

# Grampian Primary School

## Inspection report

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<b>Unique Reference Number</b>	112776
<b>Local Authority</b>	City of Derby
<b>Inspection number</b>	301767
<b>Inspection dates</b>	2–3 May 2007
<b>Reporting inspector</b>	David Simpson HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Glynn Jones
<b>Headteacher</b>	Mr Chris Perkins
<b>Date of previous school inspection</b>	25 September 2000
<b>School address</b>	Grampian Way Sinfin Derby DE24 9LU
<b>Telephone number</b>	01332 765546
<b>Fax number</b>	01332 765546

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

## Description of the school

Grampian is a smaller than average primary school. The proportion of pupils from minority ethnic backgrounds is well above average, as is the proportion of pupils eligible for free school meals. However the percentage for whom English is an additional language is below average. Around a quarter of the school's pupils have learning difficulties and disabilities which is above the national average.

The current staffing of the school is complicated. The headteacher is making a phased return to work following a term's absence due to illness in his family. A deputy headteacher from a nearby school became acting headteacher in January and she remains at the school until the end of August. The special needs co-ordinator resigned with effect from February 2007. The deputy headteacher has been on long term absence since June 2006. The leader of Key Stage 2 has been absent since September 2006 and the leader of Key Stage 1 is currently on maternity leave. All these posts are currently being filled on a temporary basis.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Grampian Primary School provides a satisfactory and improving education for its pupils. The school is distinguished by its commitment to providing pupils with an enjoyable education in which their individual skills and successes are recognised and built upon.

The headteacher has given the school effective leadership which has begun to improve pupils' progress and has significantly improved their attitudes and behaviour. He has established a shared ethos and strengthened the leadership skills of others, such that the school has continued on its journey of improvement even in his absence last term. The monitoring systems he has introduced are well understood by staff and governors and used to swiftly identify pupils in need of support. The school is benefiting from the two-term secondment of the current acting headteacher. However on-going long term absences are restricting the school's ability to build rapidly upon the firm foundations that have been established.

Children's attainment on entry is well below average. They quickly experience success and parents are very appreciative. For example, one wrote that 'I couldn't have wished for a better start to my son's schooling. He has enjoyed every minute of his time in the nursery.' Children make good progress overall in their time in the Foundation Stage. Standards in end of Key Stage 1 and 2 assessments and tests are below average. However, the pupils achieve satisfactorily during their time at Grampian and an increasing proportion are meeting challenging targets. The school analyses pupils' progress in detail and knows that it needs to raise standards in writing, mathematics and science, particularly for the most able.

Teaching and learning are satisfactory. The best teaching is well planned and activities are challenging and require pupils to work both independently and together. For example, a good mathematics lesson was based upon a thorough assessment of the pupils' prior work, addressed their specific weaknesses and then required pupils to both consolidate and extend their learning. However, the quality of lessons is uneven and not enough lessons address the needs of all groups of pupils, particularly the more able. In some lessons the pupils require more support to develop their skills, for example, to produce extended writing. The school is actively improving its satisfactory curriculum by placing a greater focus on developing the pupils' creativity and providing activities which better meet their needs.

The key strength of the school is its care and support for pupils which have many outstanding features. Its work with a wide range of agencies is highly successful and Grampian is held up as a model of good practice within the authority. The school knows its pupils very well and as a consequence they respond positively to their education and their personal development is good. They are welcoming, considerate and take pride in their school.

Grampian enjoys the confidence of parents. The school's staff are committed to improvement. Their actions over recent times demonstrate the school has a satisfactory capacity to improve and have taken the school forward since the last inspection.

### What the school should do to improve further

- Improve standards and raise achievement.
- Make more teaching consistently good or better.
- Continue to develop the curriculum.
- Ensure that permanent appointments are made to the senior leadership to sustain improvement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils' attainment on entry to the school is well below average and declining. They make good progress during the Foundation Stage and enter Year 1 with below average standards. Attainment in Key Stage 1 assessments improved in 2006, although standards remain below average. In Key Stage 2 tests, standards declined but, given the pupils' prior attainment, this represented satisfactory achievement. The school is rightly ambitious to improve performance in writing, mathematics and science and wants more of its pupils to attain the higher levels. The school monitors the progress of pupils closely and its systems are becoming increasingly sophisticated so that it can look at the performance of particular groups of pupils. The data is used well to identify pupils who are in danger of underperforming and a range of appropriate strategies is in place to improve their attitudes and support their learning. Pupils with learning difficulties and disabilities make good progress and attain standards close to or above similar pupils nationally. The evidence from last year's test results, lesson observations during the inspection and the school's data shows that pupils are increasingly meeting challenging targets. Achievement across the school is satisfactory.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. On entry to the school, children lack confidence, have limited social skills and low expectations of themselves. By the time they leave in Year 6, most are thoughtful, courteous and well-adjusted young people ready for the move to the next stage in their education. Virtually all pupils say they enjoy school, a proportion that has increased significantly in the last two years. Parents agree. The rapid rise in attendance rates similarly demonstrates pupils' more positive attitudes towards school. Pupils' behaviour is good, though there are still some instances of challenging behaviour by a diminishing and small minority of pupils, usually boys. Through the school council, pupils make an effective and mature contribution to the school community, most recently in introducing improvements in the playground. They demonstrate a good understanding of how to lead healthy lifestyles. Pupils' spiritual, moral, social and cultural development is good. They develop an adequate range of basic skills, including information and communication technology (ICT) skills, for adulthood.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory. This matches pupils' achievement and is in line with the school's own overall judgement. The school has invested a great deal of effort in improving standards of teaching, with much success, but teaching and learning are still not consistently strong enough throughout the school to raise standards of attainment to nationally expected levels. Pupils enjoy lessons. Most say they feel challenged, though there are a few who indicate that they sometimes find the work quite easy. This is more evident where teachers

ask all the pupils in the class to do the same work without explicitly identifying what additional learning and progress the more able pupils could achieve. Currently the teaching and assessment of gifted and talented pupils is only at the development stage. In contrast, the teaching, assessment and support for pupils with learning difficulties who need extra help are pinpointed more precisely, enabling them to make good progress.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and improving at a good rate. Children in the Foundation Stage enjoy a wide range of exciting and stimulating experiences that successfully promote good progress. Shortcomings identified by the school in writing in Years 1 and 2, and for mathematics in Key Stage 2 are being tackled effectively and standards are rising. The provision for ICT is much improved, and is now increasingly well embedded in pupils' learning across the curriculum. The work for pupils with learning difficulties and disabilities, and those of lower ability, is well planned, enabling many of them to make faster progress than other pupils in the class. Pupils of higher ability are not as well provided for and do not consistently achieve their potential.

The school has made a start on redesigning its curriculum so that it is more focused on the learning skills pupils need to acquire, and more stimulating and meaningful to them. Although only in its early stages, the response of pupils to this development is very positive, as demonstrated by Year 6's response to the challenge of their local canal project. Effective use is made of the local community to add breadth and enrichment to the curriculum. The provision to promote pupils' personal development, including after-school activities, is good.

## **Care, guidance and support**

### **Grade: 2**

The school's overall provision is good. Most impressively, the care and support for pupils are outstanding. A representative from one of the school's many partner agencies captured the essence of Grampian: 'Inclusion is the core at the heart of the school.' No effort is spared to make every pupil feel happy, secure and valued. The extent and range of the school's policies and arrangements to help pupils of all backgrounds and circumstances achieve their potential are hugely impressive. The exemplary work of Grampian's pupil support team and the school's partners have made a significant difference to pupils' behaviour and helped those at risk. Procedures for child protection comply with statutory requirements. Health and safety checks and risk assessments are regularly and effectively carried out.

Procedures for tracking pupils' academic progress are now more precise in enabling the school to know what pupils have learned. However, they do not yet extend to children in the Nursery and Reception classes. The school is working very hard, and with increasing success, to involve more parents in its life and work.

## **Leadership and management**

### **Grade: 3**

The leadership and management of the school are showing remarkable resilience in challenging circumstances and are currently satisfactory. Much has been achieved; however, many of the school's key personnel are temporary appointments at present. To some extent the ability of staff to step into these positions is a tribute to the way in which the headteacher has led the

school and developed leadership skills in others over recent years. It is also due to the sensitive and thoughtful way that the acting headteacher has maintained the school's focus on continuing improvement. Both parents and staff paid tribute to her work to the inspection team. She has built upon the clear direction provided by the headteacher who has incrementally introduced changes which have benefited the children's education. For example, he has established systems to monitor pupils' development which have subsequently been adopted throughout the local authority. The tracking of pupils' progress is becoming increasingly refined and is beginning to have an impact on attainment. The school's self-evaluation is appropriately cautious in its judgements and senior staff have a candid awareness of what remains to be done. The role of the key stage leaders is increasingly holding staff accountable for the progress of their pupils. The governing body has at its core three governors who are very knowledgeable about the school. However, seven governors have recently joined. Plans are well in hand to provide them with training so that they too can play a full role as 'critical friends' of the school, for example, by monitoring the work of individual subjects.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

3 May 2007

Dear Pupils

Inspection of Grampian Primary School, Derby, DE24 9LU

Thank you for welcoming me and Mr Williams into your school. We appreciated how you talked to us in and out of your lessons, helped us to find our way around the school and shared your opinions about Grampian. We enjoyed the opportunities we had to see you learn, be involved in your assembly and the discussions we had with the school council which showed how ready you were to express your ideas. Your views and the views of your parents and carers have helped us to understand what your school is like.

The adults at your school want you to enjoy your education, value your individual skills and talents, and are ambitious for all of you. As a result of their work and the enthusiastic way you respond to your education, we could see that you were making progress over time and the school is expecting ever higher standards from you. In so many ways you impressed us. Here are some examples: it was very pleasing to see how much some of you were learning as a result of the visit to a local canal recently; you have made a good contribution to improving your playground and you expect good behaviour from others; and we appreciated the thoughtful way you asked us about how we were enjoying our time at your school.

We know that you will want your school to become even more successful. You will be pleased to know that our recommendations for what Grampian should do to improve further include that you do even more of the work in your lessons! We know that you like to be challenged by the activities in lessons and we think you should have more opportunities for this and as a result make even better progress. We also think that the school's decision to expect you to make more choices in how you go about your learning and investigating topics will improve your education.

Thank you again for making our two days with you so memorable and enjoyable.

Yours sincerely

David Simpson

Her Majesty's Inspector