

Inspection of Castle Bromwich Infant and Nursery School

Green Lane, Castle Bromwich, Birmingham West Midlands B36 0BX

Inspection dates: 26 and 27 January 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Children get off to a strong start in the early years. Adults model language well and are attentive to children's needs. Teachers plan exciting activities in all classes. These hook the children's interests and spark their imaginations.

Pupils are happy and feel safe at school. They are considerate to each other and readily include others in their play and learning. Pupils know and follow the school rules. These ensure that pupils are polite, kind, play nicely, look after their school and work hard. Pupils know what bullying is and know that adults deal with this quickly if it ever happens.

Leaders have high expectations of pupils. They make sure that all pupils are fully included in school life. Reading, writing and mathematics are taught well. Staff provide effective support for those who need it. As a result, pupils achieve well in these subjects.

Pupils enjoy reading. They have a wide range of books to choose from. Teachers also read different types of books from the 'Super Six' collection in each year group. This includes books about mental health.

What does the school do well and what does it need to do better?

Since the headteacher's appointment, leaders have worked hard to construct an ambitious and well-designed curriculum. They have mapped out the skills and knowledge they want pupils to learn in all subjects. Lessons are sequenced in the right order to help pupils build their learning over time in most subjects. However, pupils do not develop a secure understanding or remember what they learn in some subjects that have less curriculum time. In addition, the early years curriculum does not fully underpin what pupils learn in key stage 1. Leaders are making changes, where needed, to ensure that pupils achieve well in all subjects.

Leaders have maintained a strong focus on keeping children safe and happy throughout the pandemic. Lots of attention has been given to ensuring that pupils do not fall behind in their reading, writing and mathematics. Teachers regularly assess how well pupils are achieving in these subjects. However, checks on pupils' knowledge in other subjects are at an early stage. This means that teachers do not routinely pick up where gaps in pupils' knowledge and skills exist.

Curriculum leaders are enthusiastic and committed. However, few have sufficient time to check what is working well and where improvements are needed. As a result, some issues in curriculum structure and delivery go undetected. Leaders have identified developing curriculum leadership as a school priority.

Reading is a high priority. Leaders make clear that the teaching of early reading is key to the progress of all pupils. They invest considerable resources and time to do this. They are rightly taking their time to investigate which reading materials will

strengthen phonic teaching even further. Staff are well trained in teaching phonics. Pupils work in ability groups so that work is set at the right level. Reading books match the sounds and letters that they learn. Staff make sure that pupils read regularly at home and in school. Extra support is provided for pupils who struggle with reading. This helps them to catch up.

Staff are astute and adept at identifying pupils with special educational needs and/or disabilities, particularly in the early years. This enables leaders and staff to provide the support needed from the outset. Pupils are supported well in lessons and benefit from additional, specialist support if needed. Pupils are fully included in all lessons and school activities. They achieve well due to the high-quality care and support they receive.

Pupils have a growing understanding of British values. They know the importance of voting and of respect for others. They have a good understanding about keeping healthy and know whom to talk to if they are worried. Pupils enjoy the trips and events school offers. These add to their social and personal development.

Pupils not only achieve well but they behave well. Pupils pay attention and do not distract others from learning; in fact, quite the opposite. Inspectors heard nursery children inviting others to join them slotting pasta twists into a bottle. Pupils take pride in their work. At breaktimes, they play happily together.

Leaders have worked hard to improve attendance. They monitor and quickly follow up on any pupils who are absent. Nevertheless, there are a small number of families who do not send their children to school regularly. Leaders are intent on tackling and improving attendance.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is at the heart of the school's work. Leaders ensure that all staff and governors receive the most recent guidance and training. Staff are vigilant and know how to log any concerns on the school's safeguarding system. Leaders follow these up swiftly. Advice is sought and support accessed from external agencies where needed. Leaders follow safer recruitment procedures closely when appointing staff.

Pupils learn how to keep themselves safe through the curriculum. They have a good understanding of online safety. They learn about appropriate relationships and know whom to talk to if they have any worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently well sequenced or balanced in some subjects. This means that pupils have gaps in their knowledge. Leaders should review and evaluate how time spent on different subjects helps to ensure pupils know and remember more. Leaders should make sure that the intended curriculum is coherently sequenced, from early years through to Year 2.
- Assessment of pupils' knowledge and skills in foundation subjects is at an early stage of development. As a result, teachers are unclear what pupils know and remember. Leaders should ensure that teachers assess what pupils know and can do in all subjects, so that gaps in pupils' learning can be identified and addressed.
- Subject leaders have limited time and opportunity to monitor and evaluate their subject areas. This means that weaknesses in planning and delivery can go undetected. Leaders should provide time and training to enable subject leaders to support colleagues and drive improvements in their subjects.
- Attendance was below the national average before the pandemic and has not improved sufficiently. Too many pupils continue to miss lessons. This impacts on their achievement. Leaders should continue to work with parents to ensure regular attendance.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	104067
Local authority	Solihull
Inspection number	10211789
Type of school	Infant and nursery
School category	Community
Age range of pupils	2 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	501
Appropriate authority	The governing body
Chair of governors	Mavis Avery
Headteacher	Justin Stokes
Website	www.cbins.solihull.sch.uk
Date of previous inspection	31 October 2007, under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed in September 2019. There have been three changes of headteacher since the previous inspection.
- The previous children's centre, which was on the school site, was transferred by the local authority to the school in 2014. This was to increase nursery provision and cater for up to 90 two- to four-year-olds. This provision is known as 'All Stars Childcare' and is managed by the governing body. This is in addition to the school nursery, which has two nursery classes.
- There is now a co-chair arrangement in place for the governing body. This is part of the school's succession planning.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, senior leaders, and the child and family support worker. Meetings were also held with three members of the governing body, including both the co-chairs of governors, and a representative from the local authority.
- The inspectors carried out deep dives in reading, English, mathematics, history and science. Inspection activities in these subjects included: lesson visits, discussion with staff and pupils, meeting with subject leaders and work scrutiny. The lead inspector also observed pupils reading.
- The inspectors considered a range of documents, including the school's self-evaluation and plans for improvement. Minutes of governors' meetings and reports from the school improvement partner and teaching school alliance were also scrutinised. Inspectors also looked at records of behaviour, attendance and safeguarding.
- The inspectors observed pupils' behaviour in lessons and around school and talked to them informally about behaviour, bullying and welfare.
- The inspectors talked to parents at the start of the school day and considered the responses to Ofsted's online questionnaire, Parent View, and the free-text responses. They also reviewed the responses to the staff questionnaire and gathered the views of staff and pupils on site through discussion with these groups.

Inspection team

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