

The Coleshill School

Coventry Road, Coleshill, Birmingham B46 3EX

Inspection dates	4–5 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher has inspired the school community, raising expectations of teaching and pupils' achievement.
- Senior and middle leaders, together with governors and the academy sponsor, share the headteacher's ambition for even greater progress.
- Governors know the school well. They strive to ensure that it serves the local community effectively.
- Since the last inspection, leaders have successfully improved the quality of education on offer. Teaching and pupils' outcomes have improved.
- Across all key stages, including in the sixth form, pupils make good progress from their starting points. An above-average proportion of pupils in Year 11 achieve five or more good GCSE grades, including English and mathematics.
- Teaching, including in the sixth form, is good. Teachers use their good subject knowledge to plan and deliver interesting learning that meets the needs of most pupils. Positive relationships lead to a calm and purposeful learning environment.
- Pupils enjoy school and most attend regularly. Their conduct is good and they work hard. Pupils uphold the school's high expectations of their behaviour.
- Arrangements to keep pupils safe are effective. Pupils are kept safe and feel safe.
- The curriculum prepares pupils well for the next stage of their education. Pupils are aware of the importance of British values. They show tolerance and respect for each other and adults.

It is not yet an outstanding school because

- Disadvantaged pupils' achievement and attendance, although improving, are lower than those of other pupils in the school and nationally.
- Leaders' checks on the effectiveness of teaching and support for pupils do not focus clearly enough on groups of pupils, such as disadvantaged pupils, particularly in key stage 4.
- Too few pupils reach the highest levels of attainment in examinations. Work set for the most-able pupils sometimes lacks enough challenge to enable them to reach their full potential.
- The school's assessment policy is not applied as consistently in the sixth form as it is in the main school. Sixth-form students are not always clear

Full report

What does the school need to do to improve further?

- Continue to improve the outcomes for disadvantaged pupils so that gaps between their achievement and attendance and those of other pupils in the school and nationally are eradicated by ensuring that:
 - leaders focus clearly on checking that the quality of teaching and support for disadvantaged pupils is consistently effective, particularly in key stage 4
 - strategies to promote regular attendance with pupils and their parents are effective, so that more pupils attend school every day.

- Further improve the quality of teaching, particularly in the sixth form, by ensuring that:
 - the school's assessment policy is applied consistently in the sixth form and that students are clear about what they need to do to improve their work
 - work set for the most-able pupils across the school is consistently challenging, so that pupils can reach their potential and a greater proportion reach the highest grades in examinations.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, ably supported by other senior and middle leaders, the governing body and the Arthur Terry Learning Partnership (ATLP), who are all ambitious for the school, strives to achieve the best possible outcomes for pupils. Together, they have created a united learning community that has high expectations and aspirations and very positive relationships. Leaders show a strong determination to improve the life chances of young people through their gaining of relevant qualifications. Improvements in pupils' outcomes evident since the last inspection demonstrate leaders' ability to bring about further improvement.
- Highly supportive staff share in the leaders' vision. Leaders successfully motivate and support staff while holding them to account for their performance. Targets set for teachers are used well to promote improvements in teaching practice and to challenge any underperformance, including through support and training. Newly qualified teachers are well supported. They appreciate opportunities to attend courses to develop their skills further.
- Leaders have made substantial improvements to the quality of teaching. Good-quality teaching is now evident, particularly in key stages 3 and 4. Staffing is now more stable than it was in the past and, as a result, pupils are benefiting from greater continuity in teaching and learning.
- Leaders have a good understanding of the school's strengths and weaknesses. They are self-critical. Leaders have shared with teachers clear expectations of how to approach teaching, learning and assessment. Leaders know that the school's assessment policy is being applied consistently at key stages 3 and 4, but that inconsistencies remain in the sixth form.
- Leaders carefully review the school's performance across subjects and take action to address any variability in outcomes where needed, including changes to leadership responsibilities and revisions to the curriculum. This, for example, is reflected in the improved achievement of boys since the last inspection. Leaders know that too few of the most-able pupils reach the highest levels of attainment in examinations and that there is scope to ensure that these pupils are always challenged and supported to reach their full potential.
- Leaders carefully plan the spending of the pupil premium funding and take steps to review the difference that the money makes. However, the improvements in outcomes for disadvantaged pupils have been inconsistent. Leaders recognise that disadvantaged pupils are now making better progress, but that further improving their outcomes, and the attendance of some, remains a key priority for the school. Leaders do not focus clearly enough on improving the achievement and checking the quality of provision for specific groups of pupils, such as the disadvantaged. As a result, some pupils do not achieve as well as others in the school.
- The curriculum is well adapted to meet pupils' needs and prepares them well for the next stage of their lives. Better promotion of literacy is helping pupils do better in other curriculum subjects. Pupils' experiences are enhanced by a broad range of extra-curricular clubs, activities and opportunities. These experiences contribute positively to pupils' broader development as young people.
- Leaders take their responsibility to promote British values seriously. Through their experiences in the school and the example set by adults, pupils develop positive values, attitudes and respect for people. They also develop an understanding of democracy and the rule of law. Pupils are well prepared for life in modern Britain.
- Successful partnerships have helped to strengthen the quality of leadership and teaching. Close links are fostered with colleagues leading other schools, the ATLP and a specialist leader of education from the primary phase. Excellent relationships have been quickly established with the new academy sponsor. Governors acknowledge that this transition has been a 'seamless process' and, as a result, has already helped to strengthen the quality of education on offer.
- **The governance of the school**
 - Governance is effective. Governors are clear about their roles and responsibilities and exercise these well in order to improve the school's performance.
 - Governors work closely with school leaders in checking how well pupils are learning, including checking the impact of the pupil premium on improving the achievement of disadvantaged pupils.

- Communication with school leaders is strong. This, along with their regular visits to the school, ensures that governors are kept well informed. Presentations from middle leaders on their areas of responsibility enable governors to check the school's work, ask pertinent and challenging questions, offer support and hold leaders to account as a result.
- Governors understand the school's arrangements for managing the performance of staff. They check that any poor teaching performance is tackled and that good teaching is rewarded.
- The arrangements for safeguarding are effective. Leaders have created a culture where all adults understand their responsibility and play their part to keep pupils safe. Safeguarding policies meet requirements and are being applied appropriately. All staff and governors receive appropriate training related to safeguarding. Scrupulous systems are in place to ensure that staff and visitors are fit to work alongside young people. Staff are suitably trained in areas such as preventing extremism and radicalisation. The school deals well with any serious issues of a safeguarding nature. Pupils say that they feel safe and parents strongly agree.

Quality of teaching, learning and assessment is good

- Since the last inspection, the quality of teaching, learning and assessment has improved. Pupils in all key stages make good progress as a result of good teaching. Teaching is now characterised by higher expectations, better levels of challenge and teachers' good subject knowledge. Relationships between pupils and teachers are relaxed and respectful.
- Innovative programmes of support for teaching staff in order to improve teaching practices have paid dividends. Weekly sessions to develop teachers' performance and the ongoing and regular checks on classroom practice are welcomed by staff who are keen to continue to improve.
- Teaching in mathematics has improved since the last inspection. Teaching is organised well. Pupils of different abilities progress their learning through similar topics with different levels of challenge. Interesting and challenging problem-solving tasks maintain pupils' enthusiasm and, as a result, pupils are eager to learn. 'We keep going until we achieve,' reflects a typical pupil comment.
- Teaching in Years 7 and 8 builds well on pupils' learning in primary school. The school has benefited from the expertise of a specialist leader of education from the primary phase to ensure that learning is well planned and adapted to meet pupils' needs. A strong focus on developing the literacy and numeracy skills of those who have previously fallen behind in their learning ensures that they can catch up. Disadvantaged pupils in key stage 3 are doing better as a result. Leaders know that gaps in achievement remain, however, between disadvantaged pupils and others in the school, particularly in key stage 4.
- In the main school, effective arrangements are in place to assess pupils' skills and knowledge and check that these assessments are accurate. Leaders track and record pupils' progress over time and ensure that learning is planned to meet pupils' varying needs and abilities. In the sixth form, arrangements to assess students' learning are not consistently effective.
- Teachers plan together and across departments and support each other's practices. 'Tiered learning intentions' encourage all pupils to undertake increasingly challenging tasks. Even so, sometimes, opportunities to extend and challenge the most-able pupils are still overlooked.
- The quality of marking has improved since the last inspection, especially in key stages 3 and 4. In these key stages, pupils make accelerated progress because they are clear about what they need to do to improve. Pupils reflect carefully on and act upon teachers' comments in line with the school's policy. These practices are not consistently evident in the sixth form.
- Work is well tailored to support pupils who have special educational needs or disability. The school works effectively with parents and external agencies to ensure that the right support is put in place and that teaching is effective.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. This includes the sixth form.
- The overwhelming majority of parents who responded to the online questionnaire feel that their children are safe at school. Staff and inspectors agree with this view.
- Pupils are kept safe because they are taught how to act responsibly online, keep safe from sexual exploitation and recognise the dangers of extremism. Pupils confidently recall assemblies in which these aspects were addressed.
- Pupils are well supported by pastoral staff, who are available all day. Younger pupils say that there is always a trusted adult to approach should the need arise. All pastoral teams meet every day to discuss any issues and to establish ways in which more support can be offered.
- The importance of tolerance and respect is highlighted by displays around the school and reflected in pupils' good attitudes. These include a display on the impact of oppression in a state and celebrations of the life of famous people, including Nelson Mandela and Jane Austen. A display of the Pillars of Islam reflects the school's aim to respect different faiths.
- Pupils are well supported in making the right decisions about their future education and employment through impartial careers guidance. All Year 10 pupils undertake relevant work experience, and placements are offered to sixth-form students. There are good links with local businesses, and representatives visit school to assist pupils in preparing for interviews.
- The small number of pupils who attend alternative provision are appropriately supervised individually or in smaller groups. These placements are well monitored and lead to successful outcomes.
- Pupils say they enjoy the extra-curricular activities offered by the school, including sport and music.

Behaviour

- The behaviour of pupils is good. It is characterised by good behaviour in lessons and around the school.
- Pupils conduct themselves well at social times, upholding the school's high expectations for behaviour.
- Pupils look smart and wear their uniform with pride.
- Pupils represent the school well and greet visitors politely, offering to escort them to specific areas if they are new to the school and to answer any questions.
- Pupils told inspectors that instances of bullying are very rare and dealt with appropriately. A review of school documentation and discussion with leaders support this view.
- Leaders acknowledge that improvements in behaviour in lessons reflect better teaching across the school. Inspection evidence confirms this view.
- Pupils appreciate the rewards system. They appreciate the school trips and prizes awarded to those whose behaviour is commendable.
- Overall, attendance is above average. Most pupils come to school regularly and arrive on time. A small minority of pupils, however, are absent too regularly, particularly disadvantaged pupils. Work to involve multi-agency groups, including youth workers and specialist support, is helping to improve the attendance of these pupils. Nevertheless, leaders acknowledge that strategies to promote regular attendance with pupils and their parents are not yet fully effective and that this continues to impact on pupils' outcomes.
- The very small numbers of pupils who are in the care of the local authority are very well supported and this accounts for the excellent attendance of this group.
- The school has regular systems for checking the attendance and behaviour of the small number of pupils who attend alternative provision. These pupils are well supported.

Outcomes for pupils

are good

- Since the last inspection, pupils' outcomes have improved. Pupils now achieve well in most subjects and year groups, including in English and mathematics. Standards of attainment by the end of Year 11 show a rising trend. The proportion of pupils achieving five or more GCSEs at grades A* to C, including English and mathematics, were above the national average in 2014 and 2015. Inspection evidence confirms that they are set to increase further in 2016. This represents good progress from pupils' starting points in Year 7, which typically are similar to the national average.
- Better teaching, pupils' good attitudes to learning and behaviour, and improvements to attendance have all contributed to these rising outcomes.
- In 2015 in English, standards by the end of Year 11 were above average. An above-average proportion of pupils made the expected rate of progress. Similarly, an above-average proportion did better than this. Inspection evidence shows that achievement in English is continuing to improve.
- Achievement in mathematics has improved well since the last inspection. Year 11 results in 2015 substantially improved on those in the previous year, although they were still behind those in English. Inspection evidence shows that this trend of improvement is continuing. More challenging questions and opportunities for pupils to solve mathematical problems are helping to raise standards across the school.
- In the past, too few pupils have reached the higher levels of attainment in GCSE examinations. The most-able pupils have not always made the progress of which they are capable. A stronger focus on accelerating the progress of this group is starting to pay dividends. Enrichment activities are improving pupils' aspirations and encouraging challenge in learning. Some of the younger most-able pupils say they are well supported and enjoy learning, especially the mathematics challenge programme. Year 10 pupils were seen undertaking work at a level commensurate with first-year A-level study in modern foreign languages. Although more of the most-able pupils are now challenged appropriately and are being given more opportunities to show their potential, their progress across the school remains inconsistent. Work for some still lacks challenge.
- Pupils who have special educational needs or disability improved their performance in 2015 and now achieve well. Current pupils benefit from well-planned provision based upon clear analysis of individual needs.
- The achievement of disadvantaged pupils, while improving, is not consistently good. In Year 11 in 2015, the attainment of disadvantaged pupils in English and mathematics lagged behind that of others pupils in the school and nationally, especially in mathematics. Furthermore, a minority are absent too regularly and this hampers their progress. Recent changes to provision, improved resources, along with better support, such as that through the new 'pupil passport' system, are starting to help to better address the needs of disadvantaged pupils in key stage 4. Plans are in place to extend this support into key stage 3. However, these changes have yet to impact fully on improving the achievement and attendance of this group. As a result, gaps, while closing, remain too wide.
- Pupils who enter secondary school with low levels of literacy and numeracy are helped to develop the skills they need to be successful learners and make progress so that they catch up with their peers. Specialist higher level teaching assistants in English and mathematics work with teachers to ensure that appropriate work is set. Pupils' improved reading ages and numeracy levels ensure they can access the full curriculum.
- Pupils' good progress, above-average levels of attainment and good personal skills mean that they are well prepared for the next phase of education. All pupils at the end of Year 11 go on to either further education, employment and training.

16 to 19 study programmes

are good

- Good-quality teaching, high expectations of students' achievement, conduct and attendance, along with effective leadership and management, have resulted in improvements in students' achievements since the last inspection. The minimum national standards set for sixth-form performance have been exceeded for the past two years. In 2015, outcomes improved in both vocational and academic courses and the proportion of students gaining the highest grades at A level improved markedly. School information predicts similar outcomes this year.

- Ambitious leadership and management ensure that improvements are made where they are needed in order to raise achievement even further. Leaders are successfully addressing the previous imbalance between the achievements of boys compared with that of girls. Girls are now achieving equally well as a result. Leaders acknowledge that increasing the number of students in the sixth form is important to ensure that it remains viable. More students are now joining Year 12 from different schools and more are now staying on from Year 11.
- Relationships are positive and are engendered in a relaxed and purposeful atmosphere that encourages good learning. Students say that they appreciate the support provided and that they feel challenged to reach the highest standards. Behaviour is good.
- Where learning is most effective, teachers skilfully use information from assessing students' skills to plan work and deepen students' understanding. However, there remains variability in how well this information is used. Work, as a result, is not always pitched at the correct levels to reflect students' varying abilities, and students are not always clear about what they need to do to improve their work. Leaders acknowledge that the good practices seen in the main school are not as well developed in the sixth form, although they are improving.
- The school's sixth form, including work-related activities, meets the 16 to 19 study programme requirements. Students develop their employability skills via assemblies, applied work in subjects and attendance at a higher education exhibition. Work experience is offered, although recent take-up has been variable.
- Students are good role models for younger pupils. The Coleshill Leadership Award provides opportunities to work alongside younger pupils in class. Students follow the Duke of Edinburgh's Award Scheme, assist at school events and raise money for charity.
- Students know how to keep safe and feel safe. They make healthy lifestyle choices.
- Students who retake their GCSE examinations in English and mathematics usually improve the grade achieved in Year 11.
- Clear and helpful careers advice and guidance have effectively supported many to progress successfully into higher education, an apprenticeship and employment. Sixth-form students are prepared well for the next stage of their education.

School details

Unique reference number	136986
Local authority	Warwickshire
Inspection number	10012423

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

Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	786
Of which, number on roll in 16 to 19 study programmes	82
Appropriate authority	Arthur Terry Learning Partnership
Chair	Dewi Jones
Headteacher	Ian Smith-Childs
Telephone number	01675 462435
Website	www.thecoleshillschool.org
Email address	enquiries@thecoleshillschool.org.uk
Date of previous inspection	4–5 June 2014

Information about this school

- The Coleshill School is smaller than the average secondary school that has a sixth form. It became an academy in August 2011 and joined the Arthur Terry Learning Partnership in September 2015.
- Most pupils are from White British backgrounds. The proportion of pupils from minority ethnic backgrounds is below average.
- The proportion of pupils who are supported by the pupil premium, which provides additional funding for children that are looked after by the local authority and those known to be eligible for free school meals, is below average.
- The proportion of pupils who have special educational needs or disability is below average.
- A small group of Year 10 and Year 11 pupils take part in alternative educational provision at Dunstan Stables, The Gardens, The Pump, a local pupil referral unit, and Sutton College.
- The school meets requirements on the publication of specified information on its website.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Information about this inspection

- Inspectors observed learning in 33 lessons, including 15 that were conducted jointly with senior leaders and visited a further five classes during learning walks. Inspectors also visited an assembly, tutorial time and the library. Pupils' conduct was observed during social times and between lessons.
- The inspection team looked at pupils' work in books and folders during lessons and discussed their learning with them. They also looked at information on pupils' targets and current levels of achievement.
- Inspectors met with groups of pupils from all year groups to discuss their experiences at school.
- During the inspection, Year 9 pupils were sitting internal examinations and it was not possible to observe them in lessons. A group of Year 9 pupils met with an inspector.
- Meetings were held with senior and middle leaders, newly qualified teachers, members of the governing body and representatives of the Arthur Terry Learning Partnership.
- Inspectors scrutinised a range of school documentation, including safeguarding records, self-evaluation reports, the school improvement plan, behaviour and attendance records, leaders' records of their monitoring of teaching, and minutes of local governing body meetings.
- Inspectors took account of the 153 responses to the online Parent View questionnaire and the staff survey.

Inspection team

Nigel Griffiths, lead inspector	Ofsted Inspector
David Buckle	Ofsted Inspector
Michael Onyon	Ofsted Inspector
Nicola Walters	Ofsted Inspector
Peter Wilkes	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for students of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

