

# Inspection of Coleshill Church of England Primary School

Wingfield Road, Coleshill, Birmingham, West Midlands B46 3LL

---

Inspection dates: 15 and 16 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Leaders and staff want every child to be the best they can be. Pupils work hard because teachers have high expectations of them. Many pupils said that teachers are the best thing about their school. They enjoy their lessons because teachers help them to remember their learning. Pupils are proud of their achievements.

This is an inclusive and caring school where children and families get the support they need. Leaders ensure that all pupils, including those with special educational needs and/or disabilities (SEND), have access to a broad and exciting curriculum.

Pupils feel safe and happy at school. Pupils show respect and tolerance. They know about different cultures and religions. Pupils say that everyone is treated fairly at the school. Bullying and name-calling sometimes happens but pupils are confident that staff will sort out any issues when they occur.

Pupils enjoy the extra responsibilities they are given, for example school councillor and peer mentor. They know their roles are important and contribute to school life. For example, worship councillors asked that British Sign Language was used in assembly.

Leaders support pupils' mental health and well-being. For example, pupils are encouraged to look after the school guinea pigs, Billie and Betty.

## **What does the school do well and what does it need to do better?**

Leaders have high expectations of what pupils can achieve. They have designed a curriculum that is ambitious. Subject leaders are very skilled in leading their subject areas. Subject leaders have carefully mapped out the precise knowledge and skills they want pupils to learn. Where the curriculum is well embedded, pupils remember their learning long-term, for example in history and art. However, in some of the foundation subjects pupils' learning is less secure as pupils have some gaps in prior knowledge.

Reading is a priority across the school. Pupils are not disadvantaged by not being able to read. Reading happens regularly throughout the day. Children get off to a quick start learning phonics. The books children read are well matched to their phonic ability. Pupils who struggle or start to fall behind benefit from effective catch-up support. Teachers follow a well-sequenced phonics scheme. Nevertheless, on occasion teachers do not adapt the learning according to pupils' needs. This means the activities that teachers plan do not focus sharply enough on the precise letter sounds that the pupils are learning.

Pupils achieve well in mathematics. Leaders have ensured that learning is very well sequenced and builds in a logical order. Learning has been carefully mapped from Reception to the end of Year 6. Regular assessment helps ensure that teaching is

carefully matched to what pupils can do. This means that pupils develop a secure understanding of their learning. Teachers regularly check what pupils can remember through well-considered 'exit tasks'. Pupils confidently use mathematical knowledge and vocabulary to discuss and explain their ideas.

Pupils with SEND are well supported, following a careful identification and assessment of their needs. The school's special educational needs coordinator (SENCo) works with teachers, parents and external agencies to create plans that support pupils in their learning. In lessons, adults support pupils well and help them to access all that the curriculum has on offer.

Leaders have high expectations of pupils' behaviour. This is embedded right from the moment children start in early years. Pupils behave well in lessons. Low-level disruption is rare.

Children in early years make a seamless start to school. This is because staff ensure they feel safe and welcome. Children have positive attitudes to learning. They are resilient and approach new learning with enthusiasm. This was embodied by a child who said, 'Watch me. I'm going to blow your socks off with my phonics.' The youngest children are taught to be independent in a very supportive and nurturing environment. They have access to age-appropriate resources. Children follow instructions and listen carefully to adults.

Pupils take pride in their work. Work is well presented, neat and well organised. They relished opportunities to share their achievements with the inspectors. Leaders provide a range of opportunities for pupils to develop their interests and learn new things. Leaders plan trips that help the pupils remember more. For example, when learning about healthy eating, pupils visited a farm and learned where their food comes from.

Leaders have an accurate understanding of the strengths and weaknesses of the school. They share their evaluations with governors and the trust. Governors are well informed. Governors have worked with leaders to review teachers' workload and well-being and have made changes to monitoring processes as a result. Staff value these changes.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders prioritise the safeguarding of pupils. Leaders ensure that all staff are trained so that they can identify any pupil who may be at risk. The designated safeguarding leads work closely with external agencies to get pupils and families the help they need. Leaders make sure that appropriate checks have been carried out on adults who work in the school.

Pupils learn how to keep themselves safe. They understand the benefits and risks of social media, and know about online safety. Pupils are taught about what online bullying and harassment are and what to do if they come across them.

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

### **(Information for the school and appropriate authority)**

- On occasion, phonic activities are not sharp enough to help pupils learn and practise the letter sounds. This means that some pupils cannot read independently. Staff need to make sure that the work they give to pupils in phonics is well matched to the letter sounds they want pupils to learn, so that pupils can read more fluently and confidently.
- In a few foundation subjects pupils do not always remember their prior learning as well as they could. This is a legacy from when the curriculum was not as well planned as it is now. Consequently, pupils have some gaps in knowledge. This means that pupils are not always ready for what comes next. Leaders need to identify the essential knowledge that pupils need to know. Staff then need to address the gaps in learning so that pupils can build on what they already know and can do.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	146171
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10207217
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	379
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sarah Smith
<b>Headteacher</b>	Matthew Edwards
<b>Website</b>	<a href="http://www.coleshillprimary.org.uk">www.coleshillprimary.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- This is a Church of England primary school. The last section 48 Statutory Inspection of Anglican and Methodist Schools took place in June 2019.
- The school has a Nursery for two-, three- and four-year olds.
- The school does not use alternative providers.
- The school runs a paid for before- and after-school provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors held meetings with the headteacher, deputy headteacher, curriculum and early years leader and the SENCo.
- Inspectors met with the designated safeguarding lead and checked safeguarding documents, including the checks made on staff. They also examined documentation relating to pupils' attendance and behaviour.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, and the views of staff recorded in Ofsted's online survey.
- Inspectors also spoke with pupils informally during the school day, including at before- and after-school clubs.

### **Inspection team**

Eve Morris, lead inspector

Her Majesty's Inspector

Rachel Henrick

Her Majesty's Inspector

Ian Beardmore

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022