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Liz Hayes-Jones
Headteacher
Keresley Grange Primary School
Waste Lane
CV6 2EH

Dear Mrs Hayes-Jones

Requires improvement: monitoring inspection visit to Keresley Grange Primary School

Following my visit to your school on 18 December 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in 24 October 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- continue to secure the capacity of leadership to maintain improvements
- ensure that feedback to teachers about their work identifies the precise actions that they need to take in order to help different groups of pupils make faster progress.

Evidence

During the visit, meetings were held with you and other senior leaders, the Governing Body and a representative of the local authority to discuss the action taken since the last inspection. The school improvement plan was evaluated. I conducted a tour of the school with the assistant headteacher, spoke to pupils about their work and looked at a range of work in pupils' books. I also met with a group of pupils.

Context

Since the last inspection, the senior leadership team has grown in strength and experience. The school no longer requires the same degree of intensive support from you, as an interim executive headteacher. The governing body is now looking to recruit a substantive headteacher in 2014. You will return to Hollyfast Primary School in January. The local authority has brokered an interim headteacher to support the school until the appointment of the substantive headteacher. Two new parent governors have been appointed and will join the governing body in January 2014.

Main findings

You and other senior leaders are leading the school with determination. You have responded with urgency to the issues identified in the recent inspection. Your school improvement plan addresses all the key areas for improvement. The plan includes detailed and time-specific actions to improve the quality of teaching and pupils' achievement. It also includes a robust system of frequent external evaluation from the local authority.

You have introduced an improved system to check pupils' progress. You are able to identify the progress of different groups and individual pupils more easily and to quickly recognise any underachievement. You have set up training and support to help teachers to use the new system. As a result, teachers have more accurate information about pupils' achievement. Teachers are clear about the expectations for pupils' progress and how they will be held accountable.

There has been a very clear focus on quickly improving the quality of teaching. Senior leaders have provided effective training and support for all staff, including teaching assistants, in the teaching of phonics (the sounds that letters make). Your records show that pupils are making faster progress in phonics in Years 1 and 2. Your most recent records of pupils' progress indicate that more pupils are making better progress in mathematics, particularly in Years 2, 5 and 6.

Leaders know where teaching is strong and where it requires improvement. As a result, appropriate coaching and mentoring programmes have been established. Some teachers have individual support programmes as necessary. All staff have been involved in exchange visits to Hollyfast to learn from outstanding practice. Your monitoring file shows that more teaching is now 'good'. Written feedback to teachers identifies successful practice and where further improvements are required.

However, when providing written feedback to teachers, you do not always identify the precise actions that they need to take to help different groups of pupils make.

Governors are knowledgeable about the school and are committed to rapidly making the necessary improvements. They have a clear understanding of what the school needs to do to be 'good'. The governors' Performance and Standards Committee meet frequently. Documentation shows that they ask searching questions about the quality of teaching and rates of pupils' progress. A governor is allocated to each class and they make regular visits to classrooms. Governors' reports show that outcomes from these visits are clearly focused on the school's areas for improvement. Documentation shows that governors are frequently checking that the actions in the school improvement plan are helping to raise pupils' achievement.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

You receive a good level of support and challenge from the local authority. Regular visits from the local authority adviser has helped you to focus on the main areas of weakness and take suitable action. Frequent School Improvement Board meetings help you to closely evaluate the impact of actions taken. The local authority has brokered effective support for the governing body from a National Leader of Governance. Teachers have also benefited from the mathematics training provided by the local authority consultant. This training has contributed to better rates of progress for pupils in mathematics.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Coventry local authority.

Yours sincerely

Marilyn Mottram
Her Majesty's Inspector