

# Coleshill Heath School

## Inspection report

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<b>Unique Reference Number</b>	104070
<b>Local Authority</b>	Solihull
<b>Inspection number</b>	308500
<b>Inspection dates</b>	21–22 February 2008
<b>Reporting inspector</b>	Rodney Braithwaite

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	375
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Tadd
<b>Headteacher</b>	David Dunkley
<b>Date of previous school inspection</b>	1 September 2003
<b>School address</b>	Marlene Croft Chelmsley Wood Birmingham B37 7JT
<b>Telephone number</b>	01217 704340
<b>Fax number</b>	01217 793128

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Coleshill Heath School is a full-service extended school and has an above-average number of pupils. The proportion of pupils who speak English as an additional language is lower than in most schools. The school has a higher-than-average number of pupils with a statement of educational need, but a lower-than-average overall proportion of pupils with learning difficulties and/or disabilities. The headteacher has for some time been seconded for four days a week to assist in other schools in the local authority. The deputy headteacher is the acting headteacher.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Coleshill Heath School is a good school where the care, support and guidance for pupils are outstanding. Pupils achieve well in the Foundation Stage and in Years 1 to 6, and reach above-average standards by the end of Year 6. The school has a very strong learning ethos, which constantly promotes enjoyment and challenge for pupils. This encourages pupils to care for each other, and results in their outstanding personal development in a lively and happy environment. Pupils have very positive attitudes to their work, respond enthusiastically to challenge and competition, behave exceptionally well in school, and are respectful to adults. Pupils describe excitedly their involvement in sport, clubs and a wide variety of extracurricular activities. This helps their understanding of the importance of a healthy lifestyle. Pupils' good academic standards, and their many opportunities to contribute to the school and the community, prepare them well for their future lives. Parents are delighted with the school and praise the staff highly. A significant number compare the school very favourably with other schools which their children have attended. The full-service extended status makes the school a focal point for the local community, which is rightly proud of its development in recent years. The school provides excellent safeguarding for pupils and works very effectively with a wide range of support and social services. This high quality provision for pupils' wellbeing, especially that of the most vulnerable, is at the heart of the school's daily life. The quality of teaching and learning is consistently good, and occasionally outstanding. Teachers have very good relationships with pupils, manage them well, and give them stimulating and exciting learning opportunities. Their constructive use of tracking and assessment data and marking has greatly improved, and makes a strong contribution to planning for the needs of all individuals. All groups of pupils, including those with learning difficulties and/or disabilities, make good progress as a result. Teaching assistants and visiting teachers make a good contribution to pupils' learning. The curriculum is broad and appealing to pupils. At present, though, provision for information and communication technology (ICT) is a weakness. Some resources and the scheme of work are due for updating, and although standards are average, pupils have insufficient opportunities to develop their ICT skills across different subjects. Also, in the Foundation Stage there is some restriction in children being able to choose outdoor activities because they are not always accessible. The leadership and management of the school are outstanding. Senior leaders over several years have shown great vision and tenacity in dealing with the many challenges faced by the school. These included a history of low achievement and behavioural problems. Their successful drive for improvement is shared by all other leaders and managers, who form a number of very effective executive teams. Major improvements in the collection and use of data and in monitoring have led to the setting of challenging, but realistic and achievable targets. The school's selfevaluation is effective, as shown by the many and continual improvements made over time, especially in pupils' achievement. The governors have rapidly settled in to their new federated governing body, and make a good constructive contribution to the management of the school.

## Effectiveness of the Foundation Stage

### Grade: 2

Children enter school with skills that are below the levels expected for their age. They make good progress in the Nursery and Reception classes in all areas of their learning, so that standards are average by the time they go into Year 1. They make particularly good progress in the development of their personal and social skills, which is a priority of the school. Children

are eager to learn and enjoy their involvement in 'Plan, Do, Review' each day. Relationships between the children and with adults are good. Children learn to behave very well, and many quickly develop independent learning skills. In this they are encouraged by good teaching. Teachers plan well for their needs, have high expectations, keep children actively engaged, and are well supported by competent classroom assistants. Staff have developed very good links with parents, and these benefit the learning of the children. Leadership and management are good, and the Foundation Stage manager has a good understanding of setting improvement priorities. This includes the need to improve the outdoor learning area, in order to allow children more choice between indoor and outdoor activities.

### **What the school should do to improve further**

- Improve the provision for ICT so that pupils have more opportunities to develop their skills, and apply them regularly in cross-curricular activities.
- Improve outdoor provision in the Foundation Stage, to enable children to have more opportunities to choose physical activities.

## **Achievement and standards**

### **Grade: 2**

Standards are above average at the end of Year 6, and progress is good throughout the school from the time children start in the Nursery. In the Reception classes, children's personal and social development is especially good and they develop confidence and independence. By the time children enter Year 1, standards are broadly average across all areas of learning. In Key Stage 1, there has been a rising trend in standards over the last three years, so that in 2007 standards were in line with national expectations in writing, reading and mathematics, and pupils in Years 1 and 2 are continuing to achieve well. This is because a significant improvement in assessment and tracking has enabled leaders and teachers to plan interventions specifically for identified priorities. Recent targeted improvements in writing and boys' performance, for example, are showing success because of the school's strategies. All groups of pupils, including those with learning difficulties and/or disabilities, and the more able, make similarly good progress. In Key Stage 2, there was significant improvement in 2004, which has been sustained since then in English, mathematics and science. Standards are above average and pupils are achieving well. All groups of pupils make good progress towards challenging targets, which are clearly matched to each pupil's individual potential. The school has done especially well in ensuring that more-able pupils reach the levels of which they are capable. Standards in ICT are average and progress satisfactory, and the school is rightly prioritising this as an area for development.

## **Personal development and well-being**

### **Grade: 1**

From the early morning sessions of 'Wake and Shake' to the many activities and clubs at the end of the school day, pupils really enjoy their life in school. Very positive relationships and attitudes to learning have a very beneficial effect on behaviour. In the past, the school had many difficulties with behaviour that resulted in a number of exclusions and incidents. A consistent behaviour policy has eliminated this, and during the inspection pupils behaved impeccably. They are caring and supportive of each other and eagerly take on responsibilities in the school community. For example, girls from Year 6 volunteer to administer games equipment at lunchtimes. Pupils' spiritual, moral, social and cultural development is outstanding

and pupils take part in many activities which heighten their awareness of their place in life and their responsibilities. Many participate in numerous extra-curricular activities, and enjoy opportunities to learn to play musical instruments. Pupils feel safe in school and also know very well how to keep safe in their activities and learning. They have a very good understanding of the need for them to lead healthy lifestyles. A few freely admit they do not always apply this in their eating, 'but we make up for it with our sport'. They are involved in many fundraising activities for charity, and make an excellent contribution to improving the school through the school council. Attendance is satisfactory. Levels are currently about average but steadily improving. Good standards in basic subjects and good selfconfidence and teamwork skills ensure that pupils are well prepared for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

In the Nursery and Reception classes, good teaching and good support from teaching assistants enable children to settle into school quickly and make rapid progress. In all years in the school, teachers manage their pupils well, and have very good relationships with them. They adapt their teaching to the particular needs of their pupils and make learning challenging, enjoyable and very participative. Many lessons are fast moving, and teachers encourage pupils' natural competitiveness, but sometimes teachers spend too long on their verbal input. All pupils are encouraged to reach the standards of which they are capable and are helped to understand what they must do to reach their personal targets. Consequently, all groups of learners, including pupils with learning difficulties and/or disabilities and the gifted and talented, make good progress in their learning. Marking nearly always shows a good balance between praising good work and offering hints for improvement. Teachers use pupil assessment data effectively to monitor progress, set targets, and plan for the individual needs of all. Interactive whiteboards are used effectively to help learning, but teachers do not give pupils many other opportunities to develop their ICT skills.

### **Curriculum and other activities**

#### **Grade: 2**

The school has created a stimulating and varied curriculum which appeals to all learners. It has many strengths, especially in the provision for physical education and sport, where the school has achieved the Activemark standard, and in French and music. Good links with other local schools enable wider curriculum provision, such as sport and provision for the gifted and talented. Pupils indicate their pleasure by saying that 'all our lessons are fun and exciting'. Literacy and numeracy skills are developed across many areas of the curriculum, although ICT is not used so frequently. The school recognises that some resources are out of date and that pupils do not spend enough time developing their ICT skills across the whole curriculum. Provision for extra-curricular activities is a strength and includes residential trips, many clubs, and workshops for identified gifted and talented pupils. Small groups of learners with specific problems are very well provided for through nurture groups, and mentor and behaviour management groups. This is a major factor in the excellent provision for pupils' personal development. The management of the curriculum is good because all subject leaders have full responsibility and accountability for ensuring that their subjects are organised and delivered to fit the needs of all learners.

## Care, guidance and support

### Grade: 1

Parents are very appreciative of the outstanding care their children receive, a number having moved their children from other schools because of this high level of provision. The school has excellent links and partnerships with external specialist services, social services and local networks. These support the school's own high quality provision of personal mentors for vulnerable pupils and those with learning difficulties and/or disabilities. The school is fully inclusive, and gives equal opportunities for all its pupils. Academic guidance is outstanding and has improved rapidly in recent years. A comprehensive range of assessment data and tracking of pupils' progress are used very effectively. Each teacher is fully aware at any time of the progress being made by pupils, and action is taken quickly to deal with any falling behind. Pupils have good knowledge of their learning, of how they are doing, and what their targets are for getting better. Marking and explanations to pupils of their progress are also good and consistent across the school.

## Leadership and management

### Grade: 1

Although the headteacher is only in the school for roughly one day a week, he has formed an exceptional team of senior managers who are responsible for the day-to-day running of the school. The acting headteacher and acting deputy headteacher have strongly led the senior management team in driving the school to significant improvements in standards and achievement, and in promoting very high standards of care and pupils' personal development. All leaders in the school share and promote the use of consistently challenging targets for learning. This has resulted in remarkable consistency in teaching across the school, because the monitoring of classroom practice is well established in all subject areas. Teachers are encouraged to set challenging targets so that, for example, more-able pupils do as well as they can, and boys' achievement overall is now much closer to that of girls in Key Stage 1. Achievement as a result is consistently good, and equal opportunity is exemplary. A great strength in management is the quality of the school's self-evaluation. Priorities for improvement are clearly established and acted upon with success, even when they may take a long time to achieve, as has happened with personal and social development. Resources in the school are mostly good, except for the satisfactory provision in ICT, and are used effectively. Staffing is at a good level, and the school skilfully deploys the good teaching assistants to where they are most needed. The governing body makes a good contribution to the management of the school. It is settling well to its new federated status with responsibility for governing two schools.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

23 February 2008 Dear Pupils Inspection of Coleshill Heath School, Birmingham B37 7JT On behalf of my team, I would like to thank you for making us so welcome to your school last week. We were very pleased to see so many smiling faces, and to hear how much you enjoy your learning in everything you do. Your work showed that you are all doing as well as you can, and that you all really try hard. In the classes we saw, your behaviour was excellent. We liked the way you help and care for each other and how keen you are to join in your clubs and sports and competitions. You know many things about keeping healthy, although some of you were very honest and told us you eat a lot of chocolate! Your teachers and helpers care for you very well, and you know you are safe with them. We are pleased that your attendance keeps improving, and that you like winning attendance certificates. Keep it up! Your parents told us how much they like the school, and how important it is to everyone who lives nearby. Everyone is proud of the school and of you. Coleshill Heath School is improving all the time. You reach good standards in your work, are very well cared for, and are growing up to be fine citizens of the future. This is because your school is very well led and managed by the leaders of the school, who understand clearly how it can get even better. We have asked them to help the youngest of you in the Nursery and Reception classes to have more activities to choose from outdoors. They are also going to try to provide more opportunities and programmes on your computers, so that you can spend more time improving your ICT skills. Keep up your good work, and don't forget to thank your teachers for helping you so much. We really enjoyed being in your school and think that with your help, it is going to get even better. Best wishes Rod Braithwaite Lead inspector



23 February 2008

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Best wishes

Rod Braithwaite  
Lead inspector