

Inspection of Great Alne Primary School

School Road, Great Alne, Alcester, Warwickshire B49 6HQ

Inspection dates: 31 January and 2 February 2023

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Early years provision	Inadequate
Previous inspection grade	Good

What is it like to attend this school?

The school has faced a prolonged period of turbulence in school leadership. This has had a negative impact on the day-to-day learning experiences of pupils. It has also contributed to a weak culture of safeguarding, meaning that pupils may be left at risk of harm. Since September 2022, leaders have taken steps to begin addressing some of the widespread safeguarding failings.

Some pupils do not behave well. There are incidents of poor behaviour at playtimes where pupils hurt others. During lessons, it is typical for pupils to disrupt other pupils' learning and not listen attentively. Leaders have not taken appropriate action to address pupils' poor behaviour. Some staff are frustrated that behaviour systems are unclear. Consequently, staff do not deal with behaviour, including bullying, consistently well.

There is no personal, social and health education (PSHE) curriculum in place. Pupils do not learn about healthy relationships or different types of families. They do not show respect for the differences of others. A small number of pupils learn about e-safety, but this is not deliberately planned learning as part of the school's curriculum. As a result, pupils do not learn how to stay safe online.

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

There is a lack of leadership capacity in the school. There is no substantive headteacher in post. Subject leaders, who have very recently been appointed, do not have the necessary expertise to lead their subjects well. Leaders have no plans in place to address weaknesses in the curriculum. However, the work of the interim headteacher, who has been in post for a very limited amount of time, has made good inroads into addressing some of the school's weaknesses.

Governors have not carried out their roles as they should. They do not hold leaders to account for the school's performance. Governors have not made sure that additional funding is appropriately spent so it impacts positively on pupils' learning.

The behaviour of some pupils is not good enough. This is particularly the case in the early years. Pupils' learning is frequently disrupted in lessons. Teachers do not implement the behaviour policy fairly and consistently. Staff do not have the necessary strategies to manage pupils' poor behaviour.

Leaders have not checked on the quality of the curriculum or the effectiveness of teaching. This has resulted in pupils not being taught a sufficient breadth of knowledge in several subjects.

Except for mathematics, the curriculum is poorly organised and not fit for purpose. It does not provide pupils with a rich set of learning experiences that enable them to acquire important subject knowledge. Leaders have not designed a curriculum that

is ambitious and where pupils can build on their knowledge incrementally. Consequently, pupils do not achieve well. In lessons, teachers do not address pupils' misconceptions effectively. Weaknesses in the delivery of the curriculum, including the teaching of reading, mean that pupils are not well prepared for the next stage of their education.

The teaching of reading is inconsistent. Leaders recently introduced a phonics programme. However, staff have not received appropriate training in how to teach the programme successfully. Staff do not say letter sounds correctly and do not teach the curriculum as leaders intend. Teachers assess pupils and put in place plans designed to help pupils to catch up. However, these plans are not implemented effectively, and pupils fall further behind with their reading.

Leaders have not made sure that the needs of pupils with special educational needs and/or disabilities (SEND) are identified quickly enough. Teachers do not put in place appropriate support for pupils with SEND as swiftly as is required. The needs of these pupils are not well met because teachers are unclear about how to adapt the delivery of the curriculum effectively. Teachers' expectations for pupils with SEND are too low.

Parents and carers have not been consulted about relationships and sex education (RSE) and there is no RSE curriculum in place. This means that pupils do not develop their understanding of healthy friendships. Pupils do not possess appropriate knowledge about different religions and beliefs or how to stay safe online. This means that pupils are not being prepared well for life in modern Britain.

Some pupils have opportunities to learn to play an instrument, such as the violin or flute. They also take part in a small number of extra-curricular activities such as football club and choir. Pupils take part in educational visits, for example to a local farm or to sing at a local retirement home. This supports their positive social development.

Staff state that leaders have only very recently acted on their concerns about well-being. They feel more confident that leaders now listen to their worries about workload and well-being, and act on these concerns appropriately.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders are not making sure that all pupils are safe. Several pupils state that they do not feel safe. They are unsure of who to talk to if they have a worry. Some pupils shared their worries with inspectors; these were recorded as concerns and acted on by leaders during the inspection.

Half of the staff who responded to the staff survey do not think that children are safe. Some staff reported that they did not think that all staff understand the safeguarding procedures as well as they should.

Most staff have received appropriate safeguarding training, but the school's safeguarding procedures are not followed by all staff. Some staff are unclear about what to look for and how to report safeguarding concerns. Some staff do not take safeguarding seriously. They do not understand their role in safeguarding children and do not report concerns. In some cases, leaders have not taken appropriate action when concerns have been reported to them. This has left some pupils at potential risk of harm.

Governors do not fulfil their safeguarding responsibilities by ensuring that the school's safeguarding policy and procedures are implemented properly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Safeguarding procedures are not rigorous enough. Not all staff have received appropriate safeguarding training. Some staff do not know what to look for and do not report concerns. Some staff raise safeguarding concerns, but these have not always been acted upon by leaders. Staff need to understand what to look for and how to report concerns. Leaders need to make sure that all staff follow safeguarding procedures consistently and act on concerns appropriately. Safeguarding procedures need to be improved swiftly to ensure that a culture for safeguarding is established.
- Leaders do not have effective plans in place to address the school's weaknesses. Subject leaders do not fulfil their duties effectively to improving the curriculum. Governors need to make sure that leadership is strengthened so that weaknesses are addressed swiftly.
- The curriculum is not coherently planned or well sequenced. As a result, pupils' learning is jumbled and they do not build knowledge sufficiently well. Leaders need to devise a well-sequenced curriculum in all subjects that meets all pupils' needs. Leaders must make sure that all staff have the necessary expertise to implement the curriculum as it is intended.
- The reading curriculum is not delivered effectively by all teachers. As a result, too many pupils cannot read well enough. Leaders must implement a reading curriculum that builds from the early years to ensure that pupils are ready for key stage 2. Leaders must ensure that all staff working with pupils at an early stage of reading have the expertise to best support them. Leaders must monitor the reading curriculum to check that it is having the intended impact.
- Too many pupils with SEND are not having their needs identified accurately or being given targets that are specific enough. Leaders must make sure that staff are trained to correctly identify pupils with SEND and provide strategies to support effective learning. Leaders must then monitor the provision for pupils with SEND to ensure that these pupils achieve well.
- There are too many incidents of poor behaviour on the playground and disruption to learning in classrooms and corridors. Leaders need to ensure that an effective

behaviour policy is in place and adhered to. They should ensure that all staff demonstrate consistently high expectations for pupils' behaviour. Staff need to have the necessary strategies to consistently put the behaviour policy into practice.

- Pupils are unprepared for life in modern Britain. They do not possess appropriate knowledge about different religions and beliefs or how to stay safe online. Leaders need to ensure that an effective PSHE and RSE curriculum is in place. They also need to make sure that pupils gain knowledge of different religions and beliefs, and are equipped with strategies to stay safe online.

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.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	125511
Local authority	Warwickshire
Inspection number	10257015
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	70
Appropriate authority	The governing body
Chair of governing body	Alex Quinn
Interim headteacher	Jonathan Wright
Website	www.greatalneprimary.org
Date of previous inspection	10 January 2018, under section 8 of the Education Act 2005

Information about this school

- At the time of the inspection, the headteacher was absent, having resigned very recently. Since September 2022, the leadership of the school has also been supported by a part-time experienced school leader. The interim headteacher had very limited involvement with the school prior to this inspection.
- Most governors had been in post for less than one year.
- The school does not use any alternative provision for pupils.
- The school runs a breakfast club.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a graded (section 5) inspection under the same Act.

In accordance with section 44(1) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

- This inspection took place on two non-consecutive days due to industrial action taking place.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors reviewed documents on the school's website, as well as published information about the school's performance.
- Inspectors held meetings with the interim headteacher, the special educational needs coordinator, subject leaders and governors, including the chair of the governing body, and spoke to a representative of the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, inspectors met with subject leaders, spoke to teachers, visited lessons, spoke to some pupils about their learning, looked at samples of pupils' work, and listened to pupils read to a familiar adult.
- Inspectors met with the interim headteacher, who is the designated safeguarding leader. Pupils' case files were reviewed. The single central record of the checks on staff's suitability to work with children was scrutinised.
- Inspectors met with staff to discuss their workload and the support they receive to carry out their roles.
- Inspectors spoke to pupils about how safe they feel in school and how they learn to keep themselves safe.
- Inspectors reviewed a wide range of information, including documents on the school's website, leaders' improvement plans their self-evaluation of the school, and meeting minutes.
- Inspectors considered the responses to Ofsted Parent View and the staff questionnaire.
- There were no responses to the pupil survey.

Inspection team

Emma Titchener, lead inspector

His Majesty's Inspector

Anne Potter

Ofsted Inspector

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