

# Coleshill CofE Primary School

Wingfield Road, Coleshill, Birmingham, B46 3LL

**Inspection dates** 15–16 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils’ test results have risen at Year 6 and are above average. Pupils’ achieve well in Key Stage 1 and Key Stage 2. They are consistently making good progress in reading, writing and mathematics.
- Teaching is typically good with some that is outstanding. Marking is a strength as pupils act on the next steps advice to further their learning and improve their work.
- Other adults are highly skilled in supporting the learning of individuals and groups of pupils. They make a significant contribution to pupils’ progress.
- Children in the early years make good progress because they are taught well. They are carefully prepared for learning in Year 1.
- Pupils feel safe in the school and say that staff look after them well.
- The behaviour of pupils is good. They are proud of their school and show respect to staff and to others. Pupils’ positive attitudes to learning contribute to their good progress.
- The school promotes pupils’ spiritual, moral, social and cultural development very well so that pupils are well prepared for life in modern Britain.
- Senior leaders, managers and governors have taken effective action to improve the teaching and achievement. They have a very clear understanding of what the school does well and what needs to be improved further.

### It is not yet an outstanding school because

- The work that pupils are given, especially for the most-able, is not always sufficiently demanding to help them achieve the best they can.
- The teaching of skills to enable strong progress in grammar, punctuation and spelling is not yet consistently effective across all year groups. As a result, attainment at the end of Year 6 is not as high as that seen in other subjects.
- The school has not yet persuaded all parents of the value of education to their children and some pupils do not attend regularly enough.

## Information about this inspection

- Inspectors observed pupils’ learning in 17 lessons, three of which were seen jointly with the headteacher. In addition, inspectors listened to pupils reading.
- Inspectors took account of the 35 responses to Parent View, Ofsted’s online questionnaire. In addition, to the views of several parents who talked to an inspector at the school gate.
- They also considered the views of staff, including those expressed in 29 responses to the staff questionnaire.
- Meetings were held with a group of pupils, the Chair of Governors and two other governors, a representative of the local authority and the school’s leaders.
- Inspectors looked at a wide range of school documents including: the school’s own information on pupils’ current and recent progress; planning of work in different subjects; leaders’ monitoring of the quality of teaching and learning; and records relating to behaviour, attendance and the safeguarding of pupils.

## Inspection team

Steve Nelson, Lead inspector	Additional Inspector
Rosemary Beattie	Additional Inspector
Sarah Davey	Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average sized primary school.
- The very large majority of pupils are of White British heritage. The proportion of pupils from minority ethnic groups and pupils who speak English as an additional language is below average.
- The proportion of disadvantaged pupils who are supported by the pupil premium is below average. This is additional government funding to support pupils who are known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is average.
- Early years provision is full time in Reception.
- The school has about 30 pupils in each of the Reception and Years 1 and 2 classes. Another 30 pupils from infant schools in the local area join the school at the start of Year 3 to continue their primary education.
- The school meets the government's current floor standards, which are the minimum standards expected nationally for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

### What does the school need to do to improve further?

- Raise the quality of teaching to outstanding so that even more pupils make rapid progress by:
  - providing even more challenge for pupils, especially the most-able
  - continuing to develop the teaching of grammar, punctuation and spelling, so that pupils' progress is consistent across all year groups and attainment rises at the end of Year 6.
- Improve the rates of attendance for those pupils who do not attend regularly when they could by:
  - working closely with particular families to make sure that all parents are persuaded of the importance of the education the school provides for their children, so that pupils attend regularly.

## Inspection judgements

### The leadership and management are good

- The headteacher provides effective leadership, ably supported by the deputy headteacher and the senior leadership team. Standards are rising and the quality of teaching is improving. Pupils' behaviour is good as staff are consistent in their approach. Pupils enjoy their learning and are keen to do well.
- The school's checks on its performance are accurate and reflected in the priorities for improvement in the school's improvement plan. There are good procedures for checking the progress and attainment of individuals and groups of pupils to help them perform as well as they can. Any pupils at risk of falling behind are quickly identified and given extra support to help them keep up with other pupils. The school ensures that there is no discrimination and all pupils have equal opportunity to succeed.
- Rigorous management of teachers' performance is helping to improve teachers' skills. Staff are held to account for the progress of pupils in their class. The headteacher and leaders make good use of information from regular checks on teaching, and cross-referencing their observations with work scrutinies, to develop teachers' skills and improve teaching.
- Leaders at all levels, including those responsible for subjects, are supported well in developing their roles and in how they use data to check that pupils' are making good progress in each year group. Meetings with teachers to discuss the progress of individual pupils have enabled leaders to become more actively involved in school improvement. This has led to improvements in teaching in Key Stage 2, which have resulted in higher standards at the end of Year 6.
- The curriculum is good. The variety of subjects taught provides a rich and varied experience for pupils. They have opportunities to work in different ways and to develop their understanding of other subjects, as well as improving their skills in reading, writing and mathematics. Termly topics such as 'Light and Shadows' and the 'Mayan Civilisation' bring together aspects of many different subjects and are very effective in inspiring pupils' interests and curiosity.
- The pupils' spiritual, moral, social and cultural development is promoted very well through the school's clear vision and values and reflected throughout its work. Pupils are encouraged to take responsibility in the school and to support others in the community. There is a wide range of activities that enable pupils to deepen their understanding of different cultures and faiths so that they are well prepared for life in modern Britain.
- The pupil premium grant for disadvantaged pupils is used well. Each pupil is identified, their needs assessed and funds used to give additional support, as required, or assistance for educational visits and events, which is helping them to progress well in their learning.
- Attendance is average; however, leaders have not yet convinced the small number of parents who do not bring their children into school regularly, the benefits to their children's education of regularly attending school.
- The primary school sport funding is used well to ensure that all pupils become more physically active. It funds a specialist coach who takes sports lessons in conjunction with the teachers and also runs lunchtime and after-school clubs. Pupils participate well in local competitions and tournaments such as the North Warwickshire Primary Pentathlon, which the school won.
- All safeguarding requirements are met and the headteacher has ensured that all staff and governors have read and acted upon the latest guidance on keeping children safe. This ensures that pupils are well cared for.
- The local authority gives measured support as necessary. It has worked well with the school to improve the quality of teaching and learning, and contributed effectively to its improvement.

**■ The governance of the school:**

- The governors play an effective role and have a clear view of how they will continue to support and develop the school. They are able to analyse information on pupils' progress compared to that of other pupils nationally, and use this process to arrive at well-informed conclusions. Governors are supportive, while challenging the school, and are committed to ensuring that achievement continues to rise.
- The governors bring to their roles a wide set of qualities such as professional skills and a good knowledge of the local community.
- Frequent visits to the school and the linking of individual governors to year groups and subjects make them aware about the quality of teaching and what goes on in the school. Governors make sure teachers' annual targets, and any pay increases, are closely linked to the pupils' progress and know how any underperformance would be tackled.
- The governors carefully monitor the spending of the school's finances, including the extra pupil premium funding, and understand how it is helping pupils to achieve better.
- Governors make sure the school's arrangements for safeguarding meets government requirements.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. In nearly all lessons pupils' concentrate well, showing positive attitudes and a readiness to learn. Pupils are well equipped for their lessons and settle quickly to their work. Their co-operation contributes to their good progress, but occasionally, when teaching does not engage them, they participate less well. Most books are neat and well kept.
- A small number of pupils join the school demonstrating challenging behaviour. They benefit from individual attention and support so that their behaviour improves as they move through the school.
- Pupils show courtesy to each other, to staff and to visitors. On the playground pupils from different backgrounds enjoy each other's company and play well together. Pupils wear their uniforms smartly and are proud of the school. Their movement around the school is calm and orderly.
- Pupils are keen to take on responsibilities. For example, older pupils enjoy looking after the younger ones in the playground and in the dining hall.

**Safety**

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in all parts of the school site and that all members of staff look after them and ensure their well-being.
- Safety procedures are thorough and kept under regular review. Risk assessments are rigorous and applied thoroughly. Pupils have a good understanding of how to keep safe, including when using the internet, and take responsibility for their own actions.
- Pupils have a good understanding of the different forms bullying can take, including those relating to race and gender. They say that it is rare but if they ever have any concerns, there is always an adult on hand to help them.
- Although the vast majority of pupils attend regularly, some do not. Attendance is average and leaders have taken firm action with the small number of families who do not bring their children to school regularly. However, leaders have not yet persuaded every parent that their children should not miss the good education that the school provides.

**The quality of teaching is good**

- Inspectors' observations of the learning in classrooms, school records and pupils' work in their books show that the quality of teaching has improved and is typically good and sometimes outstanding. As a result, pupils' progress is rapidly improving.
- Teachers use their subject knowledge well and confidently teach lessons that stimulate pupils' imaginations. They use questioning effectively to challenge pupils to think through questions and explain their answers in detail. Pupils are encouraged to discuss questions together and so develop their thinking skills.
- In mathematics, basic skills are taught well and consolidated. This was evident in a Year 3 mathematics lesson, where all pupils participated enthusiastically, measuring and cutting string to increasing and varying lengths. They made excellent progress in dividing the lengths accurately into decimal halves and writing the values in millimetres and centimetres.
- Pupils write enthusiastically and with imagination as a result of the exciting resources chosen to engage them. For instance, Year 6 pupils made rapid progress in their ability to write a news report about the creepy goings on in a boarding house. Pupils' skills in using grammar, punctuation and spelling correctly are improving, although it is not yet consistently strong across the school because teaching does not yet fully develop children's skills.
- The teaching of reading is good. Pupils read regularly and say they enjoy reading for both pleasure and research. Younger pupils use their knowledge of phonics well to help them read new words. Nearly all older pupils read with confidence and accuracy.
- Teachers mark pupils' work frequently and provide detailed advice on the next steps needed as well as praising what they have done well. Pupils value this advice and act upon it promptly, which helps them improve their work.
- Other adults make important contributions to pupils' progress. They have a very good understanding of what pupils are expected to learn, and by adapting resources and giving valuable guidance pupils get the most out of lessons and make good progress.
- Occasionally there is insufficient challenge for some pupils, especially the most-able. As a consequence, work set is too easy for pupils and does not make them think deeply enough.

### **The achievement of pupils** is good

- Leaders have taken effective action to ensure that the extra pupils joining the school in Year 3 make rapid progress. As a consequence pupils' achievement in Key Stage 2 has improved since the last inspection and is now good. In 2014, pupils achieved above-average results in reading, writing and mathematics tests at the end of Year 6. Pupils' progress is strongest in Key Stage 1 where their achievement is consistently good.
- The results of the most recent Year 1 phonics (linking letters with sounds) screening check show that pupils make a very good start in understanding the sounds that letters make. Pupils enjoy reading, both for pleasure and to find information. Older pupils are enthusiastic readers, have favourite authors and recognise the features of a good story.
- Pupils are skilled in mathematics. They have good knowledge of number facts and enjoy solving practical mathematical problems. Pupils write at length in different subjects, such as history and science, and they develop their writing skills well. Grammar, punctuation and spelling are being developed well, although there is some variation in the progress pupils make and the school is working to eliminate these inconsistencies.
- Disabled pupils and those who have special educational needs make good progress. This is because teachers and other adults support them well in lessons and provide work and learning materials best

suited to their needs.

- Pupils from minority ethnic backgrounds and those who speak English as an additional language achieve as well as their classmates. This is because their learning needs are identified and responded to well, so that they settle quickly.
- Many of the most-able pupils make good progress and more are exceeding the expected standards for their age this year in reading, writing and mathematics. Occasionally the work for some of these pupils is not difficult enough to make them think hard.
- The effective action taken to raise the achievement of disadvantaged pupils has ensured that they make good progress. Last year's disadvantaged pupils in Year 6 were about a half a term ahead of their classmates in reading, a term and a half behind in writing and almost a year behind in mathematics. They were a half to two terms ahead of other pupils nationally in all three subjects. They made more progress in reading, writing and mathematics than their classmates and other pupils nationally. Current data show that the gaps are continuing to close this year and eligible Year 6 pupils are doing as well as other pupils.

### The early years provision

is good

- Children's knowledge and skills when they join the school varies year on year and is typical for their age. They make good progress from their starting points in all areas of learning. By the end of the Reception Year, a large majority reach a good level of development, so children are well prepared for Year 1.
- The school involves parents well in their children's learning. Home visits are made before children start school. Children settle in quickly due to the school's very good routines. They feel safe and behaviour is good. All staff implement the school's policies effectively and ensure that safeguarding meets requirements.
- Teaching is good. Adults check children's learning and development frequently and find out what stimulates and interests them. This information is used to make learning interesting and fun. All children are excited about learning letters and numbers. Children are given lots of opportunities to write about a variety of topics such as writing letters to the giant in the story they are reading. Sometimes, however, tasks are too easy for the most-able children.
- The early years are well led and managed. Leaders have a clear overview of the strengths and areas for improvement. They make sure that staff are kept up to date with any training and keep close checks on teaching and children's progress.
- Information contained in children's 'learning journals' show they make good progress and enjoy learning. Children benefit from a stimulating environment, which supports and extends their imagination and well-being.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	125728
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	462536

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	324
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carl Hindle
<b>Headteacher</b>	Andrew Kershaw
<b>Date of previous school inspection</b>	17 April 2013
<b>Telephone number</b>	01675 463672
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