



Coleshill CofE Primary School

Inspection Report

Unique Reference Number 125728
LEA Warwickshire
Inspection number 281986
Inspection dates 3 November 2005 to 4 November 2005
Reporting inspector Malcolm Greenhalgh RISP

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

Type of school	Primary	School address	Wingfield Road
School category	Voluntary aided		Coleshill
Age range of pupils	4 to 11		Birmingham, West Midlands B46 3LL
Gender of pupils	Mixed	Telephone number	01675 463672
Number on roll	281	Fax number	01675 465983
Appropriate authority	The governing body	Chair of governors	Mrs V Hall
Date of previous inspection	1 June 1998	Headteacher	Mr Andrew Kershaw

Age group 4 to 11	Inspection dates 3 November 2005 - 4 November 2005	Inspection number 281986
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The pupils' social and economic circumstances are broadly average. The large majority of pupils are White British and a small number of the pupils from minority ethnic backgrounds speak English as an additional language. The proportion of pupils with learning difficulties and disabilities is similar to the national average. At the start of Year 3, pupils join the school from a neighbouring infant school.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school, a judgement better than that which the school gave itself. It has made significant progress since the last inspection when it was underachieving. The new headteacher has concentrated on sustaining strengths, in particular the pupils' personal development, and improving standards in English, mathematics and science. As a result, standards have risen from below to above average with all pupils achieving well, although improvements in mathematics have not been as good as in English. Pupils have good attitudes to learning and their behaviour is outstanding.

The headteacher, staff and governing body are working very effectively as a team and are determined to build on these successes. They also appreciate there is still much to do to ensure greater consistency across the school. The school development plan, although very detailed, is not sharp enough in identifying how it wants to improve learning. The school is rigorous in collecting information on how well individual pupils do and uses this well to identify underachievement. However, it does not use this information to identify the achievements of specific groups. Nevertheless, the school's curriculum is satisfactory and the quality of teaching good overall with very good teaching in Years 2 and 6. The quality of resources has also improved significantly. The biggest impact, in this respect, is in the Foundation Stage (the Reception class) where the move to larger classrooms is helping to provide children with a good quality of education and a good start to their school life. Overall, the school is well placed to improve further and provides good value for money.

What the school should do to improve further

- Improve standards in mathematics to bring it in line with those attained in English and science, ensuring a more systematic approach to developing and consolidating key skills.
- Ensure the school development plan has much more sharply defined aims to improve learning.

Achievement and standards

Grade: 2

All pupils achieve well. There has been a significant improvement in standards at the end of Years 2 and 6 since the last inspection. Overall, standards in both these two years have improved from below the national averages to above in English and mathematics. Reading and writing are now much better and the pupils' basic understanding of mathematics is much improved. However, the improvements in mathematics are not as good in Year 6 as in English and in 2005 they remained the same as in 2004. Nevertheless, in both these years

Personal development and well-being

Grade: 2

Pupils' personal development is good. Although attendance is only satisfactory pupils enjoy their work in school and show a good deal of pride in their achievements. Their moral and social development is particularly strong. They work very well with each other and show good levels of responsibility and team work. Their consideration for others is very good and they have taken their roles on the school council very seriously as well as raising money for charities. They are also making very good peer mentors. Overall, their behaviour is outstanding. They show high levels of respect for adults and other children and are always keen to volunteer help. In lessons, they concentrate very well, have a good work ethic and are keen to correct their own work and persevere if things do not quite go as well as they hoped. Their spiritual and cultural development is not quite so strong in every subject but they value the beliefs and views of others and have a good sense of community spirit. Pupils have a good understanding of how to live healthy lives and are very proud of the fact that the school has won the Healthy Schools' gold award.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. There has been a good focus on improving teaching methodology and practice and this has helped to improve the quality of lessons throughout the school. There is still some lack of consistency across all year groups but no teaching falls below satisfactory. There is particularly good teaching in Years 2 and 6 and the progress pupils make in these year groups is more rapid. Pupils respond effectively to all teachers and learning support assistants and show a willingness to learn and do well. All teachers ensure that the work is closely matched to the pupils' abilities and good use is made of the information gathered on the individual progress pupils make in English and mathematics. Good use is also made of learning support assistants who work effectively, especially with those pupils in need of extra support. The school has also made good efforts to involve the parents in their children's learning and good information is given to them to show how they can help. Homework books are sent home regularly so that parents can work with their children to develop key skills.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Time is well organised so that there is ample opportunity to provide a good diet of different subjects. For example, pupils have a good amount of physical education to help ensure they understand the importance of physical activity in everyday life. Personal, social and health education is also delivered effectively through 'circle time' and extras, such as the 'life caravan' provided by the

local authority. There is the right emphasis on English and mathematics which has enabled standards to improve so significantly. There are still some inconsistencies in how subjects are planned and, consequently, teachers are not always aware of what knowledge and skills the pupils bring with them into their classes. There is satisfactory provision for additional activities such as clubs, visits and adventure weekends which adds to the pupils' experiences.

Care, guidance and support

Grade: 2

The school provides good care, guidance and support for individual pupils' personal and academic development. Staff know their pupils well and good support is given to those with gifts and talents in all aspects of the curriculum. Once identified, the school decides exactly what it needs to provide for them beyond the normal curriculum. This process is the same for those pupils with learning difficulties and for those who speak English as an additional language. Good guidance is also provided through assemblies on how pupils can become good Christians and how these teachings can enable pupils to make an effective contribution to the school and local communities. Information on the progress pupils make is used well for such things as setting in mathematics and for providing additional support for those who are underachieving. Much emphasis is also placed on health and safety and child protection and these policies are regularly reviewed by the governing body.

Leadership and management

Grade: 2

Leadership and management are good. The leadership of the headteacher is very good and has ensured the school has made good progress since the last inspection. He has inspired a change of emphasis in the school which has secured the existing strengths in the pupils' personal development and developed basic literacy and numeracy skills. His enthusiasm has also ensured that staff and governors are fully behind the changes and work together effectively as a team. Although the headteacher has taken responsibility for monitoring the progress the school is making, skills are also being developed by other senior staff and governors who are all much more active in taking on responsibility for school improvement and for monitoring the actions of others. This means that the school is well placed to make further improvements. Although a lot has happened in the last 18 months there is still much to do to ensure sustained progress. The extensive school development plan lacks clear identification of what improvements in learning are expected and it does not link up well with other initiatives. This causes some confusion over what the key priorities are that the school wants to achieve. Much information on how well the pupils are doing is gathered together but this is not always analysed well enough to ensure that the school has an accurate view on whether specific groups of pupils are doing well enough. The budget has been well managed and good use is made of all the resources at the school's disposal.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Coleshill Church of England Primary School Wingfield Road Coleshill Birmingham West Midlands B46 3LL

5 November 2005

Dear Pupils

It was a pleasure for us to spend time with you during the inspection. You made us feel very welcome and this helped us to do our job more effectively. A special thank you to the members of the school council who spent some of their lunch time telling us how they felt about your school.

We feel that you are lucky to attend a good school where the teaching and non-teaching staff work very hard to make your time in school as enjoyable and as worthwhile as they can.

What we liked best

- The good work you are doing in English and science.
- Your hard work in lessons and the way you respond to what the teachers ask you to do.
- The good teaching you receive and the support all staff provide you with to ensure you are able to do your best.
- The way your headteacher has inspired everyone to do well.
- How your headteacher works with all the staff and governors to ensure the school is improving and will continue to improve in the future.

What the school can do next

- Improve how well you achieve in mathematics so that you are doing as well as you do in English and science.
- Be more precise in saying what they want you to improve in your learning.

We wish you every success in the future.

Yours sincerely

Malcolm Greenhalgh Lead inspector