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9 July 2013

Andrew Kershaw  
Headteacher  
Coleshill CofE Primary School  
Wingfield Road  
Coleshill  
Birmingham  
B46 3LL

Dear Mr Kershaw

### **Requires improvement: monitoring inspection visit to Coleshill CofE Primary School**

Following my visit to your school on 8 July 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in April. It was carried out under section 8 of the Education Act 2005.

### **Evidence**

During the visit, meetings were held with you and the deputy headteacher, three representatives of the Governing Body and a representative of the local authority. The school improvement plan was evaluated, along with a range of other school documents including a summary of the school's data and records of the outcomes of monitoring activities. A short time was spent in some of the classrooms talking to pupils and looking at the work in their books.

### **Context**

Since the last inspection, the role of the deputy headteacher has been extended to become head of school improvement. One teacher will start maternity leave at the end of July. One teacher has resigned and will leave the school in July.

### **Main findings**

Senior leaders have taken swift and decisive action to tackle the areas identified for improvement. The action plan focusses sharply on the key issues and the timescales are clear and detailed. It identifies the senior leaders, staff and governors who are responsible for monitoring the impact of the actions. It is not sufficiently clear how progress towards the areas for improvement will be measured.

Monitoring activities are now completed on a more regular basis than at the time of the inspection. This is enabling senior leaders to check that initiatives are implemented consistently across the school but it is not yet accurately measuring their impact on pupils' progress. More sharply focussed feedback to staff is required to enable practice to improve.

The systems for checking pupils' progress have improved since the time of the inspection. The progress of groups of pupils and individuals is carefully tracked and those at risk of falling behind are identified quickly. Governors receive regular and detailed reports about how well groups of pupils are progressing. However, this information is not presented in a clear and succinct enough way to enable them to interpret it easily. Governors have not received any training on how to understand and use school data, so that they can identify the key information they need and so are not supporting and challenging the school as effectively as they should do.

Senior leaders have reviewed the organisation of the daily timetable. Each morning pupils have time to improve their work in response to the teacher's marking. This was evident in pupils' English and mathematics books. The introduction of a daily mental mathematics and problem solving session has given pupils more opportunities to practise these skills. The school's data show that this is beginning to lead to faster progress in mathematics.

A range of training and support is now in place to enable teachers to prepare mathematics activities that are better suited to the needs of all pupils, particularly the more able. The school's monitoring records and the pupils' books show that work is better matched to the needs of these pupils on a lesson by lesson basis.

An external review of governance has recently been completed and the governors plan to organise a structured programme of training in response to the recommendations made. They are starting to visit the school more regularly so that they can check for themselves if senior leaders are helping pupils to make faster progress.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- incorporate measurable targets into the action plan, against which senior leaders and governors can gauge the schools progress
- ensure that the information presented to governors about pupils' progress is clear and concise

- provide feedback to staff after monitoring activities, which clearly identifies what teachers need to do to enable their practice to improve more rapidly.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

Since April, the local authority has provided an appropriate level of support. This has enabled senior leaders to be more accurate in their assessment of the quality of lessons. Support has not yet provided opportunities for senior leaders to develop a wider range of strategies for undertaking monitoring activities and providing feedback.

In order to improve the quality of teaching, the headteacher has been proactive in developing partnerships with local schools. This is enabling teachers to observe good and outstanding practice. External providers have delivered useful training for teachers to enable them to improve their teaching.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Warwickshire.

Yours sincerely

Rachel Howie  
**Her Majesty's Inspector**