

Inspection of Keresley Newland Primary Academy

Grove Lane, Keresley End, Coventry, Warwickshire CV7 8JZ

Inspection dates: 4 and 5 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy being at Keresley Newland, where they feel welcome, happy and safe. This is because staff know them well and take good care of them. Pupils are kind to each other, and bullying does not happen often. If it does, staff deal with it.

Staff have high expectations of pupils' behaviour and learning. There are clear and simple rules about respect, which all pupils know and understand. This helps to ensure that pupils' behaviour in lessons and around the school is good. Pupils listen attentively during lessons and work hard to produce work of an increasingly good standard. On the playground, pupils play well together, and the older pupils support the younger ones.

Stories and books play a significant role in daily life at the school. Pupils talk enthusiastically about their favourite authors and stories. They are proud of their class names, which are all associated with books.

Pupils have a wide range of experiences which help them to develop their character. These include being on the school council and taking part in safe cycling training. Pupils also enjoy visits to local places of interest and further afield to enhance their knowledge.

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

Leaders, supported by the trust, have transformed the school in recent years. Clear systems for regular monitoring by the trust and governors has helped leaders to drive improvements in every area of school life. At the heart of these improvements is an ambitious curriculum. It is designed to enrich pupils' lives through language and learning.

Staff plan careful transition to the school from the start of early years. Clear systems help to identify the needs of all children. This includes those with special educational needs and/or disabilities (SEND). Throughout the school, staff use both formal and ongoing assessments to inform their teaching. They also plan collaboratively to share knowledge and expertise. This helps staff to make effective adaptations to the curriculum and ensures that all pupils can access learning that is most appropriate. Many pupils, including those with SEND, achieve well.

Leaders want all pupils to learn to read and to love reading. In the early years, children have daily phonics lessons and daily story time. This helps children to understand a wide range of vocabulary and to start learning to read. This focus on reading continues as pupils move through the school. They read books that are well matched to the sounds they know. Extra lessons help pupils to catch up to where they need to be. For pupils who find reading more challenging, the extra lessons help them to decode words using their phonics knowledge. However, there are still some pupils in key stage 1 who lack the fluency they need to read for meaning. As

pupils move through key stage 2, their fluency and understanding improves. Focused reading lessons help pupils to develop a good understanding of what they read. A clear focus on language ensures that pupils understand the meaning of complex vocabulary.

The focus on language is across all areas of learning in early years and all subjects in the curriculum. Leaders have identified the key vocabulary they want children and pupils to know, understand and remember. Staff ensure that they explore the meaning of this vocabulary in all lessons so that children and pupils understand the key concepts of learning. In history, for example, pupils learn about invasion. The clear explanations that teachers give are often supported with actions to help pupils remember the meaning of key vocabulary.

Teachers adopt a creative approach to lessons, which supports pupils to engage well in their learning. For example, pupils enjoyed learning about the phases of the moon through eating biscuits. However, some of the work pupils complete does not help them to develop a deeper understanding of the key concepts. This means they find it more difficult to make links to prior learning.

Pupils are polite to each other, staff and visitors to the school. The school is calm and orderly, and pupils' learning in lessons is rarely disrupted. Most pupils attend school regularly. There are some, however, who miss too much time from school.

Pupils' wider development is a high priority. Leaders have created a bespoke curriculum for personal, social, health and economic education. It places respect and diversity at the centre and ensures that pupils learn about themselves and the wider world around them.

Staff are proud to work at the school. They say that leaders are considerate of their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are well trained in safeguarding. They know how to identify signs that a pupil might be at risk of harm. There are systems to report any concerns, which all staff know and use. Leaders respond swiftly to any issues that arise. They liaise with external agencies when required. Leaders follow up on any concerns until they know that pupils and their families are safe.

Through the curriculum, pupils learn about how to stay safe in a range of situations, including when they are online or near roads. Pupils know who to talk to in school if they are worried.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The additional support for some pupils at the early stages of reading is not having the intended impact. As a result, some pupils do not read with the fluency they need to read for meaning. Leaders should review the support these pupils receive so that they develop the level of fluency they need to read for meaning.
- In some lessons, the work given to pupils does not support them to know and remember what is most important. As a result, pupils sometimes struggle to make connections between their prior and current learning. Leaders should ensure that pupils' work supports them to retain the important knowledge they need to make links across the curriculum.
- There are some pupils who do not attend school often enough. This hinders their progress and their ability to reach their full potential. Leaders should continue to work with families to ensure that all pupils attend regularly.

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	146199
Local authority	Warwickshire
Inspection number	10267810
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	170
Appropriate authority	Board of trustees
Chair of trust	Peter Thomas
Headteacher	Nicola Penlington
Website	www.knpa.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Keresley Newland Primary Academy converted to become a sponsored academy on December 1, 2018. When its predecessor school, Keresley Newland Primary Academy, was last inspected by Ofsted, it was judged to be inadequate and requiring special measures.
- Leaders do not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection of the school 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 the information available about the school's performance.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, the lead inspector met with subject

leaders, spoke to teachers, visited lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors held meetings with the headteacher, the deputy headteacher, assistant headteachers, the special educational needs coordinator, subject leaders, governors, including the chair of the governing body, and representatives from the board of directors, including the chief executive officer.
- The lead inspector met with the designated safeguarding leader and one deputy 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 considered the responses to the free-text comments on Ofsted's parent questionnaire, Parent View, the pupils' survey and the staff questionnaire.

Inspection team

Helen Forrest, lead inspector

His Majesty's Inspector

Roulla Gabriel

Ofsted Inspector

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