

# Keresley Grange Primary School

## Inspection report

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<b>Unique Reference Number</b>	103646
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	376943
<b>Inspection dates</b>	13–14 September 2011
<b>Reporting inspector</b>	Marion Thompson

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	259
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Susan Knight
<b>Headteacher</b>	Charles Thorpe
<b>Date of previous school inspection</b>	4 June 2009
<b>School address</b>	Waste Lane Coventry CV6 2EH
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<b>Email address</b>	Headteacher@keresleygrange.coventry.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors saw 25 lessons and parts of lessons, observing the work of 20 teachers. Informal discussions were held with a sample of parents and carers who accompanied their children to school. Meetings were held with the Chair and Vice Chair of the Governing Body and one other governor, staff and groups of pupils. The inspection team observed the school's work, went on a learning walk focused on the curriculum, listened to pupils read and looked at documentation. This included the school development plan, assessment information, self-evaluation documentation, safeguarding documentation, curriculum planning and samples of pupils' work. Inspectors analysed the results of the 85 questionnaires completed by parents and carers and took account of the views expressed in staff and pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress made by boys in reading.
- The impact of the school's actions on improving progress in mathematics, especially for higher attaining girls in Key Stage 2.
- How effectively work was matched to the needs of different groups of pupils in mixed-age and mixed-ability classes.

## Information about the school

This is a large school, where the vast majority of pupils are of White British origin. Around a tenth of the pupils are of Asian or Asian-British heritage. A number of other ethnic groups are represented by small numbers of pupils. The proportion of pupils with special educational needs and/or disabilities is broadly average. The proportion of pupils known to be eligible for free school meals is below average. The school has gained National Healthy Schools status.

A breakfast and after-school club on the site, run by a private provider, is inspected separately.

**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

The school provides a satisfactory education for pupils of all abilities and backgrounds. By the end of Year 6, pupils reach broadly average standards, representing satisfactory progress and achievement from their broadly age-related level of skills on entry to the school. Children in the Reception class now make good progress as a result of rapidly improved provision and good leadership. Progress in Key Stage 1 is accelerating steadily and securely, as is shown by the upward trend in national assessments. Progress in Key Stage 2 is more variable, but is good or better in an increasing number of lessons. Pupils achieve well in writing, where standards have risen sharply over the last year.

The school's self-evaluation and planning are sound. Leaders' actions have resulted in slow but steady improvement in pupils' academic progress and personal development since the previous inspection. While teaching has remained satisfactory overall, coaching has ensured that an increasing proportion is good or outstanding. The curriculum is satisfactory, but is increasingly matched to pupils' needs and aspirations. Pupils' attainment and progress are more carefully tracked, enabling earlier intervention when pupils fall behind. Good relationships with parents and carers and robust action by the school have contributed to a sharp rise in attendance which is now above average. Parents and carers particularly value the sensitive and improved care, support and guidance provided by the school. This has supported better behaviour and pupils' keen awareness of how to keep safe and healthy, both of which are now good. Most pupils adopt a healthy lifestyle and a good number participate in extra-curricular sport. They particularly enjoy dance classes, where they work with good attention to safety. These improvements, and the effective partnerships formed with parents and carers and a range of external agencies, demonstrate that the school has satisfactory capacity for further improvement.

Despite these improvements, progress in reading is occasionally too slow, especially for boys. There are too few regular, planned opportunities across the curriculum for pupils to develop reading comprehension and higher order skills, for example, expressing opinions about the text. Higher attaining pupils, especially girls in Key Stage 2, occasionally make limited progress in developing skills in mathematics, because work is not sufficiently challenging and there are too few opportunities to develop mathematical skills across the curriculum. While the quality of teaching is improving, it remains inconsistent in relation to matching the work to the wide range of pupils' needs. The pace is at times too slow, with insufficient opportunities for active involvement. Teachers do not always question pupils thoroughly enough.

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While frequently good, marking occasionally does not provide sufficient guidance on how to improve or give pupils time to follow this up.

Up to 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.

### **What does the school need to do to improve further?**

- By September 2012, ensure that pupils, especially boys, make consistently good progress in reading by providing regular planned opportunities to develop reading comprehension and higher level reading skills in lessons across the curriculum.
- By September 2012, ensure that pupils, especially higher attaining girls in Key Stage 2, make consistently good progress in mathematics by ensuring that:
  - work is well planned to provide all pupils, but especially the most able, with a good level of challenge
  - there are regular, planned opportunities to develop mathematical skills across the curriculum.
- By September 2012, improve the consistency of teaching so that the large majority is good or better by ensuring that:
  - work is planned which meets the wide range of pupils' needs
  - the pace of lessons is brisk, with plenty of opportunities for active involvement
  - skilful questioning helps pupils to extend their thinking
  - marking consistently provides clear guidance to pupils on how to improve their work and time is provided to follow this advice.

### **Outcomes for individuals and groups of pupils**

**3**

Pupils enjoy lessons which demand their active participation and present them with challenging but achievable tasks. In these lessons, they concentrate hard for lengthy periods. For example, pupils in Years 1 and 2 grappled with challenging addition problems with relish, fully engaged in their learning. When working independently, they set themselves demanding tasks. Attitudes to learning are less positive and progress is slower when lessons are not demanding enough and there are too few opportunities for pupils to be active.

Writing has improved sharply for boys and girls of all abilities throughout the school and they now make good progress. Listening and speaking skills develop steadily, because pupils have plenty of opportunities for discussion and this supports work in writing. Although progress has begun to improve because of the strategies the school has put in place, pupils, especially boys, do not do quite as well in reading. Phonics is helping younger pupils to read words aloud words correctly, without

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necessarily understanding their meaning. Higher level skills such as comprehension and inference do not develop as rapidly. Progress in mathematics is accelerating, with improvements in pupils’ number skills. More able pupils, especially girls in Key Stage 2, do not always make as much progress as they should. Pupils from minority ethnic backgrounds make the same progress as their peers.

Pupils with special educational needs and/or disabilities make satisfactory progress. The behaviour of those who have social, emotional and behavioural difficulties is managed well, so that progress is not impeded. Pupils’ physical and learning needs are accurately identified, and effectively targeted support is provided in the classroom, frequently from teaching assistants.

Spiritual, moral, social and cultural development is satisfactory overall. Pupils develop good social skills, such as the ability to collaborate successfully and to lead. There are, however, a very few occasions when pupils make remarks which demonstrate a lack of understanding and appreciation of the faiths and cultures of others. Pupils say this is dealt with quickly and effectively when it occurs. They make a satisfactory contribution to the school and wider community, for example, through enthusiastic fund raising and helping to choose playground equipment. However, their contribution to issues such as sustainability is more limited. Pupils’ good social skills and above average attendance form a good basis for later life. However, preparation for future economic well-being is satisfactory since reading and skills in number are no better than average.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> 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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## How effective is the provision?

Friendly and respectful relationships between teachers and pupils and clearly understood learning objectives form a firm starting point for learning in all lessons. In the growing number of good and the few outstanding lessons, teachers' planning is based on a close knowledge of previous learning. For example, in a very effective lesson in a Year 5 and 6 mixed age class, the teacher began by working with pupils on common mistakes and then allowed time for them to follow up on individual guidance provided through marking. They felt this helped them to improve their work. The discussion which followed, on the features of a biography, was conducted at a brisk pace, through skilful, challenging, open questioning, well matched to the wide range of pupils' needs. Pupils persisted when they found learning difficult and were fully engaged. Such features, and especially the level of challenge for the most able in mathematics, are not yet consistently present in all lessons.

The curriculum is increasingly tailored to meet pupils' needs and interests, and to reflect their diverse backgrounds. It teaches pupils how to stay safe, for example, when using the internet. It is having a marked impact on improving pupils' progress in writing. Curriculum changes are beginning to improve progress in reading, for example, through providing books which are more attractive to boys. However, the school is aware that as yet insufficient attention is paid to developing higher level reading skills on a regular basis in lessons across the curriculum. Cross-curricular topics promote pupils' learning well, but the development of numeracy skills in relevant and meaningful contexts is limited. Partnerships with other agencies extend provision for sport and drama well. Parents and pupils appreciate the good enrichment which is provided through clubs and outings.

Pupils whose situations make them potentially vulnerable and their families are supported well through good liaison with outside agencies. Parents value the sensitive transition and induction procedures that help children to settle into their new school quickly. Strong links with secondary schools, including individual visits when necessary, enable all pupils to settle quickly. The school has been particularly effective in implementing strategies to ensure that pupils attend school regularly and to improve behaviour. Sound arrangements ensure that most pupils with special educational needs and/or disabilities make expected progress.

*These are the grades for the quality of provision*

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

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## How effective are leadership and management?

The headteacher, supported soundly by the recently formed senior team, has led the school to slow but steady improvement in attainment and progress, especially for younger children, since the previous inspection. He has the strong support of parents and carers and the school works well with other partners to improve pupils’ welfare and enhance the curriculum. Planning is sensibly prioritised and is based on accurate self-evaluation, including the tracking of pupils’ progress. Appropriately targeted staff development has resulted in steady improvement to all aspects of provision. Middle leaders are developing the skills they need, for example, in relation to the interpretation of data, so they can perform their functions more effectively.

Governance is satisfactory. The enthusiastic governing body provides good support to the school and is not afraid to challenge. Monitoring is not quite as well-developed, but this is improving. The monitoring of safeguarding is satisfactory and ensures that policies and systems operate soundly. Some aspects, such as the integration of aspects of safety into the curriculum, so that pupils have a clear understanding of how to keep themselves safe, are good.

The promotion of equal opportunities is a high priority for the school and discrimination is tackled vigorously on the few occasions when it occurs. However, pupils’ achievement remains satisfactory and there are some small variations between the performance of different groups, so it is satisfactory overall. The promotion of community cohesion is satisfactory. The school is developing a more comprehensive understanding of different religions and an appreciation of diversity across the school community. Good use is made of the school site, for example, the provision of a before- and after-school club, run by a private contractor. International links are being developed but these are at an early stage.

*These are the grades for leadership and management*

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



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money

## Early Years Foundation Stage

Children enter the Reception class with skills around those expected for their age, with particular strengths in personal development and number work. Children of all abilities and backgrounds, including the few at the early stages of learning English, make good progress, entering Year 1 with above average attainment in all areas of learning. This is a result of recent improvements to provision, especially in relation to the curriculum. It provides a good balance of teacher-directed and child-initiated activities. These reflect children’s needs, based on careful assessment, and their interests. For example, children made play dough cakes and birthday cards because they had expressed an interest in this the previous day. Children benefit from a stimulating learning environment inside and out, although they made limited use of opportunities to write and read. Despite some inconsistency, teaching is good overall. Skilful interventions ensure that listening, speaking and a range of other skills are developed well. For example, a child was encouraged to develop observation skills through looking at a leaf she was painting through a magnifying glass and to describe what she saw. She was asked to guess how the holes had been made. She responded confidently and at length. The key worker system provides sensitive care for children, enabling them to develop trusting relationships with adults. Partnerships with parents and carers are close and productive. Health and safety are promoted well, for example, washing hands before eating healthy snacks of fruit. Children develop independence and a sense of responsibility by deciding when to eat, recording this and doing their own washing up and tidying. Leadership and management are good and the staff work as an effective, cohesive team.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

An average proportion of parents and carers responded to the questionnaire. They were extremely supportive of most aspects of the work of the school, especially in relation to their views on how the school helps to keep their children healthy. A small number expressed concern about the way in which unacceptable behaviour is dealt with. Inspectors looked into this and found that pupils’ behaviour and the way it is managed are good. However, these positive changes have been fairly recent. A further small number of parents and carers do not feel that the school takes account of their views. The school conducts an annual survey of parents’ views and the

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inspection team found that they responded to this well. For example, they introduced internet safety training and ensured that there are always two members of staff on playground duty in response to suggestions.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Keresley Grange 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 inspection team received 85 completed questionnaires by the end of the on-site inspection. In total, there are 259 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	49	40	47	2	2	0	0
The school keeps my child safe	53	62	32	38	0	0	0	0
The school informs me about my child’s progress	35	41	44	52	3	4	1	1
My child is making enough progress at this school	35	41	43	51	5	6	0	0
The teaching is good at this school	35	41	44	52	2	2	0	0
The school helps me to support my child’s learning	38	45	42	49	3	4	0	0
The school helps my child to have a healthy lifestyle	36	42	45	53	1	1	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)	34	40	43	51	5	6	0	0
The school meets my child’s particular needs	34	40	45	53	5	6	0	0
The school deals effectively with unacceptable behaviour	25	29	49	58	4	5	0	0
The school takes account of my suggestions and concerns	31	36	43	51	5	6	1	1
The school is led and managed effectively	38	45	41	48	3	4	2	2
Overall, I am happy with my child’s experience at this school	38	45	39	46	4	5	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 September 2011

Dear Pupils

### **Inspection of Keresley Grange Primary School, Coventry, CV6 2EH**

Thank you for the pleasant welcome you gave us when we visited your school. Your views helped us to make our judgements. Your school provides you with a satisfactory education and you make sound progress. The school is improving. You get off to a good start in the Reception class because staff take good care of you and teaching and the curriculum in there are good.

Across the school, we were impressed with:

- the increasingly fast progress you make in a large number of lessons, especially in writing
- your good behaviour, attendance, knowledge of how to keep safe and good awareness of how to keep yourselves healthy; keep up your sensible eating habits and enjoyment of exercise
- your enjoyment of learning
- the good care the school provides for you and the steady improvement in teaching and the curriculum.

The headteacher, the governing body and staff are working hard to ensure that the school continues to improve, with good support from your parents and carers. We have asked the staff to raise standards in reading, especially for boys, by making sure you have regular planned opportunities in all subjects to read with understanding. We would like you to develop sophisticated reading skills, like giving your opinion on what you have read. You can help by asking your parents and carers to read with you more regularly and to ask you questions. We want to make certain the school improves standards in mathematics, especially for girls, particularly if you are a quick learner. We want them to make sure that work is always challenging enough for you and that you have plenty of chances to practise. We would also like staff to make sure that learning is active for you and that the questions they ask help you to develop your thinking. In addition, we want all marking to provide you with clear guidance on how to improve your work and the chance to follow it up. You can help again by reading the comments carefully and making sure you understand.

Yours sincerely

Marion Thompson  
Lead inspector

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