

Codsall Middle School

Wolverhampton Road, Codsall, Wolverhampton, WV8 1PB

Inspection dates 11–12 July 2013

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| Overall effectiveness | Previous inspection: | Good | 2 |
| | 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.

- The quality of teaching is good throughout the school.
- Pupils' achievement is good because attainment rises from broadly average when pupils start at the school to be better than expected when they leave at the age of 13.
- The progress of pupils in English and mathematics is good in all years.
- Pupils feel safe and behave well. They enjoy school and have positive attitudes to learning.
- The good leadership of the headteacher, with the support of other leaders and staff, has improved all aspects of the school's work, including the quality of teaching and learning and standards.
- The governing body is very effective. Governors work hard to improve the school so that every pupil can achieve as well as possible.

It is not yet an outstanding school because

- A few staff do not always make enough use of information about what pupils already know to move them on quickly with new learning.
- Occasionally, teachers' explanations go on for too long when pupils could be getting on with learning independently.
- Pupils are not given enough opportunity to respond to the advice given when teachers mark their work.

Information about this inspection

- Inspectors observed teaching and learning in 25 lessons, a number of which were seen together with senior leaders.
- Inspectors listened to groups of pupils read and looked at samples of recent work.
- Meetings were held with senior leaders, teaching staff, groups of pupils, the Chair of the Governing Body and a representative from the local authority.
- The inspectors looked at school policies, leaders' evaluations of the school's strengths and weaknesses, and development planning. They also looked at information on pupils' progress, records of meetings of the governing body and safeguarding documents.
- Inspectors took account of the views of the 65 parents and carers who responded to the online parent questionnaire (Parent View), and took account of 23 responses to the staff questionnaire and two letters from parents.

Inspection team

| | |
|----------------------------------|----------------------|
| Steven Cartlidge, Lead inspector | Additional Inspector |
| Alan Jarvis | Additional Inspector |
| Isobel Randall | Additional Inspector |

Full report

Information about this school

- This is a smaller-than-average middle school.
- Most pupils are from White British backgrounds.
- A below-average proportion of pupils are supported by the pupil premium. This is additional government funding for pupils in local authority care, those known to be eligible for free school meals and pupils with a parent in the armed forces.
- The percentage of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast club that is managed by the governing body.
- The headteacher has been in post since September 2012.
- No pupils are educated away from the school site.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and raise pupils' achievement further by ensuring that:
 - teachers' checks on pupils' learning are used to provide harder work where needed
 - teachers' explanations are not too long, so pupils have more time to work independently
 - when marking, teachers provide clear guidance to pupils on what they need to do to improve their work
 - pupils are given time to respond to the advice given.

Inspection judgements

The achievement of pupils

is good

- Pupils of all ages make good progress in reading, writing and mathematics to reach standards that are well above average. The provisional 2013 Key Stage 2 test results show that pupils currently in Year 6 have achieved standards in reading, writing and mathematics that are well above the average standards achieved in 2012.
- School records of pupils' attainment and progress and the work seen in pupils' books show that pupils leave school at the end of Year 8 with standards that are above those expected for their age in English, and well above in mathematics.
- Disabled pupils and those who have special educational needs receive specific additional help in lessons, in small groups and in individual activities. Staff work successfully to help these pupils grow in confidence and make good progress towards their individual learning targets.
- The progress of pupils for whom the school receives additional funding through the pupil premium is good, because of the additional well-focused support and resources the school provides. In 2012, these pupils in Year 6 were about two terms behind their classmates in English and nine months behind in mathematics. Current data indicate that the smaller number of pupils this year are making better than expected progress and narrowing the gap.
- Some pupils in Year 7 are eligible for support through the 'catch-up premium' to help improve their literacy and numeracy skills. The school's accurate tracking systems show that they are making better than expected progress in reading, writing and mathematics, and these pupils are now closing the gap on their classmates.

The quality of teaching

is good

- Teaching is predominantly good and often better. School records of leaders' checks on the quality of teaching and pupils' work show that this is typically the case.
- Teachers use questioning well to consolidate and extend learning. For example, in a Year 5 mathematics lesson, pupils made good progress in their understanding of the use of bar charts because the teacher skilfully asked questions to make them think of alternative ways of working out and presenting the answers to a problem.
- Teaching assistants work well in partnership with teachers to support individuals, including disabled pupils and those who have special educational needs, and those eligible for the pupil premium. Their progress is carefully checked to ensure that they are achieving their learning targets.
- In most lessons, teachers use their good subject knowledge to plan work that meets the needs of pupils well. Regular checks on pupils' progress ensure that any misunderstandings are quickly identified and rectified. Occasionally this is not done thoroughly enough to ensure that the right level of challenge is provided, so pupils find the work too easy.
- Teachers make learning objectives clear so that pupils know exactly what they are expected to learn. Good use is made of paired and small-group work so that pupils can learn from each other. For example, in an outstandingly well taught Year 5 English lesson, pupils made rapid

progress as they worked cooperatively in pairs and small groups to increase their understanding of the text being studied. They clearly enjoyed the 'carousel' task and the pace and challenge of the lesson. However, in a few lessons, teachers' introductions to learning go on for too long, when pupils are capable of moving on more quickly.

- There is some inconsistency in the quality of teachers' planning. Activities are not always sufficiently well matched to pupils' individual abilities. As a result, some less-able pupils simply copy information because they do not understand clearly what they have to do, and more-able pupils are sometimes expected to undertake tasks that are too easy for them before moving on to more challenging work.
- Teachers' marking of pupils' work is generally thorough and supports pupils' progress well. However, in a few instances, marking does not provide pupils with clear guidance on what they need to do in order to improve, and teachers do not always check that they have responded to the comments and learned from the advice given.

The behaviour and safety of pupils are good

- Pupils are keen to learn and their good behaviour has a very positive impact on their learning. Even when they find work easy or are not given enough opportunity to develop their independent learning skills, they do not disrupt other pupils' learning.
- Relationships are good and pupils listen carefully to the explanations of staff and to the ideas of others. For example, in a Year 5 mathematics lesson, pupils listened attentively to the teacher's explanations of special number sequences and then made good progress as they animatedly joined in paired and small group discussions about what they thought the answers to the teacher's questions might be.
- Pupils behave well during breaks and lunch times. They are helpful to visitors and keen to talk about their school and their responsibilities and do so with a sense of pride.
- Pupils report that there are few instances of bullying and can clearly explain that bullying is a repeated action. They say bullying is never tolerated in school and are confident that the school would take appropriate action if an incident were to occur.
- Pupils say they feel safe and have a good understanding of how to keep themselves safe when using the internet or when using mobile phones for sending messages. For example, they know how important it is to keep passwords secret.
- The great majority of staff and parents agree that behaviour at the school is good. The vast majority of the 62 parents who responded to the online questionnaire (Parent View) would have no hesitation in recommending this school to another parent.
- Attendance is consistently above average and punctuality at the start of the day is good.

The leadership and management are good

- Senior leaders and governors are ambitious for all pupils to do well. The headteacher, who has been in post since September 2012, provides very determined leadership, promoting a clear focus on continued improvement which staff fully support.

- The analysis of pupils' progress and accurate evaluation of the school's work provide all teachers, and the governing body, with a clear understanding of the school's performance. This ensures that improvement planning is sharply focused on identified weaknesses. This is seen, for example, in the successful action taken to raise attainment and demonstrates the school's good capacity for continued improvement.
- The leadership of teaching is good and the school places a high priority on improving teaching through good-quality training. Teachers' performance is checked and information is used from lesson observations and from information about pupils' progress to set teachers' targets for improvement. There is a clear understanding that decisions about promotion and pay rates will be based on the impact of teaching on pupils' progress.
- Leaders and governors check carefully to make sure support for pupils through pupil premium funding is carefully linked to their individual needs, and the gap in attainment between these pupils and their classmates is closing.
- School leaders ensure that different groups of pupils have an equal chance to succeed, and they tackle any instances of discrimination effectively.
- The broad range of topics and subjects taught promote achievement well. Pupils' learning is enhanced through a wide range of clubs and out-of-school visits. Pupils' spiritual, moral, social and cultural development is nurtured well through school assemblies, music and the arts.
- The local authority is providing the school and the new headteacher with good support.
- **The governance of the school:**
 - The governing body is well informed. Governors challenge and support the school and compare its performance with schools nationally. Governors have a deep insight into the quality of teaching. They ensure that the use of additional funds from the pupil premium improves the achievement of the pupils for whom the funds are intended. The governing body oversees the management of finance and resources expertly and ensures that staff pay rises and promotion are justified. Governors rigorously check safeguarding practice, and as a result, safeguarding procedures meet current legal requirements.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 124424 |
| Local authority | Staffordshire |
| Inspection number | 412227 |

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

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| Type of school | Middle deemed secondary |
| School category | Maintained |
| Age range of pupils | 9–13 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 480 |
| Appropriate authority | The governing body |
| Chair | Kevin McElduff |
| Headteacher | Peter Bowers |
| Date of previous school inspection | 26 May 2010 |
| Telephone number | 01902 434145 |
| Fax number | 01902 434152 |
| Email address | headteacher@codsall-middle.staffs.sch.uk |

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