

Coleshill CofE Primary School

Inspection report

Unique Reference Number	125728
Local Authority	Warwickshire
Inspection number	328386
Inspection dates	6–7 November 2008
Reporting inspector	John Eadie

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	296
Government funded early education provision for children aged 3 to the end of the EYFS	24
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Jill Wall
Headteacher	Andrew Kershaw
Date of previous school inspection	3 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wingfield Road Coleshill Birmingham B46 3LL
Telephone number	01675 463672
Fax number	01675 465983

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Coleshill is a larger than average primary school. A very large majority of pupils are from White British backgrounds and very few speak languages other than English at home. The school has one class for Early Years Foundation Stage (EYFS) children of Reception age and one each for Years 1 and 2. The numbers in each year group then almost double as pupils from a local infant school join in Year 3, so there are two classes in each year group from Year 3 to Year 6. A significant number of pupils join in all year groups, because of the popularity of the school. Six pupils are dual registered with a neighbouring special school. The privately run Sunflower Nursery and Kids Club operates from premises on the school site.

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. It has several outstanding features. The relatively high numbers of pupils joining throughout the school reflect its popularity with parents, who say such things as, 'From day one, my child has thrived, both academically and socially.' Parents speak highly of the processes to help pupils settle into school, whether at the usual times in Reception or Year 3, or when they join at other times. For instance, one parent whose children had joined the school late, was amazed at how quickly the children had settled in.

A key strength of the school is the excellent pastoral care provided, which results in pupils' outstanding personal development and well-being. They are developing extremely well into mature and responsible young people who have a keen sense of their place in society. Pupils play a full part in aiding the smooth running of the school and are involved extremely well in the local community. They raise significant funds for others less fortunate than themselves locally, nationally and across the world. Pupils' behaviour is outstanding, both in class and at playtimes, and they are excellent ambassadors for the school on their many trips. They have an extremely good awareness of how to keep healthy and safe, and carry this knowledge forward into their daily lives exceptionally well. The school is an outstandingly cohesive community where, as one pupil said, 'All are welcomed, especially those with disabilities and those from different religions.'

Children achieve well in the EYFS and this good achievement continues through the school. Pupils reach above average standards by the time they leave. However, these standards are not quite as good in mathematics as they are in reading and science, although still above national averages. The key reason for this good achievement is good teaching. There are excellent relationships in class and pupils are therefore keen to do their best. There are times when more able pupils are not sufficiently challenged and this slows their progress, particularly in mathematics. Teachers plan lessons well and provide interesting activities based on a broad and balanced curriculum. This contributes significantly to pupils' outstanding enjoyment of school; as one said, 'our teacher makes lessons really interesting'. Pupils also thoroughly enjoy the wide range of other activities, such as visits and visitors, which make the curriculum more relevant. Pupils' enjoyment and engagement is also enhanced by the outstanding links that the school has established with other providers.

There are good systems to keep a check on pupils' progress and these systems are used well to ensure that none fall behind. Any pupils in danger of underachieving are identified quickly and good plans are put in place to help them catch up. However, these systems are not being used effectively to help pupils know what they need to learn next. This means that teachers are unable to help them move forward at the best possible rate, by making helpful comments that remind pupils of their targets when they mark pupils' work, for instance.

The success of the school is down to the clear vision of the headteacher and the teamwork of all staff and governors in driving forward towards this goal. Bearing in mind the progress that the school has made and the shared commitment to moving forward, the school is well placed to continue its journey to being outstanding.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enjoy a happy start to school life and make good progress in the Reception class. They make the best progress in their development of mathematical and writing skills. By the end of Reception, children reach standards that are a little above average from a starting point broadly in line with expectations for their age. Good teaching is the key to this successful progress. Planning, which links together many of the areas of learning, is delivered well through a good balance of activities led by an adult and those children choose for themselves. This is particularly apparent in the way their vocabulary is developed, with plenty of opportunities for them to practise new words. The outdoor area is used creatively and supports progress across all areas of learning. Much thought, time and imagination have been taken to develop an attractive environment, both indoors and outside, which promotes learning.

Staff are committed to ensuring that children are looked after well in a safe and caring environment. Children enjoy their learning; they work and play together well and are well motivated and confident. Opportunities are taken well to observe children's learning and this information is used effectively to plan their next steps in learning. The EYFS leader shows a high level of commitment to the children and promotes effective teamwork with other adults, including those in the neighbouring nursery. However, the results of assessments are not always analysed effectively to identify areas of relative weakness in learning for the class as a whole.

What the school should do to improve further

- Ensure that pupils know their next steps in learning so that teachers can use these targets when they mark pupils' work and involve pupils in checking on their own progress.
- Ensure that more able pupils are consistently provided with work that really challenges them, particularly in mathematics.

Achievement and standards

Grade: 2

Children start in the Reception class with levels of skills and knowledge broadly in line with those expected for their age. By the time they leave in Year 6, they reach standards that are significantly above average. Pupils make good progress and achieve well through the school. This progress is particularly good in reading and science, though less good in mathematics. Although standards have improved in mathematics since the previous inspection, there are times when more able pupils do not achieve as well as they could. Pupils with learning difficulties and/or disabilities make good progress as they are given clear plans for their progress and are supported well.

Personal development and well-being

Grade: 1

The school's ethos contributes significantly to the pupils' outstanding spiritual, moral, social and cultural development. Pupils appreciate and use well the area set aside for prayer in each classroom. There are strong links with the local church and pupils show an excellent understanding of, and respect for, the beliefs of others. This is enhanced by visits to other places of worship, which build the pupils' cultural understanding. The school has developed a partnership with a school in France and older pupils have established a link with Japan, both of which result in a richness of pupils' cultural development. Pupils' social and moral development

is equally impressive. They participate in many events that develop their social awareness exceptionally well, such as visiting the Mayor's Parlour and involvement in the Birmingham Young Voices competition.

Attendance rates are good because the pupils enjoy coming to school. Whilst the pupils' strong social skills and literacy and numeracy promote their economic well-being, there are few opportunities for them to develop entrepreneurial skills.

Quality of provision

Teaching and learning

Grade: 2

Pupils behave extremely well in lessons and clearly enjoy learning. Teachers use questions effectively in whole-class sessions to get pupils thinking. Teachers provide good opportunities for pupils to talk about their work with each other and this develops their understanding of what is being taught. Although teachers often set time constraints for tasks, in some lessons pupils spend too much time sitting on the carpet or working on the same task. Teachers plan work for a range of abilities but this work is not always planned effectively enough to meet the needs of individual pupils and sometimes lacks challenge for more able pupils. Teachers use resources such as interactive whiteboards very effectively and this engages the pupils. Marking, whilst completed regularly, does not consistently give pupils enough guidance on the next steps to improving their work. Extremely focused work by support staff often aids the learning of individuals and groups of pupils.

Curriculum and other activities

Grade: 2

The curriculum is broad and balanced and has been planned effectively to meet the needs of learners. Strengths are evident in the curriculum for English, mathematics, science, and information and communication technology (ICT). There are few formal links between subjects, to enable literacy or numeracy skills to be practised in other subjects, for example. Links with other providers enrich pupils' learning extremely well. For example, all pupils in Years 3 to 5 learn French and those in Year 6 learn Spanish with a visiting specialist from a secondary school. The promotion of community cohesion is very strong, with visits to places of worship of a wide range of different religions, for instance. There is a good range of extra-curricular activities including well-attended sports clubs, many led by visiting specialists, which make a significant contribution to pupils' health and well-being.

Care, guidance and support

Grade: 2

There is a very good commitment amongst all adults to look after the well-being of pupils in a safe, secure and stimulating environment. A good example of this is the development of peer mediators in the playground. Partnerships with outside agencies are particularly effective and ensure that this is a truly inclusive school that meets the pastoral needs of its pupils. Procedures for safeguarding children are effective, and good attention is paid to health and safety matters.

The academic guidance provided for pupils is less secure. Pupils have targets for improving their work, but these are not sufficiently specific and pupils are given insufficient opportunities to be involved in judging what they already know and how they can improve.

Leadership and management

Grade: 2

There is a very clear sense of purpose about the school, which is due to the vision and energy of the headteacher. Leadership and management are devolved well and all managers play a full part in leading developments. An accurate picture of the school's strengths and areas for development has been built, but sometimes monitoring, particularly of teaching, is not sufficiently focused on the outcomes for pupils. Governors are supportive and offer good levels of challenge. Challenging targets are set for pupils' performance in the national assessments in Year 6.

Parents are overwhelmingly positive about the school and excellent relationships have been established with them. There are outstanding links with other providers and agencies, which benefit pupils' learning. For example, a music specialist enhances singing provision and sports specialists contribute significantly to the wide range of after-school activities. The school promotes community cohesion outstandingly well. Pupils are very aware and accepting of people from a wide range of cultures and religions, and those with learning difficulties and/or disabilities.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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 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?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

10 November 2008

Dear Pupils

Inspection of Coleshill CofE Primary School, Birmingham, B46 3LL

Thank you so much for the welcome you gave to Mrs Smith, Mr Moore and I when we visited your school recently. We were very interested to hear all you told us about your school. We were very impressed that so many of you told us that you enjoy school. We are not surprised as yours is a good school.

These are the best things we found about your school.

- All adults look after you extremely well and you are developing exceptionally well into sensible and responsible young people.
- You get a good start in the Reception class because the adults there plan a good range of interesting things for you to do.
- You make good progress through the school, particularly in reading and science, as you are being taught well. You reach above average standards by the time you leave.
- Lots of things are arranged to make your learning more interesting, for example all the trips that you go on and learning Spanish in Year 6.
- Your headteacher and teachers have good plans to make your school even better.
- We were really impressed with how well everyone gets on together; as one of you told us, 'All are welcomed, especially those with disabilities and those from different religions.'

There are two things we have suggested should be improved.

- You need to understand more clearly what you should learn next to make your work better. Then teachers can help you more effectively when they mark your work and you can check on how well you are doing.
- Some of you who find your work easy, particularly in mathematics, should be given more difficult work that helps you make better progress.

I know you will continue to work hard and you can help your teachers by asking them how you can make your work better.

With best wishes

John D Eadie Lead inspector