

Coleshill Heath School

Lime Grove, Chelmsley Wood, Birmingham, West Midlands B37 7PY

Inspection dates

1–2 May 2018

| Overall effectiveness | Requires improvement |
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| Effectiveness of leadership and management | Requires improvement |
| Quality of teaching, learning and assessment | Requires improvement |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Requires improvement |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils' progress across classes in key stages 1 and 2, especially in writing and mathematics, is not yet consistently good enough.
- In key stages 1 and 2, pupils' attainment remains below what is expected nationally in reading, writing and mathematics.
- Pupils' basic misconceptions in relation to spelling, punctuation and grammar are not being picked up enough by teachers, particularly in key stage 1.
- Teachers are not using assessment information accurately enough to plan their teaching activities. Consequently, lessons do not consistently meet pupils' needs and abilities.
- The most able pupils and those who require extra support are not making enough progress in writing and mathematics because work is not matched to their ability.
- Leaders do not have clear, focused improvement strategies to improve the quality of teaching and learning. Currently, an extensive number of improvement plans are in place but have had little impact on teaching.
- Middle leaders, who are new to their roles, are not using information about pupils' achievement accurately to drive school improvement further.
- There is scope to develop further pupils' understanding of the different cultures that exist beyond their immediate community.

The school has the following strengths

- The headteacher has a vision for the school, which is shared by leaders, staff and pupils.
- Pupils embody the school's core values of 'kindness', 'confidence', 'honesty' and 'courage'. They are proud to attend Coleshill Heath School.
- Pupils across the school have developed a passion for reading. They speak keenly about their love of reading.
- The governing body supports and challenges school leaders effectively. Governors have a clear understanding of the difficulties faced by the school and they are relentless in their actions to pursue improvements.
- Arrangements to keep all pupils safe are effective. Pupils say, 'Teachers will protect us no matter what'.
- Children in early years are well cared for. They are supported effectively by staff to make good progress.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by ensuring that:
 - teachers use assessment information effectively to plan lessons which focus on the needs of pupils, especially the most able and those who require extra support
 - basic spelling, punctuation and grammatical errors are picked up routinely to promote higher standards of writing, particularly in key stage 1.
- Improve outcomes and raise standards, by:
 - building on the positive work which has been completed over the last year to continue to raise pupils' progress and attainment across the school in reading, writing and mathematics.
- Improve leadership and management, by:
 - having clear, focused improvement strategies, which have milestones and measures of success so leaders can gauge the impact of their actions on sustaining improvement to teaching
 - supporting middle leaders, especially those in the early stages of their roles, to have a clearer understanding of how assessment and monitoring information can be used further to drive school improvement.
- Improve pupils' personal development by:
 - developing further pupils' knowledge of other cultures
 - developing pupils' understanding of the risks associated with radicalisation.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Pupils are not making good progress across the school, particularly in writing and mathematics and there are some weaknesses in the quality of teaching that still need to be addressed.
- Using a range of information, leaders have self-evaluated and identified key improvements for the school. Subsequently, they have formulated a detailed school improvement plan. However, the plan is not focused and there is therefore the risk of leaders not tackling the most urgent priorities for improvement. In addition, some of the measures of success are written in a way which would make it difficult to evaluate impact.
- Middle leaders are knowledgeable about the school's key priorities and they are passionate about the part they play in supporting teaching and learning. They feel well supported by the senior leadership of the school. They have been instrumental in organising training for staff and they feel the training has been useful. However, leaders who are new to the role are unsure about strengths and weaknesses in their respective curriculum areas in terms of how well pupils are making progress. Newly appointed middle leaders are not being supported to use assessment information to plan initiatives which can be measured in terms of their impact on pupils' achievement.
- The headteacher has a vision for the school which other leaders subscribe to. There is a clear rationale for the relatively new leadership structure and they work well as a team.
- The leadership of special educational needs (SEN) and/or disabilities is secure. There is a whole-school approach in relation to how pupils who have additional needs are supported. There is highly effective collaboration between school staff, parents and external agencies. The leader for this area is aware of interventions which are taking place throughout the school. The funding specifically for special educational needs provision is used well.
- The leadership of behaviour is a key strength of the school. There is a clear rationale for behaviour systems and the school's policy, which are applied consistently across the school. Incidents are well recorded and followed up with parents, in a manner which is proportionate to the incident. This year, there has been a significant reduction in the number of incidents of poor behaviour and fixed-term exclusions.
- The curriculum is broad and there is evidence in books and around the school which reflect the range of subjects being taught. Leaders state that the rationale for the curriculum is, 'to gain knowledge and understanding through practical application'. The wider curriculum is based on a commercial scheme, but the school has modified and supplemented this in some areas, such as science, to meet pupils' needs. Pupils talk freely about the range of subjects that they are taught, including music and Latin. There are various opportunities to reinforce English and mathematics skills in the wider curriculum in most year groups. The curriculum is well enriched through trips, such as a visit to London, which pupils are excited about. A range of well-attended after-school clubs are in operation, including: gymnastics, football, multi-skills, newspaper club,

choir, knitting and many more.

- Leaders have identified barriers to learning for disadvantaged pupils and additional pupil premium funding is used in an innovative way. Expenditure of additional funding is managed effectively and the impact of this is assessed, where this is possible.
- Leaders use the primary schools sport premium funding in an appropriate manner. Pupils take part in competitions against other schools. The leader focuses on specific areas, such as 'stamina', and there has been an impressive increase in the uptake of sporting after-school clubs from 20% to 60% of the school roll.
- The majority of parents are overwhelmingly positive about the school and they mention past problems being resolved quickly. Parents comment that their children are happy, well supported and that positive relationships exist between the staff and their children.
- Provision for pupils' spiritual, moral, social and cultural development is effective. Pupils can talk about the difference between right and wrong and they understand the consequences of their actions. They enjoy working together as a team and they respect the views of others. Pupils are reflective; one pupil commented in relation to the enquiry hub: 'It is my favourite place. It helps me to become independent. It helps me to relax and follow my own interests.' However, pupils' understanding of the different cultures and customs that exist beyond their immediate community is less well developed.

Governance of the school

- Governors are clear about their responsibility to keep pupils safe and this is their highest priority. They have clear systems for monitoring safeguarding within school. Governors monitor policy and practice carefully.
- Governors have an ambitious vision for the school, which is shared by leaders, staff and pupils alike. They are aware that pupils' outcomes will improve as a result of a continued focus on improving the quality of teaching and learning.
- Governors have a good understanding of the school's current priorities. They receive a range of monitoring information from leaders. Governors visit the school on a regular basis and they have a well-informed knowledge of daily school life. They talk confidently about their visits to the school and what this tells them.
- Governors know how the pupil premium is spent and the general impact of this. They are clear about how the sports premium is used and the benefit this is having on improving pupils' health and fitness.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff undertake regular training in relation to safeguarding and as a result they clearly understand their roles and responsibilities. Staff are aware that safeguarding is the responsibility of everyone. There is a culture of safeguarding woven throughout the school. Leaders with responsibility for safeguarding have undertaken relevant training to prepare them for their senior roles. However, there is scope for leaders and staff to

help develop pupils' understanding of the risks associated with radicalisation.

- Detailed and accurate records are kept securely in school and timely action is taken to support vulnerable pupils. The school has clear systems in place if a pupil makes a disclosure or an allegation. Leaders work well with external agencies to provide the appropriate level of support and intervention required to keep pupils safe.
- Procedures for the recruitment and checking of staff are thorough. The single central record, used to record checks made on staff, is accurate, updated regularly and monitored by senior leaders.
- Pupils report that they feel safe in school and can explain why this is so. In the words of one pupil, 'Teachers will protect us no matter what.'

Quality of teaching, learning and assessment

Requires improvement

- In many lessons across the school, higher-ability pupils are not sufficiently challenged and pupils who require extra support find the work set too difficult. This can also be seen in pupils' work over time. Some pupils said they find the work set by teachers too easy. In these instances, teachers do not use assessment information to plan work that meets pupils' needs and abilities. Leaders and staff gather a wide range of assessment information, but this is not always used to good effect. Where teaching is effective, such as in a Year 2 mathematics lesson, teachers plan and deliver lessons where all groups of pupils make good progress. In these lessons, pupils are challenged well because work is matched to their different needs. Teachers use probing questions strategically in these lessons. However, this is not consistent across the school.
- In English books, basic errors in spelling, punctuation and grammar are not being picked up by teachers and pupils repeat the same errors. However, pupils' written work shows that a range of genres are being taught across the school. There is a focus on improving vocabulary across the school, particularly for younger pupils.
- In mathematics books, there is evidence of pupils of different abilities completing the same work. At times, pupils are also completing more of the same work, which they do not find challenging enough. However, a range of mathematical concepts are taught across the year and there is clear evidence of fluency, reasoning and problem-solving activities.
- Teachers consistently model language linked to mathematics and English grammar, which is mirrored by the pupils. This supports pupils when they are given opportunities to explain their understanding of a concept within a lesson.
- Some teachers have high expectations of behaviour and plan engaging lessons. In these instances, pupils are focused, on-task, take responsibility for their learning and make progress. However, where teaching is weaker a small number of pupils become disengaged.
- The teaching of reading is becoming a strength of the school. Leaders have invested in high-quality books and reading resources. Pupils decode words confidently because phonics is well taught. Pupils use good intonation when reading. They make confident predictions and show a clear understanding of the text. The vast majority of pupils enjoy reading and talk about how their teachers have inspired them to read, especially

in Years 5 and 6. Most pupils receive support with their reading from home.

- Homework is set regularly to reinforce learning. Pupils talk positively about their homework, such as '5 Facts' activities, which they enjoy.
- There is evidence of good practice where teaching assistants support pupils to become independent learners, but in a very small minority of classes there is weaker practice where assistants sit passively, or over support pupils.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are positive and happy at school. They embody the school's core values of 'kindness', 'confidence', 'honesty' and 'courage'. Pupils are proud to attend Coleshill Heath School and explain how the school has helped them to become better people.
- Where personal development is strong, pupils work effectively as a team because teachers have supported them to develop skills of collaboration. Positive relationships are evident within the school.
- Pupils make a significant contribution to the school community. The school council, sports council and school parliament are active. Pupils are keen to take on responsibility and they have a growing sense of pride in relation to their roles, such as 'peacemakers'.
- Pupils have a developing understanding of how to keep themselves safe online, but sometimes they struggle to apply this knowledge in a real-life context.
- Pupils have a developing understanding of British values, particularly with reference to democracy, where they can report examples of when this has been demonstrated in school. However, their knowledge of other cultures is not as well developed and their understanding of the risks associated with radicalisation is limited.
- From the outset in Reception, pupils have an understanding of how to keep healthy. They talk confidently about eating a balanced diet and engaging in regular exercise.

Behaviour

- The behaviour of pupils is good and there is a calm atmosphere around the school.
- There is an upward trend in attendance due to a range of rewards, which pupils speak enthusiastically about. The school has clear attendance systems in place and key members of staff have clearly defined roles in relation to following up absence. Attendance levels are now in line with the national average. Parents comment that they appreciate the fact that the school recognises good attendance. The school also works in collaboration with community agencies and partnerships, such as See-Saws, who provide support to the families of pupils who have high levels of absence. This has helped to reduce levels of persistent absence, which has now fallen below the national average.
- Pupils have a clear understanding of types of bullying. They say that incidents of

bullying or derogatory language are rare but, when it occurs, staff deal with it swiftly. This view is also held by the majority of parents, who feel that staff deal with issues promptly. Incidents of negative behaviour and the number of fixed-term exclusions are reducing.

- Pupils who struggle to make appropriate choices about their behaviour are supported in line with the school's policy, which includes graduated sanctions and 'restorative conversations'.
- In less structured contexts, such as lunchtimes, a small minority of pupils display behaviour which is less positive and they do not always take responsibility for their actions. Pupils made reference to this when speaking to inspectors.

Outcomes for pupils

Requires improvement

- In 2016 and 2017 at key stage 2, all groups of pupils made slow progress in reading, writing and mathematics. As a result, levels of attainment in these curriculum areas have been below what is usual for pupils nationally. In the previous two years, the school was in the bottom 20% of all schools nationally for progress in reading across key stage 2.
- School assessment information and evidence in pupils' books suggest that progress is improving in reading, writing and mathematics for current middle-ability pupils across the school. However, this level of progress is less consistent for the most able pupils and those who find learning difficult and require extra support.
- Assessments and evidence in books suggest that attainment is improving since this time last year in reading, writing and mathematics. However, current assessments show that there remain too many pupils who are not reached age-related standards in reading, writing and mathematics.
- In the majority of key stage 2 year groups, disadvantaged pupils are now making better progress than their peers in reading, writing and mathematics. The school is working tirelessly with some good impact to diminish the difference between disadvantaged pupils and those who are not disadvantaged.
- There is a three-year upward trend in the proportion of pupils who reach the expected standard in the national Year 1 phonics screening check. Assessment information shows that the proportion of pupils reaching the expected age-related standard in phonics is broadly in line with the national average. This is because a strong culture of reading is now being nurtured in the school.
- The progress of pupils who have SEN and/or disabilities is in line with that of pupils of similar starting points. They respond well to the support they receive in class, in small groups, or on a one-to-one basis. However, in some classes pupils who need additional support do not receive enough work to help them make progress.
- There is evidence in books that pupils' literacy and numeracy skills are developing well in some classes in other areas of the curriculum, such as in science and history, but this is not consistent across year groups. This reflects inconsistencies in the quality of teaching and learning across the school.

Early years provision

Good

- Children enter the early years with skills and abilities that are well below those typical for their age. By the time they leave the early years, the proportion of children who have achieved a good level of development is broadly in line with what is expected nationally. Children in the early years make good progress. The proportion of disadvantaged pupils achieving a good level of development is improving well.
- Key staff, who are responsible for leadership, are enthusiastic and knowledgeable. There is good leadership of early years provision. Leaders and staff use assessment information effectively to plan and deliver teaching. This supports the needs of different groups of children.
- Children are happy, confident and keen to share their ideas with adults. Positive relationships are evident and there is a strong sense of nurture and pastoral care. Children are thrilled when others achieve and a positive ethos has been created in the setting. Children follow instructions quickly. Routines support positive behaviour and independence.
- Children are busy and engaged and learning activities are purposeful. They are developing well into independent learners. Adults use questions appropriately and encourage children to respond in order to extend their learning. Adults model letter formation accurately and early literacy skills, including phonics, are being taught well. Children get excited about learning, which was witnessed by inspectors in the role play 'dentist activity'.
- The learning environment is welcoming. It is rich in displays of numbers and letters. The outdoor learning environment is bright and well-resourced to support key areas of learning.
- Links with parents are strong. The school is developing positive links with families, which are having a positive impact on children's learning. Parents are fully encouraged and supported to play a part in their children's development.
- Safeguarding arrangements in the early years are effective. Children feel safe and secure. Relevant staff hold paediatric first-aid certificates and they follow safeguarding procedures with the same rigour as the rest of the school. Welfare requirements in the early years are met.

School details

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| Unique reference number | 104070 |
| Local authority | Solihull |
| Inspection number | 10047595 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 493 |
| Appropriate authority | The governing body |
| Chair | Mel Fitter |
| Headteacher | Nicole Fowles |
| Telephone number | 0121 779 8070 |
| Website | www.chs.solihull.sch.uk |
| Email address | office@chs.solihull.sch.uk |
| Date of previous inspection | 14–15 June 2016 |

Information about this school

- The school is larger than most primary schools.
- Pupils come predominantly from a White British background.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of disadvantaged pupils supported by the pupil premium is significantly above average.
- The proportion of pupils who have SEN and/or disabilities is slightly above the national average. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is below average.
- The school has a breakfast club. This provision is managed by the governing body.

- The school meets the government's floor standards, which are the minimum standards expected nationally for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- The inspectors held meetings with the headteacher and other key leaders. The lead inspector spoke with four members of the governing body, including the chair. The lead inspector discussed the school with a representative from the local authority.
- The inspectors made visits to classrooms on both days of the inspection. Some of these visits were with the headteacher and other senior leaders.
- The inspectors scrutinised a wide selection of pupils' books from different subjects. This was carried out during visits to classrooms and more formally alongside middle leaders.
- The inspectors spoke to pupils formally and informally. Two separate groups of pupils each met with an inspector to discuss a range of issues. Another group of pupils accompanied an inspector on a walk around the school. A number of pupils read to an inspector. The inspectors observed behaviour in classrooms, in corridors, in the hall at lunchtime and outside on the playground.
- Two inspectors talked to parents before school. The lead inspector also considered the 106 responses to Ofsted's online questionnaire, Parent View.
- The lead inspector considered the 47 responses to the staff questionnaire.
- Various school documents were scrutinised, including the school's self-evaluation form, the school improvement plan, records of monitoring, the local authority review and governing body minutes of meetings. Information about pupils' progress, behaviour and attendance and safety was also analysed and discussed with a number of leaders.
- Documents relating to safeguarding were checked and an inspector looked at published information on the school's website.

Inspection team

| | |
|------------------------------|------------------|
| Wayne Simner, lead inspector | Ofsted Inspector |
| Anne Potter | Ofsted Inspector |
| Linda Brown | Ofsted Inspector |

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