

Inspection of a school judged good for overall effectiveness before September 2024: Keresley Grange Primary School

Waste Lane, Coventry, West Midlands CV6 2EH

Inspection dates:

11 and 12 February 2025

Outcome

Keresley Grange Primary School has taken effective action to maintain the standards identified at the previous inspection.

The executive headteacher of this school is Stephen Toor and the headteacher of this school is John Astley. This school is part of The Futures Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Christopher Jupp, and overseen by a board of trustees, chaired by Anthony Fitzpatrick.

What is it like to attend this school?

Staff at Keresley Grange Primary School work hard to ensure that all pupils feel safe, listened to and appreciated. New pupils settle quickly into school life. Pupils talk positively about learning new things. They work hard and achieve well.

The values of 'respect ourselves, respect each other and respect the school' underpin the school's approach to supporting and educating its pupils. These values are well understood and demonstrated by everyone. Pupils like that the school celebrates their uniqueness. They are taught to appreciate and respect difference, and they do.

Pupils have a good understanding of the school's expectations for their behaviour and attendance. They attend well and behave well in lessons and around school. Staff help those pupils who need extra support to get better at coping when things go wrong.

The school makes every effort to find out about their pupils' personal talents and ambitions so that they can help them to flourish. Pupils talk positively about having opportunities to develop their creative skills. Some enjoy learning to play a musical instrument, such as the keyboard or the ukulele, while others develop their sporting or artistic talents.

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

Parents appreciate that staff take time to find out about their child before they start at school. All of this vital information ensures that the school gives pupils a good start. Younger children in the early years quickly pick up the routines of the class and start to form friendships.

The school has systems that not only identify if pupils have any special educational needs and/or disabilities (SEND), but also any wider needs related to behaviour or attendance. Where needed, support is carefully and sensitively put in place. For example, the special educational needs coordinator has ensured that staff are given additional advice, so they know how to best support these pupils in lessons.

Since the previous inspection, the school has made significant changes to improve its wider curriculum. It has identified the important knowledge pupils need to learn in the foundation subjects. Some subjects have new curriculum planning that are at an earlier stage of implementation.

The reading curriculum is well established, and the teaching of phonics is effective. The school has considered how to support pupils who have not secured their reading fluency in the early years. This includes pupils who speak English as an additional language and older pupils who require additional support. These pupils benefit from reading catch-up lessons and, as a result, rapidly improve their reading fluency.

The school has recently changed its approach to the teaching of writing, having recognised that previously it was not providing pupils with sufficient opportunity to build their fluency and stamina. However, the implementation of the writing curriculum is inconsistent. For example, not all pupils are given enough opportunities to practise using their phonics knowledge to write simple words and sentences. When they do write, some important misconceptions are not being identified and addressed by staff. This is hindering how well pupils progress through their writing curriculum.

The school has worked hard to deepen teachers' subject expertise. Leaders have high expectations for how lessons are structured and delivered. Most of the time, pupils build their knowledge and skills securely. For example, in music, pupils develop their understanding of rhythm and musical notation so that they can apply these confidently to a performance using glockenspiels. However, the implementation of the curriculum is not consistently effective. Sometimes, pupils lose focus because the transitions between tasks are not well managed. Where this is the case, pupils do not learn as well as they could.

The school ensures that pupils' learning extends beyond the academic. The personal, social, health and economic education curriculum teaches pupils how to be healthy and stay safe. Pupils also learn about different cultures and religions and to understand the importance of tolerance and respect. There are many opportunities for pupils to develop character and leadership. For example, pupils enjoy taking on school responsibilities, such as becoming a school councillor or a values ambassador.

Trustees, trust executive leaders and school governors know the school well. They have a good understanding of its strengths and areas for improvement. New leaders to the school have been well supported by them. Teachers appreciate that the school provides them with professional development opportunities and considers their workload and well-being when implementing new strategies. The close working partnership between the school and the trust has enabled the school to maintain its performance.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The teaching of some aspects of the curriculum is inconsistent. This means that some pupils lose focus in lessons and do not achieve as well as they should, including pupils with SEND. The school should ensure that teachers have the necessary expertise to teach all parts of the curriculum effectively.
- Sometimes, teachers do not identify the errors in pupils' writing, including their handwriting. Therefore, pupils do not consistently receive the help they need about how they can improve or develop their writing. The school needs to ensure that teachers consistently provide pupils with the guidance they need to develop their writing so that the writing that pupils produce is the best they are capable of.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in January 2020.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143780
Local authority	Coventry
Inspection number	10344120
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	315
Appropriate authority	Board of trustees
Chair of trust	Anthony Fitzpatrick
CEO of the trust	Christopher Jupp
Headteacher	Stephen Toor (Executive Headteacher), John Astley (Headteacher)
Website	www.keresleygrange.co.uk
Dates of previous inspection	8 and 9 January 2020, under section 5 of the Education Act 2005

Information about this school

- The school is part of The Futures Trust.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher and the assistant headteacher of the school. The inspector also met with a number of teaching staff.

- The inspector met with the chair and another trustee of the trust. She also met with the chair and two other representatives of the school governing body.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils' behaviour in lessons and around the school site.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector gathered parents' views by considering their responses to Ofsted Parent View. The inspector also evaluated responses to Ofsted's online staff and pupil surveys.

Inspection team

Jane Edgerton, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025