

Inspection of Coleshill Heath School

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

Inspection dates: 23 June, and 14 and 15 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils get along well. They are proud to follow the 'Coleshill Heath Code'. This encourages kindness, confidence, honesty and courage. Pupils show respect for others. They understand that everyone is different, and everyone matters. Pupils follow the school rules of 'ready, respectful and safe'. They walk sensibly around the building and settle to their work quickly. If misbehaviour does happen, staff deal with it swiftly and carefully. This means it does not interfere with others' learning.

Staff have high expectations of pupils from when they first start school. Leaders have planned a curriculum that provides pupils with the knowledge they need to achieve well. Staff broaden pupils' experiences through a range of trips and visitors. For example, pupils have recently enjoyed remote visits from a marine biologist and construction engineer as part of careers week.

Pupils feel safe and happy at school. Parents agree. Pupils do not worry about bullying. This is because bullying rarely happens. Adults manage it effectively when it does.

Leaders plan activities to improve pupils' physical and mental health. For example, all pupils take part in the daily mile. They benefit from sessions to calm their emotions and build confidence and self-esteem. This helps pupils grow into confident and resilient individuals.

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

Leaders know pupils and the community well. They use this information to plan a curriculum that is ambitious for all pupils. Leaders make careful choices about what pupils will learn and what experiences they will have. Curriculum plans set this knowledge out in small steps. These steps build in a logical sequence from Nursery through to Year 6.

Starting in the early years, staff give priority to developing pupils' speaking and listening skills. This equips pupils with the vocabulary they need to express themselves clearly. As a result, children in Nursery and Reception chat confidently to one another. Pupils in Year 4 debate important topics, such as 'Is it right to take treasures from another country?'

The teaching of early reading is strong. Pupils' enjoyment of reading begins in Nursery and continues into key stage 2. Staff are well trained. They make regular checks on the sounds that pupils know and group pupils accordingly. The books pupils read match the sounds they are learning. Pupils in the early years and key stage 1 are receiving extra phonics lessons. This is to make up for missed teaching because of the pandemic. Pupils are making good progress. The weakest readers are catching up.

Teachers plan activities to help pupils remember important facts and concepts. Each day, pupils practise and apply knowledge they have learned before. Over time, pupils revisit important themes, such as place value in mathematics and the concept of invasion in history. This helps pupils to develop a secure understanding. Pupils can link what they know in one subject to another. For example, Year 5 pupils can relate their knowledge of Tudor law enforcement to what they are learning about the rule of law.

Teachers set out the knowledge they want pupils to learn in topic overviews. They use these to check what pupils know and remember. As a result, they know how pupils are doing. Teachers use this information to adapt future lessons and provide pupils with support. Occasionally, topic overviews do not identify all the essential knowledge that pupils need to learn. Sometimes, end points are not broken down into small enough steps, for example in some areas of learning in the early years. As a result, pupils can miss learning something important without teachers knowing.

Staff explain new concepts clearly to pupils. They make effective use of resources to support pupils' understanding. This includes pupils with special educational needs and/or disabilities (SEND). Staff quickly identify pupils with additional needs. Pupils who need extra help receive it. Pupils who find it difficult to manage their feelings and behaviour receive high-quality support. This is making a difference. Teachers set individual targets for pupils with SEND. Sometimes these targets are too broad.

Pupils benefit from a wide range of extra-curricular activities, trips and visitors. Although the pandemic has hampered this work, leaders have tried to find a way to keep things going. Pupils enjoy taking responsibility, such as being members of the school parliament. They show compassion for others. For example, during lockdown, pupils wrote to elderly people who were shielding.

Leaders and governors know what could be even better. They prioritise developing staff's knowledge and skills. Leaders take the right actions to improve provision for pupils. Even so, leaders and governors are sometimes not clear about which actions are making the most difference.

Safeguarding

The arrangements for safeguarding are effective.

Leaders understand the challenges in the local community. They have planned a curriculum that reflects these challenges and teaches pupils how to keep themselves safe. For example, pupils learn about substance misuse and knife crime. Leaders ensure that important themes are revisited. As a result, pupils' knowledge of topics such as healthy relationships builds year on year.

Staff complete regular training. This means they have an up-to-date understanding of safeguarding matters. Staff are quick to recognise the signs of potential abuse. Leaders act on concerns that arise and work closely with external agencies to keep vulnerable pupils safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum plans set out what leaders want pupils to know by the end of each topic. However, sometimes this knowledge is not broken down into small enough steps, for example in some areas of learning in the early years and for some pupils with SEND. Sometimes teachers do not include all the essential knowledge that leaders intend pupils to learn when they create overviews of topics. As a result, pupils can miss learning something important without teachers and leaders knowing. Leaders should assure themselves that pupils are learning all the essential knowledge set out in curriculum plans.
- Leaders and governors are committed to continually improving the school. They take appropriate action to improve provision for pupils, for example targeting after-school activities for specific groups and individuals. However, leaders and governors do not check closely enough to see if their actions are making the intended difference. This means that leaders and governors are not always clear about what is working well, what still needs to improve and why. Leaders and governors should ensure that they check the difference their actions are making more closely.

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 Ofsted Parent View information 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 [here](#).

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

Unique reference number	104070
Local authority	Solihull
Inspection number	10184495
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	520
Appropriate authority	The governing body
Chair of governing body	Melanie Fitter
Headteacher	Nicole Fowles
Website	www.chs.solihull.sch.uk/
Date of previous inspection	19 July 2019 under section 8 of the Education Act 2005

Information about this school

- The school runs a breakfast club.
- The school does not use any alternative provision.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- This inspection began on 23 June 2021 as a monitoring inspection under section 8(2) of the Education Act 2005. Having found that the school performance appeared to be improving, inspectors deemed the inspection a section 5 inspection under the same Act. As a section 5 inspection requires more inspector time to complete than a monitoring inspection, inspectors returned on 14 and 15 July 2021 to complete the full inspection.
- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school, and have taken that into account in their evaluation.

- Inspectors held meetings with the headteacher, deputy headteacher, two assistant headteachers, lead learning practitioner and the early years strategic lead. Inspectors also met with a range of staff, including subject leaders, teachers and support staff.
- The lead inspector met remotely with the chair of the governing body and members of the governing body. She also spoke with a representative of the local authority.
- Inspectors looked in depth at reading, mathematics, history, physical education and music. In each subject, inspection activities included discussions with the subject leader, visits to lessons, discussions with teachers, scrutiny of pupils' work and discussions with pupils.
- The lead inspector listened to some key stage 1 and 2 pupils read to a familiar adult. Inspectors talked to pupils about their reading.
- Inspectors observed pupils' behaviour in lessons and at breaktime and lunchtime. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- Inspectors met with leaders about the school's safeguarding procedures. They reviewed policies and records relating to safeguarding. Inspectors spoke to pupils, parents and staff about how safe pupils are.
- Inspectors reviewed a wide range of documentation, including the school's self-evaluation and improvement plans, minutes of governing body meetings, records of monitoring and evaluation and information on the school's website.
- Inspectors took into consideration 82 responses to Ofsted Parent View, including 35 free-text comments. Inspectors spoke with parents at the beginning of the school day. Inspectors also took account of 48 responses to Ofsted's online staff questionnaire.

Inspection team

Claire Jones, lead inspector

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