

Inspection of Keresley College

Bennetts Road North, Keresley End, Coventry, Warwickshire, Warwickshire CV7 8LA

Inspection dates: 30 November to 2 December 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

No

What is it like to attend this school?

Prior to starting at Keresley College, pupils have often had prolonged periods out of education. Leaders are striving to develop a provision to meet pupils' specific needs and to re-engage them in education and learning. Pupils have positive relationships with staff and know that they can share any concerns. These positive relationships mean that pupils usually want to come to school and attend regularly.

There are, however, many deep-seated weaknesses in the school, including safeguarding concerns to eradicate. The work of the trust has not supported school improvement well enough. The curriculum is poorly planned and does not enable pupils to make progress academically. Pupils study a narrow range of subjects. Leaders have introduced new initiatives, such as Young Enterprise, but pupils are yet to benefit from this programme.

Pupils' personal development is poorly supported. Wider curriculum experiences such as trips and visits are very limited. There are also too few opportunities for pupils to learn how to keep themselves safe. Staff do not manage pupils' behaviour well enough, and pupils often break school rules with little or no consequences. Pupils frequently use inappropriate language, including occasional racist and homophobic language, which staff do not challenge. The headteacher has begun to address some of these issues, but there is a long way to go.

What does the school do well and what does it need to do better?

On her appointment, the headteacher identified significant weaknesses across the school. She has begun to address some of the key issues, but there is no plan in place to address the areas that need improving. A lack of leadership capacity means that progress to improve the school has been very slow. The proprietor body has not maintained an oversight across all areas of the independent school standards (the standards). As a result, many of the standards were found to be unmet during the inspection.

There is no current curriculum policy and no planning in place. Pupils are only taught English, mathematics and science. Staff review pupils' assessment information when they start school, and also carry out their own assessments to check what pupils know. However, staff do not use this information well enough to plan work that is suitably matched to pupils' abilities. As a result, work is often too hard or too easy. Staff's expectations of what some pupils can achieve are far too low. The lack of planning for pupils' progress through the curriculum and poor use of assessment mean that pupils make very poor progress.

The art and physical education (PE) lessons provide pupils with enjoyable activities. However, lessons do not develop pupils' knowledge and skills in these subjects over time. There is no curriculum planning in place for these subjects. The headteacher has introduced a Young Enterprise scheme to develop pupils' understanding of

business and work. However, this is a very new scheme and pupils have made little progress through it.

There is no overview of how pupils' personal development will be promoted and developed. The personal, social, health and economic (PSHE) curriculum is not planned or established. Recently, pupils have begun to cover topics such as consent and diversity. However, pupils have had very limited opportunities to learn how to keep themselves safe. This means that pupils remain very vulnerable because they are not developing an understanding of how to make safe choices.

Similarly, there is no overview of how spiritual, moral, social and cultural (SMSC) education will be promoted across the school. Leaders want pupils to become 'an acceptable member of society'. However, the lack of personal development opportunities means that they are not making progress towards this aspiration. There is no wider curriculum enrichment in place. Leaders say that opportunities to attend clubs are offered, but pupils do not want to attend. The lack of personal development opportunities means that pupils are not being prepared for life in modern Britain.

Some pupils have been in the school for a prolonged period of time. These pupils have not received any impartial careers education, information, advice and guidance (CEIAG). Staff talk to pupils about possible college courses and help them to complete applications. However, pupils are not provided with a wide range of possible careers paths or education opportunities to help them make an informed choice about what they want to do after leaving school. The school does not meet the Gatsby benchmarks.

Generally, there are very positive relationships between pupils and staff. Most pupils had very low attendance at their previous schools, but now attend school regularly. The meet-and-greet sessions at the start of the day help pupils to settle and know what they will be doing during the day. However, the new behaviour policy is over-complicated and not fit for purpose. Staff do not follow the policy. Pupils regularly flout school rules, for example in walking out of class and refusing to return. Many pupils refuse to work, and staff do not insist that they complete unfinished pieces. Pupils do not receive consequences for their poor behaviour. As a result, staff's work to encourage pupils to develop more positive attitudes to learning and improve their behaviour is ineffective.

Pupils regularly use inappropriate language. On occasion, this includes racist and homophobic language. Staff do not challenge this and do not help pupils to understand why it is unacceptable. As a result, pupils continue to make derogatory comments.

The headteacher has brought together a committed staff team. Staff appreciate the support and training they receive. However, the lack of curriculum planning and lack of clear behaviour management systems mean that it is very challenging for them to carry out their roles effectively.

The proprietor body has not ensured that the independent school standards are consistently met. The school does not meet the requirements of schedule 10 of the Equality Act 2010. The policy makes no reference to how the curriculum and the school will be made fully accessible. The proprietor body has not ensured that the school has followed the government's relationships and sex education (RSE) and health education guidance. The RSE and health education curriculum has not been implemented. Pupils have received very limited RSE.

Safeguarding

The arrangements for safeguarding are not effective.

The school's safeguarding policy pays due regard to current government guidance and is made available on request.

Staff understand pupils' vulnerabilities. They have received updated safeguarding training and are alert to signs that pupils may be suffering from harm. Leaders follow up any concerns and work with additional agencies when needed. However, some pupils do not have any safeguarding information recorded from their previous school. This means that staff are not aware if there any safeguarding concerns of which they should be mindful.

The trustees' information and relevant safeguarding checks are not completed and recorded on the single central record. This means that any potential safeguarding issues have not been identified.

Pupils have limited opportunities to learn about how to keep themselves safe, especially when out of school. Consequently, pupils do not have a wide understanding of how to make safe choices and are potentially more vulnerable to harm.

What does the school need to do to improve?

- Pupils' safety is compromised because the school's safeguarding procedures are not good enough. To help keep pupils as safe as possible, leaders and the trustees should ensure that:
 - the curriculum is developed so that pupils are taught how to keep themselves safe when in and out of school
 - all pupils' safeguarding records are complete and up to date
 - full safeguarding checks are completed on all staff and trustees and updated as needed.
- There is no curriculum planning in place. Pupils do not have sufficient experiences to develop their linguistic, mathematical, scientific, technological, human and social, and creative and aesthetic learning. Leaders should ensure that there is detailed curriculum planning with schemes of work in place for every subject. This

planning should show how pupils' knowledge and skills are developed progressively over time to enable them to make good progress.

- There is no effective assessment system in place. This means that work is not planned to meet pupils' needs and is either too hard or too easy. Leaders need to develop an assessment system that identifies precisely where pupils are in their learning. Staff should then use this information to plan for pupils' next steps to enable them to make good progress.
- Pupils have very limited access to PSHE education, SMSC development and RSE and health education. This means that pupils are not well prepared for life in modern Britain and do not learn how to keep themselves safe. Leaders should develop the SMSC, PSHE and RSE and health education curriculums so that pupils' personal development is well supported in order to ensure that they have a secure understanding of how to make safe choices and are prepared for life in modern Britain.
- Pupils do not have access to impartial CEIAG. Pupils do not receive sufficient information to enable them to make informed choices about their possible next stages of education, employment or training. Leaders should ensure that pupils receive impartial CEIAG that provides them with a wide range of possible options to consider as their next steps after leaving school.
- The school's behaviour policy is not fit for purpose. Staff do not implement the policy consistently. As a result, pupils often choose not to engage with the lessons and flout school rules. Leaders should develop the behaviour policy to meet pupils' needs. They should ensure that all staff understand and adhere to the policy so that pupils remain engaged in learning and behave in an acceptable manner while attending school.
- There are multiple independent school standards relating to the quality of education, SMSC development, welfare, health and safety, suitability of staff, premises and provision of information that are not met. Leaders and the proprietor body must ensure that they undertake the required actions to remedy the unmet standards. They should also maintain a detailed oversight of the school's provision to check that the standards are securely and consistently met, in order to ensure that pupils' safety is not compromised, they learn how to keep themselves safe, are prepared for life in modern Britain and make good progress academically.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	139919
DfE registration number	937/6006
Local authority	Warwickshire
Inspection number	10205094
Type of school	Other independent special school
School category	Independent special school
Age range of pupils	14 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	0
Proprietor	Values Education for Life CIO
Chair	David Rowse
Headteacher	Gail Carter
Fees (day pupils)	£106 per day
Telephone number	024 7509 8654
Website	None
Email address	info@keresley-college.uk
Date of previous inspection	5 to 7 June 2018

Information about this school

- Keresley College is an independent special school accommodated in a former pupil referral unit in Keresley, on the outskirts of Coventry in the West Midlands.
- The proprietor body took over the school in October 2020.
- The current headteacher took up her post on 1 June 2021.
- The school's previous full standard inspection took place in June 2018, when its overall effectiveness judgement was 'requires improvement'.
- The school received an emergency inspection in June 2021, where some standards were found to be unmet.
- The school does not use any alternative provision.
- Currently, there are no pupils on the school's roll. The school is providing alternative provision for 11 pupils. The pupils are referred to the school through the local authority. Some pupils have been at the school for over a year.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- This inspection was conducted without notice.
- Inspectors met with the head of the centre (who is also the curriculum leader for all subjects and the safeguarding lead) and the school's administrator. Inspectors also met with teaching assistants. The lead inspector met with the chair of the trust.
- Inspectors carried out deep dives into English, mathematics, PE and science. For each deep dive, inspectors looked at curriculum planning and discussed this planning with the curriculum leader. They conducted lesson visits, spoke to pupils about their work and wider school experiences, and looked at a range of pupils' work. Inspectors also reviewed work across the wider curriculum.
- Inspectors scrutinised a range of safeguarding information (including the school's safeguarding policy and single central record), spoke to staff and pupils about safeguarding and looked at how pupils learn how to keep themselves safe. The

lead inspector spoke to the safeguarding lead about the reporting and recording of any safeguarding incidents.

- Inspectors scrutinised a range of documentation relating to the independent school standards, including health and safety records, policies and procedures, how complaints are dealt with, and premises information.
- There were no free-text comments or responses from parents and carers to Ofsted's Parent View online survey. Inspectors considered the responses to the staff survey. There were no responses to the pupil survey.

The school's progress in meeting previously failed standards

During the inspection, we checked whether the school now meets the independent school standards that it was judged to have failed to meet at its previous emergency inspection on 16 June 2021.

The outcome of the part of the inspection is: **the school now meets standard 7(b) but continues to not meet the other previously failed standards.**

Part 3. Welfare, health and safety of pupils: 7(b)

- At the previous inspection, leaders had a written safeguarding policy. However, it had not been updated for some time.
- The school's safeguarding policy has been updated in line with current government guidance.
- This standard is now met.

Part 3. Welfare, health and safety of pupils: 7(a), 16, 16(a) and 16(b)

- At the previous inspection, pupils' safeguarding records were not kept as updated as they should be. The risk assessment policy was not implemented, and a number of risk assessments were out of date. There was not enough consideration of how to manage pupils' challenging behaviours.
- Some pupils' safeguarding folders have been updated and are now well ordered. However, safeguarding folders for all pupils have not been completed.
- There is a new risk assessment policy in place, which sets out a clear structure for carrying out risk assessments. However, the policy has not been implemented and the risk assessments in place are the same as those at the previous inspection. As a result, they are even further out of date and do not reflect the current risks in the school.
- Behaviour management is a significant issue. Pupils often flout rules, use inappropriate language and receive no consequences for their behaviour. There is a behaviour policy in place, but it is not fit for purpose and staff do not implement it consistently.

- These standards were unmet at the previous inspection and continue to be unmet.

Part 8: Leadership and management: 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- At the previous inspection, the proprietor body's oversight of the school's work had not been rigorous enough. Shortcomings in several aspects of policy had gone unchecked.
- The proprietor body has not ensured that the previously failed standards have been addressed. In addition to this, the proprietor body has not focused on ensuring that the school complies with all parts of the standards. This lack of oversight of the independent school standards means that there are now multiple standards that are unmet.
- The proprietor body has not ensured that the action plan has been successfully implemented in full.
- These standards were unmet at the previous inspection and continue to be unmet.

Information about the progress monitoring inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous emergency inspection on 16 June 2021.
- This was the first progress monitoring inspection since unmet standards were identified during the emergency inspection in June 2021.
- The Department for Education (DfE) issued the school with a statutory notice, which required it to produce an action plan. This plan was evaluated by Ofsted on 7 September 2021. The plan was found to be fit for purpose. The DfE then accepted the action plan.
- Inspectors reviewed the risk assessment policy and associated paperwork and safeguarding information. They toured the school to review how effectively the policies are implemented.

Inspection team

Ann Pritchard, lead inspector

Her Majesty's Inspector

Emma Gater

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and

- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 2(2)(d) personal, social, health and economic education which–
 - 2(2)(d)(i) reflects the school’s aim and ethos; and
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society;

- 2A(1) The standard in this paragraph is met if the proprietor–
 - 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
 - 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),

- 2A(1)(f) consults with parents of registered pupils at the school before making or revising a statement under sub-paragraph (e).
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) demonstrates that a framework is in place to assess pupils’ work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
 - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school’s own aims as provided to parents or national norms, or to both, is in place.

Part 2. Spiritual, moral, social and cultural development of pupils

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–
 - 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
 - 5(b) ensures that principles are actively promoted which–
 - 5(b)(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - 5(b)(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

- 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- 5(b)(vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that–
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–
 - 9(b) the policy is implemented effectively; and
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[12].
- 16 The standard in this paragraph is met if the proprietor ensures that–
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 4. Suitability of staff, supply staff, and proprietors

- 20(6) The standard in this paragraph is met in relation to an individual (“MB”), not being the Chair of the school, who is a member of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register, if–
 - 20(6)(a) MB–
 - 20(6)(a)(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of that Act; and

- 20(6)(a)(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
- 20(6)(b) subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB–
- 20(6)(b)(i) where relevant to the individual, an enhanced criminal record check;
- 20(6)(b)(ii) checks confirming MB’s identity and MB’s right to work in the United Kingdom; and
- 20(6)(b)(iii) where, by reason of MB’s living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB’s suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State;
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(6) The information referred to in this sub-paragraph is, in relation each member (“MB”) of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.

Part 5. Premises of and accommodation at schools

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that–
- 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
- 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
- 32(3) The information specified in this sub-paragraph is–
- 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

Schedule 10 of the Equality Act 2010

- The accessibility policy makes no reference to how the curriculum and the school will be made fully accessible.

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