

# Causeway Green Primary School

## Inspection report

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<b>Unique Reference Number</b>	103983
<b>Local Authority</b>	Sandwell
<b>Inspection number</b>	336214
<b>Inspection dates</b>	6–7 October 2009
<b>Reporting inspector</b>	Gerald Griffin

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 of pupils on the school roll</b>	438
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Cox
<b>Headteacher</b>	Alan Wood
<b>Date of previous school inspection</b>	1 July 2007
<b>School address</b>	Penncricket Lane Oldbury West Midlands
<b>Telephone number</b>	0121 5592068
<b>Fax number</b>	0121 5611575
<b>Email address</b>	headteacher@causewaygreen.sandwell.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 25 lessons and held meetings with groups of pupils, staff, governors and some parents. They observed the school's work, looked at progress records, teachers' lesson plans, school improvement plans, policies and reports. They analysed 98 pupils' questionnaires, 21 staff questionnaires, 90 parents' questionnaires and undertook a case study of several pupils whose circumstances have the potential to make them vulnerable.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

the progress of boys at Key Stage 1 and pupils with special educational needs and/or disabilities across the school

- the attainment and progress of pupils in Key Stage 2, especially in English and mathematics
- the effectiveness of the school's measures to improve attendance
- the quality of the challenge that teachers provide to secure at least satisfactory progress
- the effectiveness of leaders' plans, for example to improve teaching to accelerate progress and secure average or better attainment.

## Information about the school

Causeway Green is a larger than average school. Three quarters of pupils are from White British families and the remainder are from a range of other minority ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is above average. The school's Early Years Foundation Stage provision comprises a part-time Nursery and two Reception classes. The school has recently been awarded Healthy Schools Platinum Award and the Basic Skills Quality Mark. The before school breakfast club for pupils between the ages of 5 and 11 is managed by the governing body and is included in this inspection. The After School Care Club is managed privately, so it is inspected separately.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**4**

### Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

There are four main areas in which the school is inadequate.

Attainment is low and achievement inadequate because the work teachers plan does not challenge pupils sufficiently, especially in writing and mathematics. As a result, work set for pupils is often too easy and they do not make progress commensurate with their capabilities and starting points.

The school's leaders are failing to take quick and effective action to remedy shortcomings in teaching, especially low expectations for pupils' attainment that leads to inadequate progress by boys at Key Stage 1 and all pupils at Key Stage 2.

The advice pupils receive about how they can improve their work and quicken their rate of progress is not consistently detailed enough. As a result, they are not clear about how to make their work better to accelerate their progress.

Attendance last year was low and this limited the progress of the many pupils who did not come to school regularly.

The senior leadership's drive to improve standards is not articulated clearly enough to staff and governors, for example in development plans. The school now monitors much of its work thoroughly but fails to evaluate the outcomes robustly. As a result, the school has an inaccurate and often inflated view of the quality of its performance. Leaders have been ineffective in tackling the decline in most areas of pupils' attainment and achievement, as well as the curriculum and the quality of teaching, since the last inspection. This record shows the school has an inadequate capacity to improve.

Children make good progress in the Nursery and Reception classes because here teaching is good. Across the school, pupils' personal development is satisfactory in most respects and the school provides them with adequate care.

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

- Accelerate pupils' progress and raise their attainment, particularly of boys at Key Stage 1 and all pupils at Key Stage 2 by:
  - raising teachers' expectations of what pupils are capable of achieving

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- providing pupils with work that really stretches them, especially in writing and mathematics.
- Ensure that leaders monitor teaching and learning robustly, to identify and tackle weaknesses.
- Improve marking and other feedback given to pupils so that they know precisely what they need to do next to improve their work.
- Improve attendance so that it is at least average, to improve the progress of pupils who miss too many lessons.

**Outcomes for individuals and groups of pupils****4**

Pupils' achievement, including that of pupils with special educational needs and/or disabilities, is inadequate. Children start school with skills and knowledge at levels below those expected for their age. They make good progress in the Nursery and Reception classes to reach standards that are in line with those expected by the time they start Year 1. During Key Stage 1, learning and progress slows, especially for boys, for whom it is inadequate overall. By the end of Year 6, pupils attain low standards in English, mathematics and science and their learning and progress are inadequate. Slow progress was seen in too many of the lessons visited during the inspection. For example, in a Key Stage 1 lesson seen, the boys lost interest and made slow progress because the work planned did not keep them actively involved. Pupils in a Key Stage 2 lesson were repeating mathematics work that they had successfully completed the previous day. Progress in reading has improved recently and is now satisfactory overall. This is because the school provides more time for pupils to read and has purchased books that they find engaging. Those pupils whose circumstances have the potential to make them vulnerable and those who do speak English as an additional language make inadequate progress.

Pupils feel safe because the school deals effectively with any incidences of bullying. Nearly all are confident that they can turn to a member of staff with a worry knowing their concerns will be quickly and effectively resolved. Behaviour in many lessons and in assemblies is good. Pupils occasionally call out answers and this sometimes interrupts lessons. Behaviour in the playground and in the dining area is boisterous at times, but satisfactory. Most pupils choose a healthy diet and take plenty of exercise. They enjoy taking responsibility, for example as playground 'buddies' and are proud of their generous collections for charity. The school council is beginning to have some influence on the school's decisions about learning and the curriculum. For example, their advice has helped the school plan its programme of sports and other clubs. Most pupils enjoy school and have positive attitudes towards learning. However, attendance and attainment are too low, which means that many pupils are inadequately prepared for the next stage of their education. Pupils feel safe and are happy in the before school breakfast club and it supports them well in readiness for their day at school.

Pupils' spiritual, moral, social and cultural development is satisfactory. They reflect thoughtfully on their feelings and have a clear understanding of right and wrong. They have a satisfactory understanding of the diversity of British culture.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Relationships in lessons are positive. Teaching assistants work hard to ensure pupils, especially those with special educational needs and/or disabilities, take full part in lessons. There are some satisfactory or better lessons, for example in reading, in which pupils make appropriate progress. However, teaching is inadequate overall because there are too many lessons in which the level of challenge is too low. Most teachers do not yet use assessment effectively to pinpoint precisely what pupils need to do next to raise their attainment. Furthermore, the advice given to pupils about how to improve is often too general, leaving pupils confused about what to do next.

The curriculum is inadequate. Programmes of work do not meet pupils' needs well enough or provide sufficient opportunities for pupils to make the progress of which they are capable, particularly in writing and mathematics. The work provided for boys does not appeal to them and so their progress is too slow. The new reading scheme, which provides books that are of interest to both boys and girls, is helping to raise standards in reading. The curriculum supports some aspects of pupils' personal development well. For example, science and other lessons help them understand the need for a healthy

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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lifestyle. There is a satisfactory range of sports and other clubs, and educational visits that widen pupils' horizons and add to their enjoyment of school.

Pupils' day-to-day pastoral care is generally effective. It uses experts, such as the education psychologist, appropriately to assess the needs of pupils with special educational needs and/or disabilities. While their learning programmes do not consistently lead to satisfactory academic outcomes, the school supports the welfare needs of these pupils well. The established support provided for pupils whose circumstances have the potential to make them vulnerable is making a useful contribution to their personal development by, for example, ensuring they feel secure in school. The school's care of pupils who speak English as an additional language is satisfactory. The school's close liaison with the Educational Welfare Officer improved pupils' attendance last term, although it remained low over the whole school year. Pupils who attend the pre-school breakfast club are cared for well and are offered a good range of healthy food.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The school sets pupils challenging targets and the progress pupils make towards meeting their targets is regularly checked. However, managers and teachers do not use this information effectively to remedy pupils' slow progress and underachievement. The school has missed most of its challenging targets over the past three years, which shows senior leaders are failing to ensure that pupils make progress commensurate with their abilities and starting points. The leadership has been particularly ineffective in tackling weaknesses in teaching. Leaders' regular checks on the quality of teaching and learning provide the school with clear evidence of where it is poor. The help and support which has been provided has not been effective in remedying these deficiencies, especially because teachers' expectations of what pupils' can achieve are still too low. Some of the more recently appointed leaders are showing a determination to improve matters, but this work is relatively recent. For example, one middle leader has improved pupils' attainment in reading by improving the skills of staff in teaching this subject.

The governors work hard on behalf of the school but they have an inaccurate view of the quality of education the school provides and do not challenge the school effectively about its performance. The school is committed to equal opportunities but the inadequate progress of boys in Key Stage 1 and by all groups of pupils at Key Stage 2

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shows that its work in this area is ineffective.

Most parents say that staff are approachable, but a small minority said that their concerns are not always resolved to their satisfaction. The school recognises this and has recently started a 'Parents' Group' so that these views can be aired. The school keeps parents well informed about their child's progress and attainment and encourages parents to celebrate the successes of pupils by coming to assemblies.

Safeguarding overall is satisfactory. The checks the school makes on the suitability of adults to work in the school and the child protection procedures are robust. The school has evaluated its religious, ethnic and socio-economic context, and community cohesion is satisfactory. Its work has a positive impact in school, which is a happy and harmonious community. It is supporting local people well in many ways. For example, it is providing classes for adults to improve their qualifications. Its links with communities overseas are limited. The record of pupils' attainment and achievement show that the school does not use its staff and resources effectively and therefore value for money is inadequate.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>4</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## **Early Years Foundation Stage**

Children start Nursery and Reception with skills and experiences below expected levels. They make good progress and reach standards that are average by the time they start Year 1. This is because, in spite of the quality of leadership and management, teaching is good. Children really enjoy school and boys and girls progress equally well. They are polite to each other and to adults and their personal, social and emotional development



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are good. Children are well cared for and are safe in the classroom and the outdoor learning area. Parents appreciate the regular and detailed feedback they receive about their child's progress. The well-structured induction procedures, that include home visits, ensure children settle quickly into the routines of school.

Although there are shortcomings in the guidance for staff about how to make the most of learning opportunities, highly skilled teaching and support staff ensure that children are suitably challenged and very well supported. However, there are, at times, missed opportunities for children to choose to work outdoors to help further develop their independence. Staff use assessments effectively to plan children's next steps in their learning.

Leadership is satisfactory rather than good because it is sometimes slow to identify and rectify areas of weakness. For example, there is no clear policy for the use of the outdoor area, which means the area is not always used well. The procedures to log concerns about children's behaviour are weak.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

The majority of parents are happy with the school. Most report that children enjoy school and are well cared for. Inspectors largely agree with these views. A small minority of parents have concerns about the effectiveness of teaching and the rate of progress their children make. Inspectors share these concerns. A minority of parents voiced concerns about the school's leadership and inspectors agree with parents that aspects of leadership are weak. A few parents have worries about behaviour. Inspectors report that behaviour is satisfactory overall.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Causeway Green Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 90 completed questionnaires by the end of the on-site inspection. In total, there are 438 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	47	45	50	3	3	0	0
The school keeps my child safe	36	40	46	51	7	8	0	0
The school informs me about my child's progress	25	30	43	51	14	17	2	2
My child is making enough progress at this school	24	27	50	57	12	14	2	2
The teaching is good at this school	28	32	44	50	12	14	3	4
The school helps me to support my child's learning	27	32	42	50	13	16	2	2
The school helps my child to have a healthy lifestyle	26	32	50	61	6	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	26	49	60	10	12	1	1
The school meets my child's particular needs	22	25	53	61	8	9	2	2
The school deals effectively with unacceptable behaviour	19	23	41	49	9	11	15	17
The school takes account of my suggestions and concerns	19	23	47	56	15	18	3	4
The school is led and managed effectively	22	26	42	49	15	18	6	7
Overall, I am happy with my child's experience at this school	33	41	33	41	13	16	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



8 October 2009

Dear Pupils

Inspection of Causeway Green Primary School, Oldbury, B68 8LX

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and having the opportunity to talk to some of you and to see you in lessons and at play. Although there are some positive things about your school, you are not getting a good enough education. Your school has been put into 'special measures' because it needs extra help from people outside the school to make it better. Inspectors will visit the school regularly to check how well it is improving.

Here are some of the things we found out about your school.

You make a good start to school in the Nursery and Reception classes.

You do not make enough progress in Years 1 to 6 because the teaching does not challenge you enough.

Standards of attainment are low in English, mathematics and science.

Most of you enjoy school and feel safe and secure.

Your attendance is low. Your behaviour is satisfactory.

You have good relationships with your teachers.

The curriculum provides you with exciting clubs, which you enjoy.

Adults look after you well and are always ready to help you.

The people who lead the school are not doing enough to make the school better.

We have asked the school to do four things to help you do improve your learning.

Make sure teachers give you challenging work which better meets your needs.

Help staff make their teaching better so that they can support improvements in your learning more effectively.

Ensure that teachers tell you precisely what you need to do to improve your work and make better progress.

Improve your attendance so that you are all regularly in school. This will help you to learn and progress more quickly.

You can help the school by continuing to try your best in lessons, behaving well and attending regularly.

We wish you all success in the future.

Yours sincerely

Gerald Griffin

Lead inspector

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