

Keresley Newland Primary Academy

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

Inspection dates

23–24 January 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is an inadequate school

- In recent years, changes in leadership, including governance, and a high turnover of staff have had a significantly negative impact on outcomes for pupils and school improvement. As a result, the school has declined since the last inspection.
- Pupils have suffered from inconsistent and poor-quality teaching over a period of time. Teaching continues to be inadequate and behaviour has deteriorated.
- Many teachers do not have a secure understanding of where pupils are in their learning and where they need to go next. Expectations of what all pupils can do are too low.
- Pupils, including disadvantaged pupils, are working well below the standards expected of them in many subjects across the school. In most classes, pupils make little or no progress. Current assessment information is unreliable.
- Pupils have insufficient opportunities to apply and deepen their mathematical understanding and skills through problem-solving and reasoning.
- Teachers do not address basic errors in pupils' written work and, as a result, they become embedded over time. The quality of handwriting and presentation is often poor. Pupils have too few opportunities to write at length.
- The teaching of phonics is ineffective and does not support pupils to make progress in reading. Teachers do not match reading books to pupils' abilities. The range and quality of reading materials are poor.
- The new approach to the curriculum is under review because most teachers do not have the skills to plan and deliver it effectively.
- Pupils who have special educational needs (SEN) and/or disabilities do not receive effective support to help them make progress.
- The early years provision, including the leadership, is ineffective. Consequently, children make poor progress and are not ready for learning in Year 1.
- Attendance is below the national average.

The school has the following strengths

- Pupils are happy. They know how to keep themselves safe and live healthily.
- Leaders promote pupils' social, moral, spiritual and cultural understanding well.

Full report

In accordance with section 44(1) of the Education Act 2005, Her 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.

What does the school need to do to improve further?

- Rapidly improve rates of progress to raise pupils' attainment in reading, writing and mathematics.
- As a matter of urgency, improve leadership and management by ensuring that:
 - the multi-academy trust, governors and school leaders fully understand their roles, responsibilities and accountabilities
 - a leadership structure is developed that promotes rapid and sustainable school improvement
 - school leaders' roles and responsibilities are reviewed to provide them with sufficient opportunities to carry out checks on teaching, learning and assessment, and to provide support where it is needed
 - school development activities are carefully targeted on key weaknesses in the school and checked for impact
 - inadequate teaching is addressed swiftly
 - there is good teaching, stability and continuity to pupils' learning
 - additional funding is used effectively to improve outcomes for pupils who have SEN and/or disabilities and disadvantaged pupils
 - the leader for SEN and/or disabilities develops effective provision for pupils who have additional needs
 - training and support is provided for leaders to enable them to become effective in their roles, including leaders for the early years and for SEN and/or disabilities
 - the leader for the early years develops effective provision to enable children to make at least good progress
 - attendance is monitored more closely and leaders work with families to improve the attendance and punctuality of pupils who miss too much school or arrive at school late
 - poor behaviour in lessons is stopped so that it does not interfere with pupils' learning
 - the curriculum is planned and taught to provide pupils with opportunities to develop their skills progressively in all subjects
 - teachers' assessment is accurate so that leaders can determine effectively where pupils have fallen behind and help them to catch up.
- Swiftly improve the quality of teaching, learning and assessment, including in the early

years, by making sure that teachers:

- accurately assess what pupils can do and match work appropriately
- raise their expectations of what pupils can achieve
- correct basic misconceptions and mistakes in grammar, punctuation and spelling in a timely and appropriate manner
- ensure that pupils present work to the best of their abilities
- provide more opportunities for pupils to apply their mathematical skills in problem-solving and reasoning
- provide pupils with more opportunities to write at length in English and other subjects.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Prior to September 2017, there was an executive headship arrangement in place. The headteacher is now based solely at Keresley Newland. She has an honest and realistic view of the school's strengths and areas for improvement, and has identified appropriate areas for school development. However, there is very limited leadership capacity to enable her to bring improvement plans to fruition.
- The senior teacher responsible for leading teaching and learning is the Year 6 teacher. She also has responsibility for assessment and mathematics. She currently supports two other classes where there are no permanent teachers. One class is taught by a teaching assistant. There is currently no English leader and both the early years leader and the part-time SEN coordinator require further support. There are no other middle leaders. Consequently, there is extremely limited capacity to improve the quality of teaching and learning.
- Since her return to a substantive role in September 2017, the headteacher has introduced several new initiatives. For example, she has established a system for checking the quality of teaching and learning. An improvement plan is in place, but evaluations are too informal and insufficiently focused to have an impact on improving the quality of teaching.
- Equally, although the recently introduced assessment system is easier for teachers to understand and for leaders to use to check how well pupils are doing, some teachers do not make accurate assessments. Assessment information is unreliable. Therefore, it is difficult for leaders to track the improvements pupils make accurately.
- Leaders and teachers planned a new approach to the curriculum, linking subjects together on a theme. It has not been effective because planning is too unwieldy and 'woolly'. Consequently, the curriculum does not meet pupils' learning needs. As a result of monitoring, the headteacher recognises that teachers require more guidance and support to work in this way.
- The use of the pupil premium funding is having an insufficient impact on improving outcomes for disadvantaged pupils. Teachers have a greater awareness of disadvantaged pupils and additional support is planned to help them catch up. Leaders check the progress of disadvantaged pupils more carefully than they used to. Pupils make progress in some classes but this is not consistent across school. As a result, they continue to fall behind.
- Leaders have introduced individual plans for disadvantaged pupils, including the most able disadvantaged, which identify strengths, interests and barriers to learning. Leaders provide opportunities for pupils to take part in educational visits and learn a musical instrument to develop wider learning experiences. As this is a recent innovation, the impact is yet to be seen.
- The SEN coordinator started working in the school on a formal basis in January 2018. Currently, the SEN register does not accurately identify pupils who have SEN and/or disabilities or their additional needs. As a result, teachers are unclear about how to plan for these pupils to help them make good progress.

- The monitoring of the progress of pupils who have SEN and/or disabilities is ineffective. The additional support provided for these pupils is not checked to ensure that it is working. Work in books shows that these pupils are not making enough progress and, in some cases, are falling further behind. Additional funding received for SEN is not used effectively.
- Parents appreciate the return of the headteacher to the school. Most parents whom inspectors spoke to, or who responded to Ofsted's online questionnaire, Parent View, have concerns about the high staff turnover, the quality of teaching and behaviour. However, most of the respondents also said that their children are safe, happy and well looked after.
- The school endeavours to provide some extra-curricular opportunities for pupils. The headteacher runs the choir. This is popular with pupils and they are soon to participate in the Bedworth Music Festival. Teachers run other clubs such as cookery, art, a film club, a climbing club called 'Mad monkeys' and a computer coding club.
- Leaders are now using the physical education and sport premium more effectively. Leaders have introduced alternative activities such as Latin dance, table tennis and Taekwondo to encourage pupils to participate more in physical activities. As a result, pupils are more physically active. Pupils are beginning to take part in competitions such as multi-skills. They have recently received a new football kit and are soon to play their first football fixture.
- Leaders encourage parents to support their children with reading, for example through adult and community learning sessions called 'reading is fun'.
- It is highly recommended that the school does not appoint newly qualified teachers.

Governance of the school

- Governors and trustees of the multi-academy trust have failed to take appropriate action to ensure that the school has sufficient leadership capacity. There is a lack of strong stable leadership able to provide a good quality of education and secure school improvement.
- Governors reconstituted to a single governing body in September 2017. Prior to this, they were a cluster governing body of Keresley Newland and another school. There is currently no chair of the governing body. There is a lack of engagement of governors and trustees. As a result, they have had no impact in addressing the continuing decline in the school.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding policies and procedures are updated and implemented to ensure that pupils are as safe as possible. Staff have received updated training, although some paediatric first-aid training is yet to be completed. Staff understand their responsibilities to protect pupils.
- Appropriate checks are made on people who work within the school to protect pupils from harm. Procedures are in place to ensure that people recruited to the school do

not pose a risk to pupils. Risk assessments are in place where needed and the school site is secure.

- Pupils have opportunities to learn how to keep themselves safe in a range of situations. Through e-safety lessons, pupils develop a good understanding of how to keep themselves safe online. For example, some of the youngest pupils discussed in detail why personal details should not be shared over the internet. Pupils say they feel safe in school and speak highly of the support and care they receive from staff.

Quality of teaching, learning and assessment

Inadequate

- The quality of teaching and learning is inadequate. In most classes, teachers do not plan work that meets pupils' needs. There is no challenge for the most able and work is not matched to lower-ability pupils' needs. Teaching does not build effectively on pupils' prior learning and therefore progress is poor in all subjects, but particularly in writing.
- Pupils' work shows that standards are particularly low in writing. Teachers do not address errors in grammar, punctuation and spelling. Some pupils in key stage 2 do not use simple punctuation, such as full stops, accurately because they are not expected to. In key stage 1, pupils are expected to write more complex sentences before being able to write a simple sentence. Pupils' work shows little improvement and, in some cases, pupils' work has deteriorated. Pupils have insufficient opportunities to develop their writing skills in longer pieces of writing, particularly in different subjects across the curriculum.
- The quality of handwriting and presentation is variable across classes and often poor because teachers do not have high enough expectations of pupils. As a result, pupils do not take a pride in their work or make much effort. In key stage 1, teachers do not consistently address incorrect letter formation. In handwriting books, pupils continue to practise letters incorrectly. Teachers often tell pupils what to improve but do not show pupils how to do it. Consequently, pupils make little progress and achieve low standards.
- Teachers do not make effective use of teaching time. Too much time is wasted where pupils are not learning – for example, tidying up, milling around and waiting for others to join in. Teaching is not sufficiently focused on learning. On too many occasions, pupils are not purposefully engaged, resulting in a lack of progress.
- In mathematics, pupils practise calculations but do not have sufficient opportunities to explain their understanding or apply their learning in problem-solving activities. Pupils make inadequate progress because they are not supported well enough in their learning. Often teachers do not spot that pupils need help and pupils do not know how to help themselves. Resources are not available or are inappropriate. For example, a number line placed high on a wall meant that pupils made frequent errors when trying to use it.
- The teaching of phonics is poor and consequently does not support progress in reading and writing. The school's approach to teaching phonics is inconsistent and varies across classes from the early years to Year 2. Expectations are low and pupils do not have sufficient opportunities to practise sounds. Many pupils are confused by the

teaching. Incorrect letter formation and spellings are not routinely addressed.

- The teaching of reading does not support pupils to make good progress. Reading scheme books are not matched appropriately to pupils' learning needs and do not provide any level of challenge to either lower-ability pupils or higher-ability pupils. The range and quality of reading material are poor and, as a result, pupils do not read often and do not read for pleasure. Leaders have made reading a whole-school priority and a new library is due to be opened soon.
- Where teaching is effective, expectations of what pupils can achieve are high and work is well planned. Teachers use effective questioning to move learning forward and address misconceptions promptly. For example, in Year 4, pupils learned about area and perimeter. Learning developed over a series of lessons and pupils applied their skills in a problem-solving activity. Pupils were engaged in their learning and could explain their understanding well. In Year 6, pupils develop their writing skills well because teaching is tailored carefully to meet the needs and interests of all the pupils.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Many pupils do not demonstrate positive attitudes to learning. They lack motivation because teachers have low expectations of them. On many occasions, pupils do not demonstrate a pride in their work. They do not care sufficiently about the presentation of their work or the quality of their handwriting because teachers do not expect them to.
- In most classes, teachers have not developed pupils' skills to be successful learners. Teachers have not taught pupils effective strategies or provided them with appropriate resources to become resilient and self-reliant.
- Leaders develop pupils' spiritual, moral, social and cultural awareness through assemblies and in specific lessons well. Extra-curricular clubs and educational visits to a nearby space centre and a chocolate museum, for example, add to pupils' development. Older pupils demonstrated a level of maturity when discussing the cost of school visits. Pupils enjoy singing heartily together in assemblies.
- Pupils are happy and confident. They are keen to talk to visitors and share their views. Without exception, pupils agree that teachers look after them and care about them. Pupils say they feel safe in school. They report that teachers are kind and there is always someone to go to if they are worried. Most parents who responded to Parent View also said their children are safe, happy and well looked after.
- Pupils have a sound understanding of fundamental British values. They make comments such as, 'We don't judge anyone here' and 'It is okay to be different.' Pupils learn about other faiths, respect, tolerance, racism and friendship. Pupils contribute to the school council and learn about democracy.

Behaviour

- The behaviour of pupils is inadequate.
- Persistent low-level disruptive behaviour and often high-level disruptive behaviour affects pupils' ability to learn. Where learning is not focused, pupils move quickly off task and do not listen or respond swiftly to teachers' directions. In some classes, pupils are allowed to wander aimlessly around the room.
- Pupils do not show respect for school equipment. For example, at breaktime, pupils throw playground equipment into a pile and kick odd bits of equipment around.
- Pupils are clear about rewards and sanctions. Pupils say that, on the whole, teachers are consistent in how they deal with behaviour. However, although pupils know how to manage their behaviour, they often choose not to, depending on the member of staff who is with them. For example, in an assembly observed during the inspection, led by the headteacher, pupils demonstrated exemplary behaviour but in lessons the same pupils did not.
- Leaders monitor and analyse behaviour incidents. This enables leaders to identify individuals who require additional support. However, leaders do not use the analysis well enough to see if actions to improve behaviour are having a positive impact.
- Attendance is below the national average and is not improving. Leaders do not analyse patterns of attendance effectively. Parents take pupils on unauthorised holidays during term time and this adversely affects attendance figures. Leaders have implemented strategies and measures to address poor attendance, but so far they have had little impact. Too many pupils arrive at school late.
- Pupils say teachers respond to any incidents of bullying straightaway and sort them out. A group of pupils spoken to by inspectors said, 'Most people get on.'

Outcomes for pupils

Inadequate

- Pupils at the end of Reception, Year 2 and Year 6 achieve standards that are well below those expected for their age. Inadequate teaching over time results in too many gaps in pupils' knowledge and understanding by the end of key stage 2. As a result, they are not well prepared for the next stage of their education.
- Currently, pupils' work shows that in almost all classes they are making little or no progress in reading, writing and mathematics. Teachers plan coverage of the curriculum but they do not plan to meet pupils' learning needs. Teachers give some pupils work they are not ready for and give other pupils work that does not challenge them.
- Children get off to a good start in Nursery but this early good progress is not built on and, by the end of Reception in 2017, only a third of the children achieved a good level of development.
- Outcomes at the end of key stage 1 are below national figures and in 2017 were in the lowest 10% of schools nationally. No pupils achieved the greater depth standard. Teachers do not plan work that provides challenge for the most able pupils or for those

pupils who have the potential to attain a higher standard.

- Pupils achieve close to the national figure in the phonics screening check in Year 1. However, this has no impact on the standards achieved in reading and writing in Year 1 or Year 2, which remain particularly low.
- Work in pupils' books shows that current outcomes are low. Pupils are not working at age-related expectations. Starting points are low but current progress is slow and some pupils are going backwards. Teachers do not have strong subject knowledge. As a result, they do not plan an effective sequence of lessons to move learning forward. Teachers give the same work in science, history and geography to all pupils regardless of different abilities. This means that the majority of pupils do not make the progress they should.
- Leaders organise additional support for the most able pupils before school. However, this work does not follow through effectively into teaching and learning in the classroom.
- Although a clearer assessment system has been introduced, leaders do not have confidence in the accuracy of assessments that some teachers make of pupils' work. This makes it difficult for leaders to track pupils' current progress effectively in all classes.
- Reading and writing progress by the end of key stage 2 was in the bottom 20% of all schools for at least the last two years for disadvantaged pupils. Attainment for disadvantaged pupils is below national figures in all key stages in all subjects. The pupil premium funding is not used effectively to help these pupils catch up. As a result, the attainment difference between disadvantaged pupils and other pupils in the school, and other pupils nationally, is not diminishing.
- Pupils who have SEN and/or disabilities do not make good progress because their needs are not accurately identified or planned for.
- Work in books shows that current pupils in Years 4 and 6 have made good progress from the start of this academic year in all subjects. However, due to past inadequate teaching, their attainment remains well below what it should be.

Early years provision

Inadequate

- The early years leader lacks a clear understanding of the strengths and areas for development in the early years. Although an audit of the early years provision was undertaken, the leader has not used the outcomes of the audit effectively to improve the provision and children's attainment.
- The leader does not have a clear overview of the quality of teaching and learning across the early years. As a result, staff training is not focused on the right areas to help staff improve their knowledge and skills. Children get a good start to school and make secure progress in the Nursery provision, but this is not continued throughout the early years foundation stage. The youngest children show a high level of engagement in their learning because activities meet their needs and interests extremely well. Older children, however, are not challenged and lack focus in their learning. Overall, the quality of teaching and learning is inadequate.

- Children enter the early years with skills and abilities which are below those typically expected for their age. Assessment systems are not used effectively to plan activities which support and develop children's learning. Where there is a clear focus that builds on children's prior learning, children make good progress. However, this is inconsistent. As children progress through the early years, the challenge for them diminishes. In 2017, only a third of children achieved a good level of development. Children do not make the progress they are capable of in the early years and are not prepared well enough for Year 1.
- Children's behaviour in the early years is variable. Where children are challenged and engaged in purposeful learning, their behaviour is very positive. However, in other areas, children are not stimulated sufficiently resulting in their becoming bored. This leads to inappropriate behaviour which staff do not address. However, children are confident and generally happy.
- Some staff understand the individual needs of children well. Where necessary, staff work with external agencies, such as speech and language therapists and educational psychologists, to support children's additional needs. However, some staff do not plan well enough to meet the educational needs of children who have SEN and/or disabilities or disadvantaged children. Consequently, these children do not make the progress they should by the end of the Reception Year.
- Children are prepared well for their start in the early years. For example, open mornings are held prior to children starting school. Staff make home visits and discuss children's needs with the previous settings the children have attended. This helps children to settle quickly.
- Parents are involved in their children's learning. For example, termly newsletters let parents know what their children are learning about. Parents' evenings are held regularly and parents can add information about what their children can do at home to their children's 'learning journals'.
- Children in the early years are safe and well cared for. However, current safeguarding and welfare requirements are not fully met. No staff have updated their paediatric first-aid training, but appropriate first-aid cover is in place in school. All staff know, understand and apply the school's safeguarding policies and procedures.

School details

Unique reference number	141743
Local authority	Warwickshire
Inspection number	10042848

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

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	221
Appropriate authority	Board of trustees
Chair	None
Headteacher	Fiona Hims
Telephone number	02476 332 434
Website	www.netacademies.net/keresleynewland
Email address	office.keresleynewland@netacademies.net
Date of previous inspection	Not previously inspected

Information about this school

- The school is smaller than an average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium grant is just above the national average.
- The proportion of pupils who have SEN and/or disabilities is above the national average.
- The proportion of pupils from minority ethnic groups is below the national average. The proportion of pupils who speak English as an additional language is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment in reading, writing and mathematics at the end of key stage 2.
- The school is a member of the NET Academies Trust. It has not been inspected since it

became an academy in March 2015.

- Significant changes in leadership and governance have taken place since the last inspection and since the school converted to academy status. The headteacher was appointed in June 2015, but became executive headteacher of Keresley Newland and another school in March 2016. From April to August 2016, the executive headteacher became full-time acting headteacher at the other school and remained executive headteacher at Keresley Newland. From September 2016 the executive headteacher line-managed the heads of school in both schools. In April 2017, the head of school at Keresley Newland resigned and the executive headteacher continued to work between the two schools. In September 2017, the executive headteacher relinquished her post and returned to Keresley Newland as the full-time headteacher.
- In September 2016, the local governing body of each school clustered to form one joint governing body with one chair. In October 2017, the cluster governing body dissolved and re-established itself as a separate governing body of each school. The chair of the governing body resigned and the school currently has no chair. A new chief executive officer (CEO) of the NET Academies Trust was appointed in November 2017.

Information about this inspection

- Inspectors observed teaching and learning in all classes, spoke to pupils and looked at their work. Most observations were carried out jointly with school leaders.
- Inspectors observed pupils on the playground and during assembly. Inspectors talked to groups of pupils and listened to pupils read.
- Discussions were held with the headteacher, the lead for teaching and learning, leaders responsible for the early years and mathematics, the teachers responsible for phonics and reading, the school business manager and the person responsible for safeguarding.
- Inspectors met with a governor, the CEO of the NET Academies Trust, the CEO of another trust that provides support to the school and an independent adviser.
- Inspectors spoke to parents at the beginning of the school day and took into account the 21 responses to Parent View, including 22 written comments. The 17 responses to the staff questionnaire were also considered.
- A wide range of documentation was scrutinised including the school's own evaluation of its performance; the school improvement plan; information on pupils' progress and attainment; records of behaviour and attendance; monitoring and evaluation of teaching and learning, including continuing professional development; information relating to the professional development of staff and safeguarding information.

Inspection team

Sue Cameron, lead inspector

Her Majesty's Inspector

Ann Pritchard

Her Majesty's Inspector

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