

Causeway Green Primary School

Penncricket Lane, Oldbury, B68 8LX

Inspection dates 24–25 April 2013

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

Summary of key findings for parents and pupils

This is a good school.

- From their low starting points pupils make good progress and achieve well, leaving with standards that are average.
- Accurate assessment is used well by teachers to plan work that meets pupils' learning needs.
- The teaching of reading is a particular strength throughout the school.
- Pupils identified as needing further support in learning are making accelerated progress.
- Leaders at all levels demonstrate a clear vision and drive for school improvement in teaching and pupils' achievement. Consequently, the school is improving.
- Pupils behave well throughout the school and enjoy learning. They have positive relationships with staff and each other and feel safe.
- Pupils are cared for well and the school is proactive in supporting those for whom circumstances make them vulnerable.
- The governing body has improved since the last inspection and gives good support and challenge.

It is not yet an outstanding school because

- The progress that pupils make in Key Stage 1 is not as strong as in the rest of the school.
- In lessons, more-able pupils do not always receive challenging work early enough and teachers sometimes do not check frequently whether all pupils are making at least good progress.
- There are not enough opportunities for pupils to practise writing at length and solving practical mathematical problems in other subjects.
- Leaders' observations of lessons do not always focus well enough on the progress of different groups of pupils.
- Overall targets for improvement are not routinely set for pupils to make good or outstanding progress.
- Governors are not always proactive enough in identifying their own checks to ensure school improvement.

Information about this inspection

- Inspectors visited 19 lessons taught by 17 different teachers. Two joint observations were conducted, one with the headteacher and one with the deputy headteacher.
- The inspectors held meetings with governors, staff, groups of pupils and a representative of the local authority.
- They observed the school’s work and looked at planning documents, monitoring records, assessment data on pupils’ progress and pupils’ work.
- In reaching their judgements about the school, inspectors took account of 18 responses to Parent View (the online questionnaire), the latest parental questionnaire undertaken by the school (155 responses) and 43 responses to the staff questionnaire.

Inspection team

David Shears, Lead inspector

Additional Inspector

Brenda Jones

Additional Inspector

Stephanie James

Additional Inspector

Full report

Information about this school

- The school is larger than the average primary.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or through a statement of special educational needs is also above average.
- The proportion of pupils from minority ethnic groups is above average. The proportion who speak English as an additional language is below the national average.
- The proportion of pupils who are known to be eligible for support through pupil premium funds (extra money given to schools by the government) is above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club for pupils at the school. This formed part of the inspection. Provision is also made to care for pupils at the end of the school day. This is externally managed and so was not scrutinised as part of this inspection.

What does the school need to do to improve further?

- Raise the quality of teaching and learning in writing and mathematics, particularly in Key Stage 1, by ensuring that:
 - pupils are able to access challenging work earlier in lessons, particularly the more able
 - teachers regularly check and adapt lessons to fully meet pupils' learning needs
 - pupils extend their skills to write at length and solve practical mathematical problems in a wide range of subjects.
- Build on the effectiveness of leadership and management so that it is outstanding by ensuring that:
 - observations of lessons focus more clearly on the learning and progress of different groups of pupils
 - there are clear overall targets set for pupils to make good or outstanding progress
 - the governing body identifies and conducts its own monitoring of the school's main areas for development.

Inspection judgements

The achievement of pupils is good

- Children begin school with skills and knowledge that are well below those typical for their age group in all areas of learning. They settle quickly into the Early Years Foundation Stage and make good progress. For example, in lessons children are making good progress in learning the sounds that letters make and they are beginning to use this information well to spell simple words. By the time children enter Year 1 their attainment improves, but is below average.
- In Key Stage 1, the pace of learning slows and, consequently, progress is not as strong, particularly in writing and mathematics. This is because the level of challenge is not always high enough for all pupils when expected to write at length or solve mathematical problems. Consequently, more-able pupils in particular do not consistently make good progress. By the time pupils enter Year 3, attainment is still below average. This is because teaching is not consistently good, although evidence in pupils' books is showing that this is improving.
- In Key Stage 2, the pace of learning quickens again and pupils make good progress so that by the time they leave standards are broadly in line with the national average. For example, pupils in Year 4 were seen to make rapid progress in learning how to write effective explanations and all abilities were given work that made them think hard.
- Disabled pupils and those who have special educational needs are identified early and given good support to enable them to make good progress in their learning.
- In the past there has been some inadequate teaching which has resulted in too many pupils falling behind in their learning. However, these pupils have been given appropriate support and challenge and their progress has accelerated so that by the time they leave the school they have caught up.
- Pupils who are eligible for extra support through the pupil premium also make good progress. As a result, the gap between the attainment of these pupils and others, both nationally and in the school in English and mathematics, have been closing for pupils achieving average standards. The attainment gap is wider for pupils achieving the higher levels.
- Pupils from different minority ethnic groups and pupils who speak English as an additional language make good progress, along with other pupils.

The quality of teaching is good

- Pupils make good progress because the teachers use accurate assessment to plan lessons that meet the learning needs of pupils. Pupils say that they enjoy work because lessons are interesting. Consequently they have positive attitudes towards their work and are keen to please their teacher.
- Pupils are always told what they are going to learn in lessons and how they will know when they have been successful. The teachers use these success criteria when marking, also giving pupils praise and helping them to know how to improve. This is often done by asking pupils more questions to check understanding or develop their thinking further. Pupils are given time to respond to teachers' comments, although sometimes it is not clear that these are checked.
- Pupils are taught to be independent learners. During lessons they are encouraged to support

each other and often make comments on each other's work. Learning support assistants are well deployed in giving further support and challenge to particular groups of pupils, enabling them to make good progress, including disabled pupils and those with special educational needs.

- Pupils are helped to a good understanding of their targets in reading, writing and mathematics and they have access to these in lessons. When they feel they have achieved their target they are able to record this in their books for their teacher to check. This encourages pupils to work hard to reach the next level.
- Sometimes, during whole-class teaching, more-able pupils are not given sufficiently challenging work early enough, limiting the progress they could make. Consequently, this is why more-able Key Stage 2 pupils who are eligible for pupil premium support are not attaining as well at the higher levels. The same weakness is also apparent in Key Stage 1, where pupils were seen working on the same level of mathematics at the beginning of the lesson, which was too easy for more-able pupils. When working independently their rate of progress increased.
- While work is well matched to pupils' abilities, teachers do not always check frequently enough whether all pupils are making at least good or outstanding progress in their learning and adapting lessons to ensure that this happens.
- Pupils have opportunities to practise their writing skills in other subjects, although there are not enough chances for them to write at length. There are fewer planned opportunities to practise their mathematical skills in other subjects, particularly in using practical experiences to solve mathematical problems.

The behaviour and safety of pupils are good

- Pupils say that behaviour is good in school and most parents and carers agree. They are polite and courteous and have positive relationships both with each other and adults in the school. While pupils concede that there are sometimes 'fallings out' they are clear that these are quickly resolved and harmony restored.
- Pupils with behavioural, emotional and social needs are supported well in school and taught how to manage their behaviour.
- Pupils have a clear understanding of what constitutes bullying and say that this is very rare in school. They are taught about how different types of bullying can occur and know how to keep themselves safe, including when they are not in school and when they use the internet.
- Pupils behave well in lessons because they are keen to learn. They work well with each other and can work independently when required. Occasionally, when teaching is not engaging enough, pupils can lose concentration and opportunities for learning are lost.
- Attendance has improved over the last two years and most pupils attend regularly. The school has rigorous systems in place to check why pupils are absent. While the proportion of pupils persistently absent is higher than average, this only relates to a few families. Good use is made of the attendance officer to liaise with parents and make a plan for improvement.
- Pupils say that the breakfast club is fun, one pupil commenting that, 'It's faster to get into school.' Pupils enjoy the choice of food and the range of activities on offer. Pupils with poorer attendance are encouraged to join so that they have a calm, purposeful start to the school day and this is having a positive impact on their learning.

The leadership and management are good

- School leaders at all levels have a clear vision and drive for school improvement. The headteacher and deputy headteacher set a clear direction and have the support of all staff.
- The school's self-evaluation is accurate and there are plans to make further improvements. For example, the school had recognised that there was some inadequate teaching in Key Stage 1. This has now been addressed and as a result the progress of pupils in Years 1 and 2 is now improving.
- The school uses information about pupils' progress to identify those at risk of falling behind. Specific plans are implemented to give support and checks are made to ensure that these pupils make accelerated learning. This good practice has had a positive impact on the progress of pupils, particularly at Key Stage 2, who had suffered from poor teaching in the past. However, while this better practice ensures that pupils make the progress nationally expected, it has not been extended to set overall targets for pupils to make good and outstanding progress.
- The school cares well for its pupils and gives good support to them and their families, particularly those who find it difficult to engage with the school. Parents and carers are encouraged to be involved with their children's learning – such as attending workshops with their children, working together to help them to learn. There are also training sessions to support parents in helping their children at home. The school ensures that any discrimination is tackled and promotes equal opportunities for all.
- Senior leaders monitor the quality of teaching regularly, enabling teachers to know what strengths they have and how they can improve. However, the observation of lessons does not focus clearly enough on the progress that different groups of pupils make and so development points are sometimes more about the quality of teaching, rather than the quality of learning.
- Pupil premium money this year has been spent on areas such as extra support for eligible pupils' learning, appointing staff that look after the personal needs of these pupils and funding out-of-school care. The effectiveness of this provision is evident in their improving progress.
- The school promotes a variety of experiences for pupils, including a range of extra-curricular activities. These support well the pupils' spiritual, moral, social and cultural development.
- The school has received highly effective support from the local authority for newly appointed middle leaders, focusing on specific areas for school improvement.

■ The governance of the school:

- The governing body has provided effective support to the school in its journey from being satisfactory to now being good. Governors have accessed training in a variety of areas to help them achieve this. They have a good understanding of how the school's effectiveness compares with that of others and what needs to be done to improve the school further. They have a clear understanding of the quality of teaching and work well with school leaders to ensure that the performance of teachers in enabling pupils to make good progress and achieve well relates to the levels of pay. They know how the pupil premium money is being used, and know that eligible pupils benefit. However, they do not analyse the impact this is having on each individual. Governors are involved with school improvement by asking challenging questions at meetings and checking what is happening in school. However, they are not yet making their own decisions about how they check the effectiveness of the school's

actions to improve the progress of pupils.

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	103983
Local authority	Sandwell
Inspection number	400042

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair	Jacqueline Blake
Headteacher	Deb Foster
Date of previous school inspection	5 July 2011
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