

Keresley Grange Primary School

Waste Lane, Coventry, CV6 2EH

Inspection dates 24–25 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Pupils throughout the school do not achieve as well as they could, particularly in mathematics, and standards by the end of Year 6 are not as high as they should be.
- Not enough more-able pupils reach the levels they are capable of achieving.
- Teaching of phonics (letters and the sounds they make) is not effective enough because teaching groups are often too large.
- There has been too much variation in the quality of teaching to ensure consistently good learning.
- Teachers do not always take full account of the range of pupils' abilities and do not match tasks to pupils' previous learning well enough.
- Information given to pupils on how to improve their work is not consistently helpful so pupils are not always clear about what they need to do to get better.
- Teaching assistants and other adults are not always used efficiently to support individuals and groups of pupils.
- Subject leaders have not yet developed their leadership roles in order to play a full role in improving the quality of teaching and learning, including in the Early Years Foundation Stage.
- Teaching assistants have not yet completed training necessary to enable them to provide good-quality teaching of phonics to groups of pupils.

The school has the following strengths

- Although the school requires improvement, it is improving significantly in key areas because new senior leaders are having a significant impact on improving the quality of education.
- Although there are still areas for development, the quality of teaching is improving and pupils are currently making better progress than before.
- Pupils behave well in lessons and around the school. They enjoy school and have good attitudes to learning.
- Pupils know how to stay safe, and feel safe in school.
- Pupils' spiritual, moral, social and cultural development is good and this contributes well to their positive attitudes and good behaviour.
- Governors have recently reviewed their work and, as a result, have strengthened their support, challenge and involvement with the school.

Information about this inspection

- Inspectors observed 17 lessons and saw all teachers teach. All lessons were observed jointly with the four members of the senior leadership team.
- Inspectors heard pupils read and looked at the work in their books.
- Meetings were held with governors, senior leaders and pupils. An inspector held a meeting with a representative of the local authority.
- The inspectors looked at a wide range of documents, including the school’s own judgements on its strengths and weaknesses, and the data it collects on pupils’ progress. Documents detailing the school’s arrangements for safeguarding were reviewed.
- The inspector took account of the 19 responses to the online questionnaire (Parent View). They also noted the responses to the school’s own recent questionnaire to parents about behaviour. An inspector held a discussion with a child’s carer.
- The inspection team took account of 24 responses to the staff inspection questionnaire.

Inspection team

David Speakman, Lead inspector	Additional Inspector
Steven Cartlidge	Additional Inspector
Sarah Foulkes	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are White British. A few pupils come from a range of minority ethnic backgrounds.
- The percentage of pupils who speak English as an additional language is low. No pupils are at an early stage of learning English.
- The proportion of pupils supported by the pupil premium is below average. This is additional funding for pupils known to be eligible for free school meals and children in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported through school action plus or a statement of special educational needs is average.
- Pupils in the Reception Year, Year 5, Year 6 and some pupils in Years 1 and 2 are taught in single-age classes. Pupils in Years 3 and 4, and some in Years 1 and 2 are taught in mixed-age classes.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There is before- and after-school care on the school site. These facilities are run independently and were not included in this inspection.
- The previous headteacher left the school at Easter 2013. An interim executive headteacher joined the school at that time. In September 2013, a head of school joined in a temporary capacity and a new assistant headteacher was appointed to a permanent position. Together with the previous deputy headteacher, they make the newly formed senior leadership team.
- There are four newly qualified teachers and a new subject leader for mathematics.
- The school has a close partnership with Hollyfast Primary School, which is also led by the interim executive head of Keresley Grange.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least good and raise standards in English and, particularly, in mathematics throughout the school by:
 - strengthening pupils' basic skills in reading, writing and mathematics to provide pupils with a more secure foundation for their future learning
 - planning and organising lessons carefully so that the learning methods and tasks match the requirements of pupils at all levels of ability, particularly where there is more than one age group in a class
 - ensuring that there is always sufficient challenge for the more-able pupils to enable them to achieve the levels of which they are capable
 - ensuring that information given to pupils on how to improve their work is consistently helpful so they have a clear understanding about what they need to do to improve
 - deploying teaching assistants more efficiently to ensure good or better progress for their target groups and individual pupils.
- Improve leadership and management by:
 - providing subject leaders and leadership of the Early Years Foundation Stage with the necessary skills to monitor teaching, learning and progress in their areas so they have a greater impact on school improvement
 - extending the professional development programme to provide teaching assistants with high-

quality training in the teaching of phonics and ensure its effective implementation to enable smaller teaching groups, better progress and higher standards.

Inspection judgements

The achievement of pupils **requires improvement**

- Although there have been some improvements, pupils have not made good progress since the last inspection and have not been achieving the standards of which they are capable.
- Standards at the end of Key Stage 1 were broadly average in 2012 and 2013. They were below average at the end of Key Stage 2 in 2012. In 2013, attainment improved in reading and writing and was broadly average, but in mathematics it was still below average.
- More-able pupils did not perform as well as they should have in the national tests in 2013. The proportions achieving the higher Level 5 or above in reading, writing and mathematics were all below the national averages.
- Children join the Reception Year with attainment that is typical for their age. At the end of the Reception Year, the proportion of children who reach a good level of development is similar to the national average.
- Pupils' achievement in mathematics fell in 2013. Although not inadequate, it did not match achievement in reading and writing. There has been significant disruption in the leadership of mathematics since the previous inspection and pupils' progress has not been monitored closely enough. Scrutiny of pupils' books shows there has been a lack of opportunity for pupils to overcome any weaknesses through correcting their work. Pupils are not confident in trying to explain how they might improve their work
- Pupils' basic skills in reading, writing and mathematics are not well established, particularly in Years 2 and 3. In the past, they have not developed good handwriting and some of their written work is poorly presented, showing basic errors in spacing, letter formation and writing on the lines. Spelling is too often inaccurate, although words are recognisable. Some are unsure of basic number facts and having to work these out slows down their progress.
- In 2012, the percentage reaching the expected standard in the phonics screening check at the end of Year 1 was similar to the national average. In 2013, it was below. More-able pupils are competent readers, but lower-attaining pupils struggle with unfamiliar words and demonstrate limited use of their knowledge of letters and sounds when reading unfamiliar words. However, by the end of Year 6, pupils are competent readers. More-able pupils competently read Shakespeare, for example. When reading unfamiliar words, pupils use correct 'phonic' rules to blend words. They show an appropriate understanding of what they have read.
- Disabled pupils and those who have special educational needs make good progress because work is matched closely to their individual needs. Expectations for learning are high and staff set work which moves these pupils on quickly.
- Pupils supported through pupil premium funding make better progress than others. The school is successfully closing the gap between their attainment and that of other pupils in the school. In 2012, pupils in Year 6 supported by the pupil premium reached standards in English and mathematics that were about a year behind the others. In 2013, the gap closed in reading and mathematics, but they remained about two terms behind in writing.
- This year, pupils are making better progress because the quality of teaching is improving and there is closer monitoring of their progress by the senior leadership team. The school's

assessment data, lesson observations and the scrutiny of pupils' books show pupils are making up for previous limited progress and are on track to achieve better standards.

The quality of teaching **requires improvement**

- Teaching requires improvement because it has not been good enough over time to secure good achievement for pupils throughout the school.
- In the Reception Year, adults do not spend enough time interacting with children as they learn through independent play. They do not take enough opportunities to model language, form secure relationships or to direct and guide children to learn through play.
- Teachers do not always take sufficient account of pupils' previous learning. In some classes, especially where there is more than one year group, there is a very wide range in pupils' previous learning. Although the needs of disabled pupils and those who have special educational needs are analysed well, insufficient attention is sometimes given to making sure that learning tasks are matched closely to the differing needs of other pupils. Teachers occasionally wrongly assume pupils have previously gained secure basic literacy and numeracy skills and knowledge to support the learning set. At these times, pupils struggle with new learning.
- Teaching assistants are not always deployed efficiently. There are missed opportunities to use extra adults to provide targeted and appropriate support for groups or individual pupils.
- The quality of advice given to pupils on how to improve their work varies. Occasionally, teachers check pupils' understanding by asking for a show of hands, giving an insecure idea of how well pupils are doing. Questioning of pupils does not always probe learning deeply enough. Some pupils are aware of the levels they are aiming for, while others have little idea.
- Teaching has improved significantly under current leadership. During the inspection there was much more good and outstanding teaching than at the local authority and interim headteacher's initial audit. The amount of teaching that requires improvement or is inadequate is much less.
- Priorities identified by the interim headteacher for improving teaching focus on promoting active learning and involving pupils, matching learning to pupils' needs, explaining key vocabulary to make learning clear and providing more challenge for the most-able pupils. All of these features were evident in the large majority of lessons seen during the inspection and are leading to accelerated learning and more positive attitudes to learning.

The behaviour and safety of pupils **are good**

- Pupils at all ages show consistent and positive attitudes to learning. They are proud when they achieve good results. They work well in groups and listen to others' ideas respectfully. They are keen to learn from each other. They find their schoolwork interesting but sometimes find it easy, particularly in English, and would like more challenge.
- Pupils say behaviour is good and that it has improved. Staff and parent questionnaires agree with this view, which was confirmed by inspectors' observations in lessons. When pupils are allowed to take responsibility for their own learning, behaviour can be outstanding.
- Pupils are safe in school. They say bullying is rare, it is not an issue and they are confident that if it ever did happen, it would be dealt with quickly and effectively. Pupils know about bullying,

how to avoid it and the different forms it can take. Sensitive support is provided for pupils who have additional needs and those whose circumstances may make them vulnerable.

- Attendance has improved and is now average. The percentage of pupils who are persistently absent from school is below average. Pupils come to school on time so the school day can start smoothly. There have been no recorded exclusions from school due to poor behaviour.

The leadership and management **requires improvement**

- Leadership and management require improvement because leaders have not done enough in the past to improve teaching and pupils' achievement. Additionally, some key roles are temporary and governors have not had enough time to set in place permanent arrangements for long-term leadership.
- The current senior leadership team provides strong and highly focused leadership. It has a detailed self-evaluation which draws on a wide range of evidence sources. This forms the basis of the school improvement plan, which details highly focused and well-structured plans for improvement. However, the senior leadership team takes on most of the responsibility for checking how well the school is doing. Other leaders, such as subject leaders and leaders in the Early Years Foundation Stage do not yet play a big enough role in directly monitoring the school's performance or contributing to raising standards. The senior leadership team is working rapidly to ensure staff have the skills to sustain current improvement in the future.
- Since its formation, the senior leadership team has been successful in improving important areas of provision. The effective implementation of a new behaviour policy has led to better behaviour. 'Coaching' systems have improved teaching by ensuring that teaching focuses on learning. In turn, pupils' progress is beginning to show improvement. Leadership has the capacity to sustain further improvement.
- There are appropriate procedures to manage the performance of staff, and the governors have set demanding targets for the work of the permanent members of staff. Challenging targets are closely monitored to guide the work of staff and improve their performance.
- Professional development is ongoing. Carefully structured plans are in place and work is in progress to develop leadership skills of staff to support the work of the senior leadership team. Teaching assistants have not yet been trained to teach phonics to groups of pupils so teachers have to manage large groups, which slows down progress.
- Changes in the curriculum are now leading to better progress and improving standards. There is a focus on raising standards in reading, writing and mathematics by developing provision in these areas. The curriculum generally provides equality of access to learning opportunities, but there are a few occasions when work is not accurately focused on different abilities.
- Funds are managed well. Pupil premium funding is appropriately directed to support the progress of qualifying pupils and to ensure equality of opportunity and inclusion. There are detailed arrangements for allocating the primary sports funding to improve and widen opportunities for more pupils to take part in sports activities.
- Provision for pupils' spiritual, moral, social and cultural development has improved and is mostly good. Pupils have a wide range of cultural experiences. Moral and social development is strong and pupils have good opportunities to develop a spiritual dimension through considering others, sportsmanship and valuing their own and others' achievements.

■ The local authority has played a central role in enabling the school to improve. It initially identified concerns and responded immediately with an extensive programme of support. A senior adviser to the school arranged for an interim executive headteacher and the temporary secondment of a head of school, who have had a significant impact on school improvement. The local authority commissioned a review of the governing body's work with a national leader of governance. A partnership with a successful local primary school was set up and arrangements made for support from the local authority's literacy and numeracy consultants. The education improvement adviser (EIA) has regular contact with the senior leadership team and governing body and carefully monitors progress in the school's improvement. The local authority is effective in the level of support it has provided as this is now showing impact.

■ **The governance of the school:**

- In response to the local authority's identification that the school was one of concern, governors responded quickly and engaged in an external review of their work. In line with the resulting action plan, governors have a much better knowledge and understanding of the school's work than before and are becoming more challenging.
- Governors conducted an audit of their individual and collective skills and reorganised their work so they have a greater involvement in school improvement. Small groups of governors are linked to each of the targets in the school improvement plan and monitor improvement. Individual governors are attached to year groups. As a result, governors have a good knowledge of the quality of teaching and learning throughout the school.
- Through a training programme, governors now have a better understanding of performance data. They understand governors' roles and responsibilities better. They are aware of how to identify their own strengths and weaknesses and how to address weaknesses.
- Governors have regular contact and discuss whole-school targets for improvement. They have helped manage the performance of teachers to improve teaching, linking pay to responsibility and competence.
- They make sure statutory requirements are met, including for safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103646
Local authority	Coventry
Inspection number	426935

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	305
Appropriate authority	The governing body
Chair	Susan Knight
Headteacher	Liz Hayes-Jones (interim executive headteacher)
Date of previous school inspection	13 September 2011
Telephone number	02476 332131
Fax number	02476 336426
Email address	headteacher@keresleygrange.coventry.sch.uk

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