

# Keresley Grange Primary School

Waste Lane, Coventry, West Midlands CV6 2EH

## Inspection dates

9–10 March 2016

### Overall effectiveness

### Requires improvement

|  |                      |
|--|----------------------|
| Effectiveness of leadership and management   | Requires improvement |
| Quality of teaching, learning and assessment | Requires improvement |
| Personal development, behaviour and welfare  | Requires improvement |
| Outcomes for pupils                          | Requires improvement |
| Early years provision                        | Requires improvement |
| Overall effectiveness at previous inspection | Requires improvement |

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The effectiveness of teaching is too variable. Not enough of it is good. In lessons teachers' expectations of what pupils can achieve are not always high enough. Too often tasks given are not adapted to meet pupils' individual needs.
- Teachers do not make sure that pupils use the skills they learn in grammar, punctuation and spelling in their writing.
- Middle leaders are not yet effective in improving the quality of teaching in order to promote good learning across all year groups. They do not make regular checks on pupils' progress, so are not having sufficient impact on raising outcomes for pupils.
- Not enough pupils are making good or better progress in all subjects across the school.
- Attendance is lower than the national average. Leaders do not have a clear overview of the attendance of specific groups of pupils.
- Evidence from pupils' books and school assessment information indicates that not enough children in the early years are making better than expected progress from their starting points.
- Assessment is not used sufficiently well to identify and address gaps in pupils' learning within lessons.

### The school has the following strengths

- Disadvantaged pupils are now making the same rates of progress as their peers across the school.
- Pupils are well cared for and their spiritual, moral, social and cultural development is promoted effectively.
- Senior leaders and governors have high expectations of staff and a secure and accurate understanding of the school and its performance. Weak teaching is being tackled with rigour.
- There is a consistent approach in the teaching of phonics (letters and the sounds they make) and pupils reach standards above those expected nationally in the phonics screening check by the end of Year 2.
- Pupils' personal development and welfare are good. Pupils say they feel safe and enjoy taking on roles and responsibilities such as playground and hall monitors.

## Full report

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

- Improve teaching and learning and pupils' outcomes, throughout the school, by ensuring that:
  - teachers have consistently high expectations of what pupils can achieve and provide appropriate challenge for all pupils
  - all teachers adapt tasks during lessons to meet pupils' needs
  - pupils use what they know about grammar, punctuation and spelling consistently well in their writing
  - gaps in pupils' learning are identified by all teachers and addressed more rapidly throughout the lesson to ensure that all pupils make better rates of progress.
- Increase the effectiveness of leadership and management by making sure that:
  - middle leaders, including the early years, have the necessary expertise, and make regular checks on teaching to improve the quality of outcomes for pupils in their areas of responsibility
  - middle leaders, including the early years, analyse the progress of groups more closely within their area of responsibility to ensure that all groups of pupils are making rapid progress
  - regular checks are made on attendance for specific groups of pupils.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- Since arriving at the school, the headteacher has successfully challenged weaker teaching which has resulted in significant changes in staffing since the previous inspection. The headteacher is aware of the need to strengthen teaching further and has implemented clear systems to manage the performance of teachers. Judgements on teachers' performance are now linked to nationally accepted standards. As a result, staff are set challenging targets which are regularly reviewed by senior leaders. This ensures that staff are held to account and any underperformance is quickly identified and addressed.
- Middle leaders are enthusiastic and are keen to support senior leaders. They respond well to challenge but have had limited training opportunities to develop their understanding of their roles and responsibilities. They do not make regular checks on the quality of teaching or the progress pupils make. As a result, teaching is too variable and not enough pupils make better than expected progress.
- Together with the governors and senior leaders, the headteacher has ensured that all staff are aware of her high expectations and commitment to improving outcomes for all pupils. The school improvement plan sets out appropriate priorities which focus on those areas requiring the greatest improvement.
- The curriculum is well planned to promote pupils' spiritual, moral, social and cultural development. It is suitably broad and balanced and pupils are provided with opportunities to learn about a wide range of subjects and build upon prior knowledge and understanding. A full range of extra-curricular activities, including a range of trips and visitors to school, enhance the curriculum.
- Pupils understand the general principles of British values, democracy and life in modern Britain. They have a good understanding of other faiths and beliefs and know the importance of showing tolerance and respect towards people who hold different views.
- The school's additional funding to support disadvantaged pupils is used effectively. The school provides carefully targeted small-group work which has been effective in increasing the progress of this group of pupils. The school's assessment information indicates that pupils eligible for this funding are now making the same rates of progress as other pupils throughout the school.
- The physical education and sports premium is being used appropriately. Teachers and pupils benefit from working with sports coaches to develop their expertise and skills. There are increased opportunities for pupils to engage in a range of competitive sports, such as the recent cross-country club.
- Parents spoken to during the inspection are highly supportive of the school. Almost all the responses on Ofsted's online questionnaire, Parent View, are positive. A large majority would recommend the school to another parent.
- Support offered by the local authority is effective in helping the school to confirm its work and ensure that checks carried out on pupils' progress are accurate.
- **The governance of the school**
  - Governors take an active part in school life and make regular visits to the school. They are very passionate and ambitious for the school and want pupils to achieve their best.
  - They know how well the school is doing because they check the work of the school and know how the school is performing compared with other schools nationally.
  - Governors talk confidently about pupil premium funding and the physical education and sports premium. They are aware of how the sports premium is used effectively to enable pupils to take part in many sporting events both during school time and out of school hours.
  - Governors have worked with senior leaders in taking tough decisions to improve the quality of teaching. They ensure that good teaching is linked to pay progression, and that underperformance is identified and acted on to improve the outcomes for pupils.
- The arrangements for safeguarding are effective. Leaders, staff and governors ensure that any concerns are promptly followed up, and work closely with families to ensure the safety and well-being of their children. The school works effectively with other agencies, and systems are well organised and secure.

## Quality of teaching, learning and assessment requires improvement

- The quality of teaching, learning and assessment is not yet good across the school. Some good teaching was seen during the inspection. However, there is too much variability across subjects and year groups. As a result, not enough pupils make good progress in all year groups.
- Teachers do not always use assessment information well enough to identify the gaps pupils have in their learning during lessons. As a result, tasks given to pupils in lessons are not always changed in order to meet the needs of the pupils. This slows their rates of progress, as seen in one lesson, where evidence in pupils' books demonstrated that they could already confidently use a form of punctuation in their writing. However, they were then brought onto the carpet to be taught this skill again.
- In some lessons pupils are not challenged and find the work too easy. This means that they do not achieve as well as they could.
- Teachers effectively teach spelling, punctuation and grammar skills but they do not always expect pupils to use these skills in their everyday writing.
- Teachers use a consistent approach to marking across the school, which complies with the school's policy and enables most pupils to identify what they need to do to improve.
- Teaching assistants are deployed effectively within school to support pupils' learning. They work well with pupils who have special educational needs or disability. This helps them to make the same rates of progress as other pupils in the school.
- Where teaching is good, teachers pick up where pupils do not understand their learning, for example by using effective questioning skills. This supports them to make better progress.
- Pupils say they enjoy reading and especially like the daily reading session introduced by the school. Year 2 pupils use their phonics well to decode words they find difficult to read. Year 6 pupils enjoy reading more challenging books, reflect well on what they have read and talk confidently about the main events in the story.
- Most parents who responded to Parent View think their children are taught well at school.

## Personal development, behaviour and welfare requires improvement

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school encourages pupils to have self-confidence in their own ability and provides a caring and nurturing environment. As a result, pupils have good attitudes to learning, speak confidently and enjoy discussions with each other and adults. They enjoy school and are willing to take on responsibility and participate enthusiastically in a range of school activities. They know about the importance of being healthy and enjoy the wide variety of physical activities, both during lunchtime and after school. They enjoy their school dinners and confidently talk about the importance of eating healthy foods.
- Almost all the parents who responded to Parent View said their children are happy in school, well looked after and safe. Pupils also say they feel safe in school. They are aware of how to keep themselves safe and know about different forms of bullying, including bullying on the internet. They value the support they receive from the staff and are confident that whenever they have a concern or a worry they know staff are there and will help.

### Behaviour

- The behaviour of pupils requires improvement.
- Attendance is currently below average. The school's systems for tracking the attendance of different groups of pupils are not yet effective. As a result, the number of pupils who stay away from school frequently is not reducing at a fast enough rate.
- The breakfast club provides a sociable start to the school day and helps some pupils to be in school on time.
- Pupils say they enjoy school and are polite, friendly and respectful towards each other and adults. In lessons, they work hard and apply themselves to the tasks given.

- Information held by the school shows that clear systems are in place to monitor any incidents of poor behaviour. Pupils are encouraged to take responsibility for improving their own and others' behaviour. This was seen during the inspection when a pupil on duty at lunchtime politely reminded another pupil about how they should behave in the corridor. This pupil immediately stopped, apologised and corrected their behaviour.

## Outcomes for pupils

### require improvement

- Not enough pupils across the school are making better than expected progress in reading, writing and mathematics.
- Leaders are aware that a significant change in staffing has resulted in inconsistencies in the quality of teaching since the previous inspection. This resulted in the below expected rates of progress made by pupils at the end of Key Stage 2 in 2015 in reading and writing. However, with the recent improvements in the teaching of reading and writing and a strong focus on daily reading and writing in every class, standards are now rising.
- In mathematics, teachers have secure subject knowledge and mathematical skills are now taught systematically across the school. Pupils are given regular opportunities to apply their mathematical knowledge and skills to solve problems. As a result, attainment in mathematics has risen. Pupils are now making at least expected progress across the school.
- Analysis of the school's current assessment information and scrutiny of work in pupils' books shows that most pupils are now making at least expected progress from their starting points across the school in reading, writing and mathematics. They are suitably prepared for the next stage of their education.
- By the end of Year 6 in 2015, not enough pupils for whom the school receives pupil premium funding made expected or better than expected progress in reading, writing and mathematics. As a result, in reading they were one term behind their peers and one and a half terms behind other pupils nationally; in writing, half a term behind their peers and two terms behind other pupils nationally; in mathematics, they were three terms behind their peers and other pupils nationally. Leaders have implemented targeted support and interventions for current pupils and they are now making the same rates of progress as their peers. Consequently, gaps are starting to close.
- Whole-school training has improved the teaching of phonics. Leaders regularly observe practice in this area and provide coaching and support to ensure that phonics is taught to a good standard. As a result, a higher than average number of pupils in 2015 reached the expected standard in the phonics screening check by the end of Year 2.
- Groups of pupils including the most able and pupils who have special educational needs or disability make similar progress to their classmates from their various starting points.

## Early years provision

### requires improvement

- Leaders in the school do not have a clear enough understanding of the quality of teaching, learning and assessment in the early years. They do not check on the quality of teaching or the progress children make. As a result, there is not enough good teaching and, therefore, not enough children make good progress.
- In 2015, the majority of children entered Reception with skills that were below those typical for their age in all seven areas of the early years curriculum. Work in 'learning journeys' and school assessment information show that these children are making expected progress across the early years curriculum.
- Outcomes at the end of the early years last year showed the proportion of children who achieved a good level of development by the end of Reception was average. This means that the children were prepared for their start in Year 1.
- Children make good progress in their personal, social and emotional development. They take turns, for example, when sounding out their phonics and listening to each other on the carpet.
- Disadvantaged children and those who have special educational needs or disability are supported by additional adults who ensure that they settle quickly and their individual needs are identified. Consequently, they make the same rates of progress as other children in the early years.

- Children have many opportunities to learn, both inside and when working outdoors. The outdoor area is attractive and inviting. It is spacious and well resourced. Children are provided with many opportunities to be creative and to learn through structured play. As a result, children behave well and quickly learn school routines. This was seen during the inspection when, at the end of the lesson, the teacher rang a chime bell. At once all the children stopped, listened to the instructions from the teacher, then immediately started to organise themselves to tidy up their classroom. They worked cooperatively with each other and demonstrated that they were developing their independent skills from an early age.
- Children enjoy school, like working with adults and try their best. Staff are caring and attentive. They make their expectations clear and have due regard to children's welfare.
- Safeguarding is effective; children are looked after and kept safe.
- Parents are kept informed about what their children are learning at school so that they can reinforce learning at home.

## School details

|                                |          |
|--------------------------------|----------|
| <b>Unique reference number</b> | 103646   |
| <b>Local authority</b>         | Coventry |
| <b>Inspection number</b>       | 10002511 |

This inspection 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>                 | 4–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 299  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair</b>                               | Sue Knight   |
| <b>Headteacher</b>                         | Nicola Penlington  |
| <b>Telephone number</b>                    | 02476 332131   |
| <b>Website</b>                             | <a href="http://www.keresleygrange.eschools.co.uk">www.keresleygrange.eschools.co.uk</a>                               |
| <b>Email address</b>                       | <a href="mailto:nicola.penlington@keresleygrange.coventry.sch.uk">nicola.penlington@keresleygrange.coventry.sch.uk</a> |
| <b>Date of previous inspection</b>         | 24–25 October 2013   |

## Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils who have special educational needs or disability is below average.
- The proportion of disadvantaged pupils eligible for support through pupil premium funding is below average. The pupil premium is additional funding for disadvantaged pupils known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of pupils from minority ethnic backgrounds is below average.
- The proportion of pupils whose first language is not English is well below average.
- The school provides a breakfast club, which was included in this inspection.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- A new headteacher has been appointed since the last inspection. A high number of staff have left and there are a number of newly qualified teachers in the school.

## Information about this inspection

- Inspectors observed learning in 15 lessons or part-lessons, of which four were completed jointly with senior leaders.
- Inspectors looked at and considered a range of the school's documentation, including assessment information relating to pupils' progress and attainment, work in pupils' books, the school's own self-evaluation document, safeguarding records, the school improvement plan, school policies and external reports from the local authority.
- Inspectors looked at examples of pupils' work and talked to them about their work. They listened to pupils read and observed the teaching of reading skills. They observed pupils' behaviour at break times and in lessons.
- Inspectors held discussions with a group of governors, the headteacher, senior leaders and a local authority representative.
- Inspectors spoke to a number of parents at the start of the school day and took account of 34 responses to Parent View. They took account of 19 responses to the staff questionnaire.

## Inspection team

|                                 |                  |
|---------------------------------|------------------|
| Kerry Rochester, lead inspector | Ofsted Inspector |
| Christopher Wright              | Ofsted Inspector |
| Wayne Simner                    | Ofsted Inspector |



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