

Grampian Primary School

Inspection report

Unique Reference Number	112776
Local Authority	City of Derby
Inspection number	338018
Inspection dates	10–11 December 2009
Reporting inspector	Lois Furness

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair	Nina Kang Christopher Perkins
Date of previous school inspection	2 May 2007
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons, and held meetings with governors, staff, parents, groups of pupils and the school improvement partner. They observed the school's work, and looked at a range of documentation including: the school improvement plan, records of pupils' progress, teachers' planning and assessments, information on pupils with special educational needs and/or disabilities, safeguarding documentation, 84 parent questionnaires, 28 staff questionnaires and 82 pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how fast attainment was rising throughout the school
- how well the creative curriculum engaged the interest of boys and supported improvements in writing
- the impact of monitoring and evaluation systems on ensuring progress is accelerating
- how well assessments are used to adapt the learning experiences for boys in the Early Years Foundation Stage.

Information about the school

In this slightly smaller than average multicultural primary school there are fourteen different ethnic groups represented, of which the largest group are pupils from a White British background. Approximately one third of pupils have English as an additional language, and a few of them are at the early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is well above average. The numbers of pupils leaving or joining the school (mobility) at times other than is usual, is well above average. Early Years Foundation Stage provision is provided in a Reception class and a part-time Nursery class. The school holds a number of awards including Healthy School and Active Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Care, guidance and support are strengths of the school. The arrangements for safeguarding are robust, and all records are carefully maintained. Staff and governors take their roles in these aspects very seriously, and fulfil them well. Pupils are well looked after on a day-to-day basis. Parents are very appreciative of this, and all of them who returned the inspection questionnaire commented that their children were kept safe at school. 'My child since being at Grampian is such a happy boy; he has grown in confidence and loves school so much', wrote one parent, reflecting the many positive comments made by parents about their children's experience.

Despite these strengths, attainment by end of Year 6 has not been high enough. However this is now rising in all year groups in reading and mathematics with the majority of pupils attaining the levels expected for their age. This is as a result of focused teaching, with pupils grouped by ability rather than by age, for these subjects. As a result of this 'streaming', work is closely matched to pupils' learning needs and during the inspection the teaching seen was good in reading and mathematics lessons. Although satisfactory, the picture is not as strong in writing. In this subject, there is good practice, but an analysis of pupils' work shows they are not consistently taught the necessary skills to become competent writers. Pupils do not write regularly enough, and occasionally it is unclear exactly what pupils are expected to learn. Marking does not always show clearly why work is good or how to improve. The leadership is aware of these weaknesses, but is taking its time to resolve them. Even so, the progress of all pupils, including those with special educational needs and/or disabilities and those at the early stage of learning English, is satisfactory and improving strongly notably in reading and mathematics.

The leadership is committed to enriching learning through a range of imaginative activities. This emphasis on creativity has resulted in the effective engagement of boys, and pupils who enjoy school with good behaviour throughout. Pupils' feeling safe and their understanding of keeping safe is outstanding. In Years 1 to 6, there is little difference between the progress of boys and girls. However, in the Early Years Foundation Stage boys do not progress as well as girls. This is partly due to the lack of a secure outdoor environment for Reception-age children which means these children have too few opportunities for active outdoor learning. Also too few children attain the levels expected in creative development and shape, space and measures by the end of the Reception year.

Self-evaluation is satisfactory and systems for monitoring and evaluating are in place.

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However, the way monitoring is organised means subject leaders with responsibility for English and mathematics do not directly carry out the monitoring activities. This means they do not have first-hand knowledge of provision in their subjects. Tracking and target-setting systems do not quickly identify underachievement and although meetings are held whereby pupils' progress is discussed, these are not held regularly enough. Governors are supportive but their role of holding the leadership to account is only just starting to develop. Even so, incisive action to improve attainment in reading and mathematics has had a clear impact since September, showing the leaderships' determination to raise attainment and the school's satisfactory capacity to improve further.

What does the school need to do to improve further?

- Raise attainment in writing by:
 - sharing the good practice that is evident in school to improve teachers' subject knowledge in teaching writing
 - ensuring pupils write every day, and their recorded work clearly shows evidence of the different skills needed to be a good writer
 - ensuring lessons have a clear learning intention with activities planned to match the range of learning needs
 - marking of pupils' work which specifically identifies good features and how to improve.

- Improve the effectiveness of leadership at all levels by:
 - ensuring subject leaders especially of English and mathematics have first-hand opportunities to monitor and improve the quality of learning
 - taking action swiftly to rectify weaknesses when they are identified
 - holding half-termly pupil progress meetings at which each pupils' attainment and resulting progress is checked and any necessary action taken
 - governors becoming more involved in challenging the leadership about pupils' learning and progress.

- Improve the learning experiences for children in the Early Years Foundation Stage by:
 - providing more opportunities for active learning for Reception age children especially in the outdoor environment
 - ensuring children have sufficient opportunities to develop skills in the shape space and measures and creative development strands of learning.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

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In lessons pupils enjoy learning and are eager to extend their knowledge. Although attainment has been well below the national average in English and mathematics over the last three years it is now rising especially in reading and mathematics. In the lessons observed, pupils' progress was good in these subjects. However in writing, although attainment is rising, there is still some way to go. Observations show subject knowledge of the teaching of writing is insecure, and the work in pupils' books shows insufficient evidence of how writing skills are developed. Pupils with special educational needs and/or disabilities make good progress when receiving targeted support in reading and mathematics, but in writing their progress is similar to their classmates. The few pupils who are learning English as an additional language make good progress in acquiring spoken English. Pupils' achievement is satisfactory and improving rapidly.

Pupils show a good understanding of how to respect others. They are polite, friendly and courteous to visitors and as one pupil explained, 'We all help each other here.' Pupils are responsible and mature in the way they work in groups. They willingly take part in contributing to the work of the school and the community, for example through the school council. Pupils have a satisfactory understanding of the importance of leading a healthy lifestyle, but do not always use this knowledge to improve their health. Pupils' satisfactory achievement in basic skills, broadly average attendance and good awareness of the needs of others, means they are soundly prepared for the future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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Adults and pupils have good relationships and this means learning takes place in a supportive classroom environment. Teachers plan lessons carefully in reading and mathematics. Support staff are used effectively to support pupils with special educational needs and/or disabilities. More-able pupils are also challenged well. This good level of challenge was seen in a mathematics lesson for more able Year 5 and 6 pupils. In this lesson good questioning and clear explanations ensured pupils made good progress in learning about ratio and proportion. In writing, lesson planning lacks detail about exactly what teachers expect pupils of different abilities to learn, and too often all pupils are carrying out the same activity. Marking comments do not always provide the right advice about the good features of pupils’ writing, and how to improve.

A robust programme to extend pupils' personal and social skills is integral to the curriculum and the move to providing a more creative curriculum is yielding benefits in pupils' enthusiasm for learning, especially for boys. However the programme for writing is less effective because it does not build on skills quickly or securely enough. Pupils speak highly of the good range of visits and visitors which enrich the curriculum and promote their enjoyment of learning well.

Parents and carers appreciate the good quality care, guidance and support their children receive. Pupils agree they feel safe and well supported and say adults will always help them if they have a problem or concern. The school has good partnerships with outside agencies resulting in good support for those pupils who, at times, may be vulnerable. Good induction arrangements ensure the many pupils who join the school at times other than is usual, settle quickly feeling safe and secure in their new school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership has been successful in ensuring all staff are determined to raise pupils’ attainment and accelerate their progress. School self-evaluation is satisfactory but the leaderships’ success in influencing improvement has been variable. In reading and mathematics attainment is rising, but in writing it is not improving as rapidly. Monitoring and evaluation are not sharp enough to ensure that weaknesses are quickly rectified. English and mathematics subject leaders have not been given the opportunity to lead on improvement and therefore their influence is not as strong

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as it could be. Governors are supportive and ensure safeguarding procedures, including those for child protection, are securely in place. They are aware of the school's strengths but have not been sufficiently challenging in the past, to ensure that the leadership is fully accountable for pupils' attainment and progress.

The school works satisfactorily to promote community cohesion, particularly in ensuring that pupils from numerous ethnic minorities form a happy and harmonious community. Their understanding of the multicultural world in which they live, however, is less well developed. Partnerships are promoted well and links with welfare and education facilities have made a good contribution to the well-being of pupils. Links with parents are also good, with many coming into school to attend different events, for example the Early Years Foundation Stage nativity. The school is inclusive, seeking always to treat all pupils fairly and equitably. There are adequate systems for tracking pupils' progress, but they are not sufficiently fine-tuned to make it easy to quickly evaluate pupils' attainment and check how well they are meeting their targets. This means that there is not always a really quick response to concerns if certain pupils have made slower progress than expected.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children in the Early Years Foundation Stage are happy learners who, as a result of good induction procedures, settle quickly into school life. They behave well and establish warm and positive relationships with adults and other children. They willingly help each other as was seen when Reception children worked together to find the teddy-bears that were hidden around the classroom. There is an appropriate balance between adult-led tasks and those children can choose for themselves. In relation to their low starting points, children make satisfactory progress overall. They

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make good progress in knowing the names of letters and their sounds, and their personal development. Records of continuous observation are kept, but in the past these have not been used well enough to ensure children make sufficient progress in all areas of learning especially in aspects of mathematical and creative development. However, the newly established team members are working together effectively. They plan together and are trying hard to ensure previous weaknesses are rectified. The leadership is aware the Reception age children do not have a secure outdoor learning environment, and do what they can to overcome this difficulty. However, limited outdoor learning opportunities mean these children, especially boys, do not make as swift gains as they should in their learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The vast majority of parents and carers who responded to the questionnaire are very positive about all aspects of school life, especially the way in which the school keeps their children safe. A few parents and carers expressed concerns about a variety of issues. Inspectors investigated these concerns and agree that progress has not always been good enough, and the curriculum has not met all pupils' needs especially boys. However these are improving as the quality of teaching is becoming more consistently better. Inspectors do agree that pupils need to be encouraged more, to adopt a healthy lifestyle.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grampian Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 84 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	75	20	24	0	0	0	0
The school keeps my child safe	63	75	21	25	0	0	0	0
The school informs me about my child's progress	58	69	23	27	3	4	0	0
My child is making enough progress at this school	50	60	29	35	4	5	0	0
The teaching is good at this school	57	68	22	26	2	2	0	0
The school helps me to support my child's learning	55	65	25	30	3	4	0	0
The school helps my child to have a healthy lifestyle	52	62	27	32	5	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	46	55	34	40	0	0	0	0
The school meets my child's particular needs	51	61	29	35	3	4	0	0
The school deals effectively with unacceptable behaviour	69	74	20	22	0	0	0	0
The school takes account of my suggestions and concerns	53	63	25	30	4	5	0	0
The school is led and managed effectively	60	71	22	26	2	2	0	0
Overall, I am happy with my child's experience at this school	64	76	16	19	3	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.



14 December 2009

Dear Pupils

Inspection of Grampian Primary School, Derby, Derbyshire, DE24 9LU

As you know, inspectors visited your school recently to see how well you are doing. Thank you so much to all of you who spoke to us and told us about the things you do. We really enjoyed meeting you. These are the important things we found out about your school.

- You told us you feel safe in school. That is good. You understand about bullying and you know what to do if it happens to you.
- Your behaviour is good so well done. We noticed how eager you are to learn new things and how much you enjoy yourself when your lessons are fun.
- You are looked after and cared for well by adults, and this is very important.
- You are making good progress in reading and mathematics and more of you are now working at the levels expected for your age.
- Your teachers have worked hard to teach an exciting curriculum, which you say you find interesting.

These are the things we have asked the school to do now in order to improve:

- Help you to become better in your writing.
- Your headteacher, other leaders and governors to check often that you are all making the progress you should and if not take swift action.
- Those of you in the Reception class to get more opportunities to learn in the outdoors. Also your teachers make sure all of you in Nursery and Reception progress faster in creative development and shape, space and measures.

We know that you will continue to work hard and will help the adults when they make the changes needed so that your school can get even better. Thank you again for telling us so much about your school.

Yours faithfully

Lois Furness
Lead inspector

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