

Keresley Grange Primary School

Inspection report

Unique Reference Number	103646
Local Authority	Coventry
Inspection number	323873
Inspection dates	4–5 June 2009
Reporting inspector	Barbara Atcheson

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	310
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Susan Knight
Headteacher	Charles Thorpe
Date of previous school inspection	21 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Waste Lane Coventry CV6 2EH
Telephone number	02476 332131
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Age group	5–11
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a large primary school. Almost all pupils are of White British background with very small numbers of Asian or mixed heritage, and none at the early stages of gaining fluency in English. The proportion of pupils eligible for free school meals is lower than average. The proportion of pupils with learning difficulties and/or disabilities is also lower than average. Their needs mainly relate to speech, language and communication difficulties, behavioural, emotional and social difficulties or autism. A new deputy headteacher was appointed in September 2008.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. It has a new deputy headteacher and number of new staff. Although some are still relatively inexperienced they are keen and focused on raising standards and achievement and as a result the school has enjoyed some success. The previous decline in standards at the end of Key Stage 1 has been halted and standards across the school are beginning to rise. However, the roles and responsibilities of this new leadership team are not clearly defined. This, combined with insufficient training and opportunity to play a full part in school development, limits its effectiveness in driving a faster pace of improvement. There is some good teaching where teachers have high expectations and pupils make good progress because work is challenging, but this is not consistently the case in every class. Children start school with skills and knowledge typical of their age. They make satisfactory progress through the Early Years Foundation Stage and reach the expected levels by the time they enter Year 1. Standards at the end of Key Stage 1 have improved and are now broadly average. Pupils make steady progress in Years 3 to 6. Inspection evidence and school data show that although standards are average at the end of Year 6, they have risen in comparison with the previous year's results. However, too few of the more able pupils reach the higher levels they are capable of achieving at the end of Year 2 and Year 6. Parents are overwhelmingly supportive. One parent, reflecting the views of many said, 'This is a very friendly school with approachable staff.' Attendance has improved and is now broadly average. Although relationships are good and pupils enjoy coming to school, behaviour is satisfactory because attention in lessons can wane when the pace of learning drops and pupils are not sufficiently challenged. Pupils have a good understanding of the need to adopt a healthy lifestyle and know how to keep safe. Staff are caring and pupils know that someone will listen to them when problems arise. Systems are securely in place to ensure that pupils are safeguarded and to support those who are vulnerable or have particular needs. Good links with local agencies are used effectively to enhance provision for pupils' welfare and to extend opportunities for learning. Academic guidance is satisfactory. In most lessons, pupils are aware of their targets but do not always have a clear understanding of what they need to do to improve. The curriculum enables pupils to make steady progress in developing basic skills but it does not always challenge the more able pupils. Pupils enjoy after-school activities and find that visits, such as the one to Lunt Fort, make learning interesting.

Leadership and management are satisfactory. Governors are keen and play an active part in the life and work of the school. The new senior leadership team and subject coordinators are enthusiastic and work hard to support their colleagues. Consequently, although the pace of improvement has not been as rapid as it could be, the school has made some important improvements in raising achievement and standards. This, together with the satisfactory way it has addressed the issues from the previous inspection, shows that the school is now suitably placed to improve further and has the capacity to do so.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Recent improvements to the Early Years Foundation Stage have ensured that the welcoming environment successfully promotes children's welfare and gives children the security to become confident learners. Children start school with the skills and knowledge that are typical for their age. They make satisfactory progress and enter Year 1 at the levels expected of them. Teaching is satisfactory overall and teaching assistants support children's learning well. Although language

development is improving because of the priority given to its teaching, there are missed opportunities to extend children's speaking and listening. Children's personal and social skills are sound and as a result they enjoy good relationships with their peers and adults. They quickly settle into routines and proudly undertake responsibilities such as taking the registers to the office. Although children enjoy a suitable balance between activities where they can make choices and those led by adults, the outdoor provision is not as well planned as other areas. Leadership and management are satisfactory.

What the school should do to improve further

- Improve the rate of pupils' progress across the school, particularly the more able.
- Ensure that all teaching is consistently good and reflects higher expectations and challenge for all pupils.
- Clarify roles and responsibilities, and strengthen the skills of leaders and managers at all levels in order to hasten the rate of improvement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils usually join and leave the school with standards that are broadly average. A declining pattern in standards at the end of Year 2, which were significantly below average from 2006 to 2008, prompted the school to introduce measures to reverse the trend. Strategies have been introduced to help raise the attainment of boys, and classes were restructured to address the underperformance of spring-born pupils. Inspection evidence and school data show that these measures have had a direct impact on raising standards and achievement and halted the decline. This year, pupils in Years 1 and 2 have made satisfactory progress to reach average standards by the end of Year 2. Pupils continue to make steady progress through Years 3 to 6 and reach average standards at the end of Year 6. Suitable support for pupils with learning difficulties and/or disabilities ensures that they make satisfactory progress. However, at the end of both key stages, too few of the more able pupils reach the higher levels they are capable of achieving.

Personal development and well-being

Grade: 3

Pupils have a good understanding of the need to adopt a healthy lifestyle and know how to keep safe. Their spiritual, moral, social and cultural development is satisfactory and as a result pupils play harmoniously together, show respect for adults and each other and work well in paired activities. Pupils enjoy school and usually behave well around the school and at break times, however they become inattentive and fidgety when the pace of learning is slow and the teacher talks for too long. They say they feel safe in school as a result of the school's procedures for dealing with any incidents of bullying. Pupils' contribution to the local community is good. They are enthusiastic fundraisers, often organising their own events. They willingly undertake responsibilities to be 'playground buddies' or serve on the school council. The 'Job Squad' makes a significant contribution to the smooth running of the school. Attendance is satisfactory and has improved as a result of measures taken by the school. Satisfactory achievement, together with development of relevant skills, means that pupils are suitably prepared for their future.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall. At present, although the proportion is rising, there are not enough lessons that are good. Good relationships between teachers and their pupils are an important factor in pupils' enjoyment of school. In most lessons, pupils understand what they have to learn because teachers make their intentions clear. Where teaching is good, teachers ask open-ended questions, develop pupils' subject-specific vocabulary and make learning as practical as possible. In these lessons, teachers successfully plan to challenge and support pupils of different abilities. However the pace of learning is not always quick enough and pupils' attention sometimes wavers because there is insufficient challenge, particularly for the more able. As a result, progress is satisfactory rather than good. Teaching assistants provide suitable support for the pupils with whom they work. Although some talk at the same time as the teacher, which distracts pupils' learning, others used well-framed questions to deepen pupils' understanding and so make a good contribution to learning.

Curriculum and other activities

Grade: 3

The satisfactory curriculum promotes pupils' all-round development and their enjoyment of school. A theme based curriculum, introduced into the Early Years Foundation Stage and then into Key Stage 1, is now being extended into Years 3 to 6. This is because the school has found that this more practical, skills and activity based curriculum has successfully increased the enthusiasm that boys have for their learning and increased their achievement. The school provides a wide range of sporting activities both in and out of school hours. Professional musical performances encourage pupils to take up instruments such as the double bass and viola.

Specialist subject days bring subjects like history alive and increase pupils' enjoyment of learning. However, the curriculum overall is not yet sufficiently adapted to challenge pupils that are more able. Pupils enjoy a good range of after-school activities and residential visits for pupils in Year 6 extend their horizons and increase independence.

Care, guidance and support

Grade: 3

Procedures for ensuring pupils' welfare and safety are in place and the school is fully aware of the need to keep them up to date. Parents feel that their children are safe at school. Pupils say that they can approach adults in the school and are confident that they would be listened to. Most of the teaching assistants and the learning mentors are deployed effectively and they have a good understanding of the needs of pupils they are supporting. The school has considerable success in making parents aware of the need to ensure their children attend school regularly. As a result, the rate of attendance has improved. Systems for tracking pupils' progress have improved and help to highlight underachievement. Pupils have individual targets to achieve, but do not always understand how to improve their work. Teachers' oral feedback to pupils is usually good, but marking is inconsistent and does not always show pupils how they can improve.

Leadership and management

Grade: 3

The headteacher is well liked by parents and staff. He is caring and dedicated, undertaking much of the strategic planning himself. The school now has a new deputy headteacher and senior leadership team who are enthusiastic and work hard to support their colleagues. The impact of their work is already raising standards and achievement. However their roles and responsibilities are not sufficiently defined and they have yet to play a full part in monitoring the quality of provision and pupils' achievement. Consequently, they do not have full information on strengths and weaknesses in their areas of responsibility. Nonetheless, senior leaders are keen to target their help and advice accurately in order to increase the rate of improvement. The school's current monitoring and evaluation schedule is carried out regularly. Because it is focused on teaching rather than learning, it is not yet a sharp enough tool to drive improvement and inform strategic planning. Community cohesion is satisfactory. The school has drawn up a suitable plan for action from its analysis of the school setting. Links are planned with other communities in the United Kingdom and with people of different ethnicities, faiths and cultures. Links have already been forged with schools in France, Spain, Italy and Germany.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

8 June 2009

Dear Pupils

Inspection of Keresley Grange Primary School, Coventry CV6 2EH

Thank you for being so friendly when we visited your school. We enjoyed visiting your lessons and talking to you. You have really helped us. We think your school is a satisfactory school and these are the main things that we thought you might like to know about.

- You make satisfactory progress and reach average standards.
- You enjoy coming to school, the after-school clubs and taking part in sport and musical events.
- You have a good understanding of healthy lifestyles.
- You have a good understanding of keeping safe.
- You enjoy your responsibilities, and know that you contribute well to school life.
- You know that your teachers are always there to look after you.
- Senior leaders are beginning to make things better for you.

The school is working hard to make things even better for you. We have asked the school to do three things.

- Help you to learn more quickly so that you can reach higher standards in your work.
- Make sure that teachers always expect your best work and plan lessons that help you to learn at a faster rate.
- Make sure that those teachers who are responsible for subject areas are clear about what they have to do and are given the skills and opportunity to make your school even better as quickly as they can.

We hope that you will all continue to enjoy coming to school and to try your hardest so that you are successful in the future.

Thank you again.

Yours faithfully

Barbara Atcheson

Lead inspector