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Emma Longworth  
Interim headteacher  
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Dear Miss Longworth

### **Special measures monitoring inspection of Great Alne Primary School**

This letter sets out the findings from the monitoring inspection that took place on 4 and 5 October 2023, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and was the first monitoring inspection since the school was judged to require special measures following the graded (section 5) inspection that took place in January 2023.

The purpose of a monitoring inspection is not to grade the school's overall effectiveness, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you and other staff, governors and the local authority the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also carried out visits to lessons, reviewed examples of pupils' work, and spoke to staff and pupils. I have considered all this in coming to my judgement.

**Leaders have made progress to improve the school, but more work is necessary for the school to be no longer judged as requiring special measures.**

**The school may not appoint early career teachers before the next monitoring inspection.**

## **The progress made towards the removal of special measures**

There have been significant changes in staffing since the time of the previous inspection. You joined the school as interim headteacher in April 2023. Four teachers left in July 2023, and two new teachers started in September 2023. A teacher, already working at the school, took on the role of special educational needs coordinator from September 2023. In addition, you have made changes to the structure of classes. Pupils continue to be taught in mixed-aged groups, but the number of classes has decreased from four to three. Through this period of change, the school has begun to take the necessary steps to address areas of weakness identified during the previous inspection.

You are focused on the right things to improve the quality of education. This work is in the early stages, and you recognise that there is much more to do. You have arranged for the small staff team to work collectively to develop the curriculum. This has included the school adopting a number of commercial schemes of work. The curriculum is now better organised to build pupils' knowledge logically in each subject. Staff have a clearer understanding of how lessons connect pupils' learning to achieve the curriculum's aims.

Leaders are working to deepen teachers' subject knowledge. You have arranged for staff to access additional training and to collaborate with professionals from other schools. These actions are beginning to make a positive difference to the way that the curriculum is implemented. However, staff are still developing their expertise in how to teach many subjects. You have identified the need for further improvements in the approach to assessment so that teachers are well placed to precisely check pupils' progress through the curriculum.

Leaders have prioritised developing adults' expertise in how to teach reading. Some staff have accessed development opportunities with an expert practitioner. Staff now have a better understanding of how to teach the school's phonics programme. This has boosted their confidence and is improving consistency of practice.

The school has begun to improve the quality of provision for pupils with special educational needs and/or disabilities (SEND). Staff's expectations have been raised. All pupils are expected to learn the school's full curriculum. Leaders are in the process of introducing a new policy that places greater emphasis on teachers adapting teaching to meet the needs of pupils with SEND. However, there is more to do. Recent changes to the way that pupils' needs are identified and supported are not yet fully embedded.

Leaders have set out a more coherent approach to ensure that pupils are prepared for life in modern Britain. The school introduced a personal, social and health education curriculum in September 2023. This is in the very early stages of being implemented. You have firm plans in place to consult parents and carers on how relationships and sex education and health education is taught. The school is able to demonstrate tangible steps already taken to improve pupils' broader school experiences, but you acknowledge that much of this work is in its infancy.

Staff and pupils appreciate the school's revised approach to managing behaviour. You recently introduced the values of 'respect, responsible and ready' to promote the positive behaviours that you expect to see. Pupils and staff know these values and can explain what they mean. The values are beginning to be reflected in everyday school life. Most pupils behave well. The school is generally a calm and purposeful place to learn.

Governors care about the school and are determined to improve pupils' experiences. They have welcomed external support to help them better fulfil their duties. Two new members, with experience of school governance, have joined the governing board since the time of the previous inspection. Governors are now beginning to take a more active role in monitoring the impact of leaders' work. However, they are only in the early stages of reviewing the effectiveness of the school's improvement work.

You have successfully taken action to strengthen safeguarding procedures at the school. The school's safeguarding procedures are now effective. The school has a policy that is understood by all. The policy is consistently put into practice. Staff are clear about their roles and responsibilities. They report concerns quickly, and leaders act decisively to protect children when needed.

The local authority has arranged for the school to be supported by a local multi-academy trust. This support has proved to be extremely helpful to the school. Leaders have significantly benefited from the support of expert practitioners. However, the school remains completely reliant on this external support.

I am copying this letter to the chair of the governing body, the Department for Education's regional director and the director of children's services for Warwickshire. This letter will be published on the Ofsted reports website.

Yours sincerely

Jonathan Leonard  
**His Majesty's Inspector**