

# Inspection of Causeway Green Primary School

Penncricket Lane, Oldbury, West Midlands B68 8LX

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Inspection dates: 28 and 29 March 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Early years provision

**Good**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils at Causeway Green are polite, courteous and well mannered. Pupils behave well and feel happy and safe at school. They learn about what bullying is and the different types. If any bullying happens, staff take action to stop it happening again. 'Safeguarding champions' report any issues other pupils are having, so these pupils can get the help they need.

Children get off to a positive start in the early years. They learn to be independent and treat each other with respect and kindness. Staff ensure that the children have the skills they need to be well prepared for Year 1. However, this is not the case for some older pupils, particularly in key stage 2. Some pupils cannot access the work in lessons because they are not taught to read well enough. Until recently, too many pupils, including those with special educational needs and/or disabilities (SEND), left Year 6 without the necessary skills in reading, writing and mathematics.

Pupils enjoy a wide range of experiences. These include clubs such as multi-sports, choir, boxercise and fitness. Pupils also attend trips to the seaside and theatre. Many pupils attend these, including pupils with SEND.

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

Children in the early years benefit from an ambitious curriculum which is well sequenced, and challenging when needed. Staff keep children motivated and engaged through interesting activities. These include learning through specifically chosen songs, nursery rhymes, games and interactive story times.

Pupils have regular opportunities to read. They enjoy listening to teachers reading to them. Staff provide extra help for the lowest attainers to develop their reading. However, this support is not having the desired impact. Some pupils, including those with SEND, still struggle to read with fluency and accuracy. As a result, these pupils are unable to make sense of, or understand, the work set in a range of subjects. For example, in personal, social and health education, pupils could not complete the work because they were unable to read the tasks set. These weaknesses in reading mean that older pupils are not well enough prepared for their secondary education.

Leaders identify pupils with SEND efficiently and ensure that staff are aware of what their needs are. However, leaders' expectations of what pupils with SEND can and should achieve, including in reading, are too low. As a result, across the curriculum, some pupils with SEND do not progress as well as they should.

Recently, leaders have made changes to the curriculum, which are having a positive impact on pupils' learning in mathematics and writing, as well as across the foundation subjects. The curriculum outside of reading is well planned, sequenced and is ambitious. Staff use regular checks to find out what pupils know and remember. They then use this information to adapt their teaching so that any

misconceptions or gaps in knowledge are dealt with before introducing new knowledge. When pupils become stuck, they use a range of strategies before asking the teacher for help. These include referring to the learning walls, talking to a friend, and using their exercise book.

There is a calm and purposeful atmosphere during lessons and around the school. When pupils' behaviour falls short of expectations, they are given help to improve their behaviour. Most pupils like school and attend regularly. There are clear routines in place which pupils know and follow.

The programme for personal development is well planned. Pupils learn about topics such as healthy relationships, diversity, and mental health and well-being. They are also taught about different cultures and the importance of respecting differences in the world and its people. Pupils are encouraged to take up leadership roles within the school. These include sports council and buddying with Nursery children.

Leaders are keen for disadvantaged pupils to do well. They subsidise trips and provide a uniform bank for families. This helps all pupils take part in all aspects of school life.

Teachers feel well supported by leaders and appreciate their approachability. They report that leaders are mindful of their workload. Those responsible for governance have strategies in place to monitor the work of leaders. Governors provide a balance of challenge and support to leaders. They receive comprehensive reports from leaders. They use these to monitor the school's key priorities and to check that any identified areas are improving.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders carry out appropriate recruitment checks on their staff to ensure that they are safe to work with children. There were some gaps in the records of these checks. These were resolved while the inspectors were on site. Staff report any issues or concerns they may have about pupils. The safeguarding team deals with these in a timely way to ensure that pupils get the right help at the right time.

Pupils learn about how to stay safe online and offline. Pupils know who to speak to if they have any worries or concerns.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders have not ensured that pupils, including those with SEND, who are still at the early stages of learning to read get the prompt and effective help they need to become fluent readers. Some pupils do not have the phonic knowledge and

language comprehension necessary to read well, and to give them the foundations for future learning. As a result, they cannot access the curriculum and are not well prepared for their next stages in education. Leaders should ensure that all pupils receive consistently effective teaching to help address gaps in their knowledge, so that pupils learn to read with good fluency and understanding.

- Leaders have low expectations of pupils with SEND. As a result, pupils with SEND do not progress as well as they should. Leaders should ensure that teachers provide the support needed and adapt the learning task so that pupils can access the curriculum.

## 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 information from Ofsted Parent View 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.

## 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

<b>Unique reference number</b>	103983
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10256919
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	448
<b>Appropriate authority</b>	Local authority
<b>Chair of governing body</b>	Dawn Erkek
<b>Headteacher</b>	Julia Shingler
<b>Website</b>	<a href="http://www.causewaygreen.sandwell.sch.uk">www.causewaygreen.sandwell.sch.uk</a>
<b>Date of previous inspection</b>	14 December 2017

## Information about this school

- The school does not make use of alternative provision.
- The school uses an independent company to provide wraparound care for pupils. This arrangement will end in Easter 2023.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held discussions with the headteacher, other senior and middle leaders and the special educational needs coordinator. There were also discussions with the attendance officer, the designated safeguarding lead, the early years lead, early career teachers and the school improvement partner.

- Inspectors held discussions with those responsible for governance.
- Inspectors carried out deep dives in reading, English, history, mathematics and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with members of staff and spoke to pupils formally and informally at various points in the inspection. Inspectors took account of responses to the staff surveys, as well as Ofsted Parent View.
- Inspectors looked at records and spoke to staff in relation to behaviour, bullying, attendance and safeguarding.
- Inspectors reviewed safeguarding arrangements by checking the school's approach to staff recruitment, scrutinising policy documents and meeting with the designated safeguarding leader.

### **Inspection team**

Sultanat Yunus, lead inspector	His Majesty's Inspector
Anne Potter	Ofsted Inspector
Lindsay Nash	Ofsted Inspector

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