

Coleshill CofE Primary School

Wingfield Road, Coleshill, Birmingham, B46 3LL

Inspection dates 17–18 April 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement.

- The quality of teaching across the school is variable.
- In lessons, teachers do not always set work at the right level so some pupils find tasks too easy or too difficult.
- Teachers do not consistently make enough use of pupils' answers to plan the next steps in learning to ensure good progress.
- Children in the Reception class do not make quick enough progress.
- Not enough pupils in Years 3 to 6 make good progress in reading, writing and mathematics in spite of recent improvements, especially in English.
- Progress in mathematics in Years 3 to 6 is not quick enough because pupils spend too little time practising calculations and correcting mistakes that they have made.
- Leaders do not check pupils' progress robustly enough to ensure a quick remedy if it slows.
- Leaders' assessments of the quality of teaching are often too generous, which means weaknesses are not always tackled.
- The governing body does not have enough information to check that school leaders are quickly improving the school.

The school has the following strengths

- Pupils make quick progress in Years 1 and 2 because their teaching is good.
- Behaviour is good. Pupils feel very safe in school
- The school makes good use of its pupil premium funding.

Information about this inspection

- The inspectors observed the teaching in all classes. They visited 18 lessons taught by 12 teachers. The headteacher joined an inspector for one of these visits.
- Inspectors held discussions with pupils, the headteacher, teachers and several governors including the Chair of the Governing Body. The lead inspector met with a representative of the local authority.
- The inspectors heard pupils read and looked at a range of evidence, including records of pupils' progress, safeguarding documentation, behaviour logs and the results of the school's checks on the quality of teaching. They also examined the work in pupils' books.
- The views of 15 parents were analysed through the Parent View website. The inspectors took account of the views of several parents who talked to an inspector at the school gate and several who made contact via e-mail and through letters.

Inspection team

Gerald Griffin, Lead inspector

Additional Inspector

Jennifer Cutler

Additional Inspector

Glen Goddard

Additional Inspector

Full report

Information about this school

- The school is larger than the average primary school.
- Most pupils are of White British heritage. The remainder come from a wide variety of backgrounds.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils eligible for free school meals, those in care and those with a parent in the armed services) is similar to the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school met the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- 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.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good and pupils' progress is accelerated, by making sure that:
 - activities are planned at the right level of difficulty for each member of the class, especially for the more-able pupils in mathematics
 - pupils' answers are better used to check that they understand their work and are ready to move on to the next stage of their learning
 - children working independently in the Reception class have clear goals to achieve in their chosen activity.
- Improve progress in mathematics in Years 3 to 6 by:
 - providing more time for pupils to practise calculations and mental arithmetic skills
 - making sure that pupils always take notice of teachers' comments and make corrections to their work.
- Improve the quality of leadership and management by making sure that:
 - pupils' progress is checked robustly from when they enter the school so that quick action can be taken if it slows
 - the assessment of the quality of lessons is accurate so that the leaders can quickly provide teachers with appropriate training and support to remedy any weaknesses.
- Improve governance by giving governors more information and better training so that they are able to accurately check the success of improvements.

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

Inspection judgements

The achievement of pupils

requires improvement

- Attainment at the start of Year 3 is variable. Recently it has been above average but in the past it has been average. Currently the attainment of Year 6 pupils is average, as it was last year.
- Most pupils make expected progress in Years 3 to 6 in English and mathematics. Some more-able pupils make less than expected progress in mathematics. This is because their teaching does not always challenge them sufficiently.
- In Reception, children start school with knowledge, skills and understanding at levels expected for their age. They make expected progress to reach average attainment at the end of their Reception Year.
- Progress in Reception is often too slow when children work independently because teaching does not provide them with enough guidance as to what they need to do in their chosen activity so as to make good progress. Progress is better when adults lead the learning.
- Progress in Years 1 and 2 is good because pupils receive challenging work and reach above average attainment in reading, writing and mathematics. Pupils reached the expected level in the Year 1 reading check and the school's results were well above the national average. All pupils are keen to read and do so regularly.
- Progress in English is no better than expected in Years 3 to 6. However it is improving strongly; the school has successfully tackled the past slow progress of some higher-ability pupils by providing them with harder work. Pupils write longer pieces of work proficiently using vocabulary well to express their ideas clearly.
- In mathematics in Years 3 to 6, pupils' ability to calculate quickly and accurately and use mental mathematics are relative weaknesses that hinder quick progress, for example in solving mathematical problems.
- Disabled pupils and those who have special educational needs concentrate well in lessons. They make similar progress to their peers because of teaching, often in small groups, by well-qualified adults who know pupils' needs well.
- The gap in attainment between pupils known to be eligible for free school meals and their classmates is closing quickly. In Year 6 last year, these pupils' attainment was the same as their peers in reading and mathematics and one term behind in writing. Last year these pupils left school with levels of attainment above their peers nationally. This shows the school uses pupil premium funding well. For example, it is used to provide these pupils with help to catch up with work when they have fallen behind and to provide them with support to raise their aspirations.

The quality of teaching

requires improvement

- Teachers do not consistently use the progress information they have to plan work that is matched to the abilities of all pupils. As a result, some pupils find tasks too easy while others struggle with work that is too hard. Often it is the more-able pupils who are not sufficiently challenged in mathematics. For example, they continue to practise calculations that they can complete correctly rather than move on to more demanding work.

- In lessons, teachers do not always use the quality of pupils' answers expertly to gauge if they are ready to move on to more difficult work or if there is the need to revise or reinforce current work to deepen understanding. This means that sometimes pupils struggle with complex ideas because they have insufficient grounding in the basic concepts.
- In a lesson seen in Reception progress was too variable. For example, some pupils had chosen to paint a picture but had been given little guidance by adults about how they could make their paintings better and their progress was too slow. Elsewhere a group working with a teacher was making good progress in understanding number sequences and identifying missing numbers because the pupils were receiving good guidance and challenging questions from the adult. In the Reception class there is an appropriate balance of adult-led and child-chosen activities. Work takes place both indoors and out.
- In years 1 and 2 teachers provide pupils with challenging tasks that ensure each member of the class makes at least good progress. Teachers' questions make pupils think deeply. Pupils' answers are used expertly to judge when pupils have grasped a concept and are ready to move on to more difficult work.
- Marking usually provides pupils with clear instructions about how they can make their work better. However, in mathematics in Years 3 to 6, teachers do not insist that pupils take heed of their comments or correct inaccuracies and this hampers progress becoming quicker. Pupils mostly note and respond to teachers' comments in English.
- Relationships in lessons are positive. Most teachers use resources well to engage pupils, who enjoy learning. They manage behaviour well.
- Teachers plan many opportunities to develop pupils' spiritual, moral, social and cultural awareness. For example, pupils told an inspector about lessons in which they had to reflect on the consequences of words and actions.
- Teaching assistants provide valuable support, especially for disabled pupils and those who have special educational needs and those known to be eligible for the pupil premium. For example, they keep notes on each pupil's progress, which are passed to the teacher to help plan the next lesson.

The behaviour and safety of pupils are good

- Parents, school records and discussions with pupils confirm that the consistently good behaviour seen by inspectors in lessons and around the school is the norm.
- Pupils are polite, enjoy school and are keen to learn. This is reflected in their improving attendance, which is average. They cooperate and work well together in groups.
- They are keen to take responsibility. For example, older pupils enjoy looking after the younger ones in the playground and in the dining hall. An inspector was impressed by the way they quickly came to the help of a child who had had an accident in the playground and the careful way they looked after the injured party until an adult arrived.
- Pupils have a good understanding of what constitutes bullying. They are fully aware of its different forms, such as internet bullying. They say that bullying is very rare. Pupils are highly confident that any bullying would be quickly sorted out by the school.

- Pupils feel very safe and know precisely how to keep themselves safe, for example when crossing the road or when using the internet.

The leadership and management requires improvement

- Leaders are not robustly checking pupils' progress from the time they enter school to make sure slow progress of individuals or groups is spotted quickly. This means that remedial action to tackle these problems is sometimes late coming.
- The assessments of the quality of teaching are inflated. As a result, some weaknesses have not been identified. For example, support and training for staff in planning work that sufficiently challenges all pupils and using pupils' answers to plan the course of a lesson have not been a priority.
- The leaders' aim for good achievement is enthusiastically shared by the staff and some plans have been successful. For example, action has been taken to improve the teaching of phonics (linking sounds to letters) and the progress of more-able pupils in writing. Training to help staff plan work that has greater appeal to the boys is having a marked effect and, as a result, attendance is rising. This shows that leaders have the capacity to secure improvement.
- Teachers have an improving understanding of the learning needs of disabled pupils and those who have special educational needs. They use this information to provide appropriate individual support. The help provided for pupils whose circumstances make them vulnerable is very effective.
- The local authority has made a valuable contribution to the school's understanding of its strengths and areas for improvement. They have made a good contribution to staff training in reading.
- The way subjects are taught promotes pupils' spiritual, moral, social and cultural development well. For example, the school provides many opportunities for pupils to reflect on what is right and wrong. The school organises a wide range of clubs for its pupils.
- Parents expressed mostly positive views about the school. The school provides good support for parents through many short courses and its website.
- Leaders have a clear commitment to combating discrimination and promoting equal opportunities. This is shown in the improving attainment of pupils who attract the pupil premium.
- The school fosters good relationships with outside agencies and other schools to improve pupils' life-chances even more. For example, the joint moderation of Key Stage 1 work by staff from this school and its feeder infant schools is making sure that attainment data at the start of Year 3 is now comparable.
- The school completes all statutory checks on the suitability of staff. Child protection training for staff is thorough, and leaders implement child protection policies rigorously.
- **The governance of the school:**
 - The governing body asks searching questions of the school but they have no accurate check on the rate of improvements because they do not receive robust information about pupils'

progress since they entered the school. The governing body makes sure that the school is spending the pupil premium funding on those eligible for it but they are over reliant on the headteacher's reports to judge how effectively the money is spent. Governors fully support staff training and are keen to improve their own skills. Governors see that teachers' targets are specific and challenging and that pay rises and promotion are linked with performance. The governing body's understanding of the information published about the school is mostly well developed and governors are able to judge how well the school is doing compared to similar schools.

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

Unique reference number	125728
Local authority	Warwickshire
Inspection number	413042

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	305
Appropriate authority	The governing body
Chair	Jill Wall
Headteacher	Andrew Kershaw
Date of previous school inspection	6 November 2008
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