaders have planned a curriculum for personal, social and health education to support pupils' personal development. Pupils learn about safe and healthy lifestyles. They know about British values and diversity. In religious education, pupils learn about different faiths and cultures. Pupils are well prepared for life in modern Britain.

Teachers are proud to work at the school. Leaders support teachers to develop the expertise they need to teach pupils effectively. Governors know the school well. They share leaders' ambition for all pupils. Parents speak positively about the school. They value the communication they receive about their children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders understand the risks that pupils may face. They have created a strong culture of safeguarding in the school. All members of staff know how to identify and record concerns they have about pupils. Leaders act on any concerns quickly and effectively. They work well with other agencies to keep vulnerable pupils safe.

Leaders make all appropriate checks on all adults working in the school and visitors to the school. They make sure that all staff receive regular safeguarding training. Pupils learn how to keep themselves safe, including online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not fully developed systems that enable teachers to check that pupils can remember what they have learned. In these subjects, teachers check pupils' knowledge inconsistently. Leaders do not routinely adapt the curriculum to make sure that teachers address pupils' misconceptions or gaps in their knowledge. Leaders need to ensure that teachers check pupils' understanding consistently and use these checks to adapt the curriculum to meet the needs of all pupils.
- In some subjects, the learning activities do not support pupils to learn and remember important knowledge as well as they might. Not all lesson activities focus sharply enough on the important knowledge in the curriculum. Pupils do not always get opportunities to recall what they have learned before. Sometimes, pupils do not get feedback that helps them to improve their work. Leaders need to ensure that teachers plan lessons that enable all pupils to learn and remember knowledge so that they deepen their understanding over time.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	120006
Local authority	Leicester
Inspection number	10254820
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	468
Appropriate authority	The governing body
Chair	Mrs Glenys Mulvany
Headteacher	Mr Dale Cross
Website	www.granby.leicester.sch.uk
Date of previous inspection	25 October 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed in 2019.
- The school uses one registered and one unregistered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteachers and other school leaders.
- The lead inspector met with the chair of the governing body and other governors.
- The lead inspector spoke to a representative from Leicester local authority.

- Inspectors carried out deep dives in these subjects: reading, mathematics, science, physical education and design technology.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector observed some pupils reading to their teacher.
- The lead inspector looked at samples of pupils' work from some other subjects and discussed the curriculum with senior leaders.
- To inspect safeguarding, inspectors spoke to leaders, other members of staff and pupils. The lead inspector viewed the single central record.
- Inspectors observed pupils' behaviour in lessons and around school.
- Inspectors met with leaders to discuss behaviour, attendance and personal development.
- Inspectors met with pupils from different year groups to discuss their experiences at the school.
- Inspectors considered the responses to staff and pupil surveys.
- Inspectors spoke to parents and considered the views of parents who responded to Ofsted Parent View.

Inspection team

John Spragg, lead inspector	His Majesty's Inspector
Jackie Stirland	Ofsted Inspector
Anna Crawte	Ofsted Inspector
Martin Adamson	Ofsted Inspector

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