

Serco Inspections
Cedar House
21 William Street
Edgbaston
Birmingham
B15 1LH

Ofsted
T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Serco
Direct T 0121 683 3888



14 December 2011

Ms Frankish
Acting Headteacher
Grangehurst Primary School
Anderton Road
Aldermans Green
Coventry
CV6 6JN

Dear Ms Frankish

Ofsted monitoring of Grade 3 schools: monitoring inspection of Grangehurst Primary School

Thank you for the help which you and your staff gave when I inspected your school on 13 December 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please also pass on my thanks to the staff, pupils and representatives of the governing body and of the local authority.

Since the last inspection, the school has undergone some considerable changes of staffing. The previous headteacher died suddenly in November 2011 following 18 months of ill health and intermittent absence from school. The deputy headteacher left in July 2011. The special education coordinator has just returned after a long-term absence. The acting headteacher took up her temporary post last month working 4 days a week. The governing body is in the process of making permanent appointments for the posts of headteacher and deputy headteacher.

As a result of the inspection on 4 May 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made inadequate progress in making improvements and inadequate progress in demonstrating a better capacity for sustained improvement.

The key factor in the judgement of inadequate progress is that achievement and attainment have declined in mathematics and English in the last academic year. The school's data as well as the unvalidated results in the Key Stage tests in 2011, show that pupils' levels of attainment overall have fallen. Given the starting points of pupils, this represents inadequate progress. Pupils' attainment in mathematics at the end of Key Stage 2 declined and is significantly below the national average. School

September 2010



data, although lacking in consistency and varying in rigour between subjects, show that pupils' have not made the expected progress particularly in mathematics. Levels of attainment in those lessons observed jointly with the acting headteacher were low. Pupils continue to make inadequate progress in most lessons, due to inadequate teaching. Pupils apply themselves to the tasks set in lessons, but not always with sufficient rigour and enthusiasm to make consistently good progress. This is because some of the activities fail to engage and motivate them. In a practical lesson pupils showed that they can work enthusiastically, co-operating well and showing real enjoyment of their learning despite the task not matching the wide range of needs, particularly the more able. Pupils have good relationships with staff and behave well. They enjoy coming to school and feel safe knowing that there is always someone to turn to if they have any concerns.

Five out of seven lessons observed jointly with the acting headteacher during the monitoring inspection were judged to be inadequate. Consequently, the quality of teaching has declined. Teachers do not consistently use information where it is available to plan lessons that enable pupils to make progress in their knowledge, understanding or skills. Teachers' planning is too generalised and does not include activities or strategies to meet the different needs of pupils. Pupils find much of the work lacking in challenge. Teachers do not always sufficiently engage pupils. The pace of learning is at times not brisk to allow pupils to make better progress. .

Assessment information is contradictory, lacks clarity and consistency. As a result, it does not aid planning or provide pupils with clear targets for improvement. Similarly, marking in books is not of a consistent quality. Praise is generous and unhelpful to pupils, as they do not always know what it is that they are doing well and what they need to do to further improve their work. The sound tracking identified at the time of the previous inspection is no longer fully in place to monitor the progress pupils make or to ensure that intervention is available when required. Therefore, pupils understanding of, for example, the key skills necessary for calculation and in addressing the specific needs of girls in Years 3 to 5, remain underdeveloped.

The school has not updated its self-evaluation since its last inspection and staff do not have an accurate view of the effectiveness of their work. This reflects the instability of leadership over the past eighteen months. There is a lack of clarity in the roles and responsibilities of the senior leadership team as to the direction of the school. In addition, the school has not fully addressed the key issues identified in its last inspection report and there is insufficient evidence to demonstrate that it has the capacity for sustained improvement. The acting headteacher has very recently undertaken a school self-evaluation which is realistic and accurate. She has correctly identified the areas for improvement and has started to put plans in place to address them. She recognises that the school must act immediately to work together, to strengthen processes for monitoring and evaluation, to improve the quality of teaching and act to strengthen teaching to ensure that pupils make sufficiently good progress. She recognises that the senior leadership and management team must

also work together to develop and rigorously implement the assessment, marking and tracking policies if it is to eradicate underachievement.

The local authority has provided interim management for the school that has contributed to stabilising its position. It has also provided support from local authority advisers to lay the basis for more effective teaching, but the impact of this is not consistently evident in lessons. There is a clear commitment from the local authority to support the acting headteacher and the governing body to help make the necessary improvements the school needs.

The inspection has raised very serious concerns. These will be considered by the appropriate Regional Director, Inspection Delivery, who will decide when the school will next be inspected.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Rashida Sharif
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in December

- Improve the quality of teaching by ensuring teachers more consistently:
 - match tasks precisely to the wide needs of pupils, particularly the more able
 - involve pupils more actively in their own learning
 - use the information gained from the new rigorous tracking systems to plan lessons that ensure pupils make better progress.

- Improve attainment in mathematics throughout the school by:
 - extending pupils' understanding of the key skills necessary for calculation
 - addressing the specific needs of girls in Years 3 to 5.