

Coleshill Heath Primary School

Local Authority Review

28th February – 1st March 2018

Context

In February 2014, Ofsted judged the overall effectiveness of the school, and all key areas to require improvement. In June 2016, the school was re-inspected and whilst most judgements remained as requires improvement, personal development, behaviour and welfare was judged to be good. On 20 July 2017, the school received its first monitoring visit since the 2016 inspection. Senior leaders and governors were seen to be taking effective action to tackle the areas requiring improvement in order to become a good school.

This two day review was carried out by three members of Solihull's Early Years and Education Improvement Service (EYEIS) and has taken place as a result of a Local Authority risk assessment at the request of the school to support the school leadership to evaluate the school's current provision and its impact on progress. The review was planned with school the school leadership team who were also involved in all lesson observations undertaken. It is the second Local Authority review since the 2016 inspection.

Evidence Base

18 part- lessons were observed across the curriculum, in Year 1– Year 6, and several observations in EYFS. All teachers were observed at least once. Many teachers chose to provide the review team with detailed planning. All lessons were jointly observed by a local authority adviser and the headteacher or a member of the senior leadership team, and there was agreement in the assessments of the strengths and next steps for teachers. In addition there was also:

- Scrutiny of pupils' work in mathematics and English during observations and pupil interviews;
- Discussion with a focus on leadership and management, monitoring of teaching and learning and outcomes for pupils with the
 - head teacher
 - mathematics lead
 - teaching and learning lead
 - special educational needs and disabilities lead and ASD lead
 - attendance lead
 - EYFS lead
 - Designated Safeguarding Lead
- A discussion with pupils (Years 1-6) with a focus on learning and progress and personal development, behaviour and welfare;
- Reading with R, Y1, Y2, Y5 and Y6 pupils;
- Discussion with a group of staff including experienced and newly qualified teachers, and teaching assistants;
- Discussions with lunchtime supervisors.

Ofsted findings/key issues June 2016

Improving leadership and management by making sure that:

- ★ Leaders are regularly checking that systems and strategies to improve pupils' progress are working well enough.
- ★ New leaders continue to receive training in how to monitor, evaluate and review their work.
- ★ Governors use assessment information to further challenge and support leaders.
- ★ Leaders and governors revisit recommendations set out in the pupil premium review and assess the impact of specific interventions.

Improving the quality of teaching, learning and assessment by:

- ★ Sharing the effective methods for assessment that are demonstrated by some of the school's teachers and leaders across the school.
- ★ Using these effective assessment methods to ensure that the needs of pupils are better met, particularly those that are lower attaining or more able.
- ★ Ensuring that the outdoor environment allows children to fully develop their reading and writing skills.

Improving standards in reading by:

- ★ Instilling in children a love of reading across the whole school.
- ★ Evaluating the impact of current strategies for the teaching of reading, particularly in key stage 2.
- ★ Checking how phonic skills are developed and applied across all areas of learning.

Following the July 2017 monitoring visit, the school was advised to take further action to:

- ★ Ensure the effectiveness of the new leadership structure and make sure that action plans to raise standards have clear milestones against which leaders and governors can measure progress.
- ★ Maximise the progress of pupils in Years 5 and 6, and of disadvantaged pupils across the school.
- ★ Further develop the curriculum to engage all pupils, but especially boys.

Main findings from the Local Authority Review

The school has taken effective action following the previous local authority review in March 2017. Leaders have carefully followed up recommendations and vast improvements in practice were observed.

The effectiveness of leadership and management

The effectiveness of leadership and management is good.

Leaders set high expectations of staff and pupils and lead by example. Clear procedures and policies are in place and these are now embedding across school to enable more consistent practice and common aims. All staff are aware of their accountability and are included in appropriate decision making processes.

Staff talk passionately about the continuous professional development (CPD) experiences which they unanimously acknowledge has improved teaching and learning across school. This has included support for developing Talk for Writing, reading, mathematics and SEND. They feel valued and invested in and are empowered by taking ownership of their own learning. Staff strengths are identified and shared through peer coaching so that all staff recognise their involvement and their role in improving the school. Through CPD opportunities and communication systems in school, lunchtime supervisors are more aware of processes and strategies which have led to improved behaviour on the playground.

Through robust monitoring processes, leaders have an accurate understanding of the quality of education across school which enables them to plan for, and develop, all key aspects of the school's work. These actions have led to improvements in teaching and learning and are now beginning to have an impact on outcomes within school. Subject leads are confidently able to talk about monitoring processes and how these lead to the identification of actions. Key areas for development have been identified and leaders are able to talk about the impact that these actions have had on teaching and learning and outcomes.

A broad and balanced curriculum is in place providing pupils with a wide range of opportunities to learn. The pace and rigour observed in core subjects now needs to be seen in foundation subjects to enable further progress in these areas. Pupils have opportunities to take part in educational visits and visiting speakers are invited into school. On the day of the review, a local police officer was visiting school to talk to pupils about the choices they make and their consequences. There is a variety of after school clubs run by staff where pupils are able to extend their ICT skills, further develop their art skills, join a choir or learn about making films. Pupils have the opportunity to take part in a wide range of sporting events and the school is currently Bronze school champion within the league of local schools.

The special educational needs and disabilities co-ordinator (SENDCo) is currently undertaking a SENDCo qualification. This has enabled tighter management, improved tracking and mapping of provision and an access to other SEND leads in order to share effective practice.

Safeguarding is effective and evidence suggests that leaders take appropriate action to identify pupils who may be at risk. Staff have received training to ensure pupils are protected from radicalisation and extremism and are aware of the appropriate action to take.

With external support, the school has engaged in community conversation with parents which has led to more parental engagement in school. The Coleshill Parent Voice group has been established and consists of a group of highly committed parents who are passionate and proud of their school. Their role is to lead by example and counteract any negativity where possible. Parental voice is gathered and acted upon. Parents are aware of how they have influenced school decisions through regularly newsletters. More recently parents have suggested that there should be more rewards for those pupils who always work hard and do their best. In response, the school is introducing Learning Warrior Wednesday where pupils who have been showing consistent effort with learning will have the opportunity to showcase their learning with the headteacher and deputy headteacher.

Leaders now need to ensure that improvement in teaching and learning and in outcomes are sustained and continuously improved.

The quality of teaching, learning and assessment

The quality of teaching, learning and assessment is good.

Staff have received effective and well co-ordinated professional development, mainly in the core subjects, which has had a significant impact on teaching and learning. Generally, teaching is planned effectively and improved subject knowledge enables planning that sustains pupils' interests and challenges their thinking. Time in core subjects is used productively to ensure rigour to learning. Teachers model key teaching points and, with the aid of visualisers, clearly support pupils with understanding what is expected from pupil activities. Pupils speak positively about how teachers support their learning.

Developing vocabulary in reading, writing and mathematics is high priority across school and pupils talk, with enthusiasm, about the impact of vocabulary in texts and in their own writing. Teachers have high expectations and this leads to precise use of technical terms and their application.

Talk for Writing professional development has led to a consistent approach to the teaching of writing across school. Younger pupils are now better at fluently retelling stories and, as they progress through school, use authors' ideas and structures within their own writing. Pupils are more productive in their writing as they have rehearsed ideas verbally prior to committing them to paper. Feedback in writing allows pupils to focus on what they have done well and what they need to improve. Time is given for pupils to add to, and to embellish, their writing in order to improve.

Pupils use concrete resources and images in mathematics lessons to explore and represent mathematical structures. The bar model was used to support pupils, in one lesson, in converting mixed numbers to improper fractions and teachers, typically, explore the mathematics rather than rely on tricks and rules. Teachers now need to ensure they are using the most effective resource to support learning.

Children at key stage 1 use their phonics knowledge to decode words and were able to talk about books that they have read at home. Less confident readers showed a narrower vocabulary which impacted upon their understanding of what they had read at times.

Focused reading sessions give time for pupils to read for pleasure. Pupils talk enthusiastically about the books they are reading in school and outside of school and can identify favourite authors and other books they have written. The selected key stage 2 readers read appropriately challenging texts and were able to discuss vocabulary choices and text structures to set mood and atmosphere and infer beyond the text. Pupils actively promote books to each other and across year groups and explain reasons for their recommendations. The school environment promotes a love of reading and teachers lead by example sharing and discussing books they are reading.

Teaching assistants are effectively deployed and support learning well with careful questioning and modelling. Pupils working with teaching assistants make good progress in lessons.

In some lessons, a few lower attaining and higher attaining boys became disengaged from learning and were not always supported quickly enough to re-engage with their learning. Misconceptions and difficulties are not always identified quickly enough for a few pupils in some lessons leading to slowed progress.

In some lessons, not all pupils from all starting points were appropriately challenged. Some higher attaining pupils became disengaged as lessons progressed and some lower attaining pupils struggled to access the learning.

Personal development, behaviour and welfare

The personal development, behaviour and welfare of pupils are good. Pupils' behaviour in lessons and around school is good. They take pride in their work and are respectful and polite. Children in all year groups were seen to be engaged with their learning and spoke with enthusiasm and confidence. They appear motivated by the opportunities presented to them for example children in year 1 experienced a visit from a palaeontologist accompanied by a 'real' dinosaur. A number of nervous children were encouraged by staff and their peers to overcome their fears and interact with the dinosaur.

Despite inclement weather on the days of the review, children moved about the school in an orderly and calm fashion at all times. Children talk positively about the behaviour code and have a clear understanding of how it is applied. They could give concrete examples of what would happen if a child did something to contravene the code and felt that its introduction had had a positive impact on children's behaviour.

Bullying incidents are rare and when they do occur, children recognise that they are taken seriously by the adults in the school. The role of the bystander was well-understood by pupils in upper key stage 2. Children report feeling safe and the systems and processes that the school has in place ensure that they are safe.

The curriculum through Jigsaw PSHE and a range of wider opportunities supports children in learning about how they can keep themselves safe and healthy. The school has recently been revalidated as a Solihull Healthy School thus demonstrating its commitment to a whole school approach to health and wellbeing. Children were able to talk about the work that they do around British values including home-school learning projects. They were able to link these to the school's values and could articulate what they needed to do in order to ensure that these values were 'lived'.

Attendance is monitored and tracked carefully with appropriate interventions and sanctions where issues are identified. This gives rise to an improving picture which is now in line with national. The school continues to work hard to reduce the number of pupils persistently absent with some success.

Outcomes for pupils

Evidence towards the grade descriptor for good was evident during review activities. Outcomes have improved substantially this year due to developments in teaching and learning and the embedding of policies and systems across school.

66% of pupils achieved a good level of development at the end of the foundation stage compared to 71% nationally. This is an upward trend in outcomes over the last 4 years. 77% of pupils achieved the phonics standard at the end of year 1 compared to 81% nationally. Again, this is a continuing improvement since 2015.

End of key stage 1 outcomes are just below national figures and have dipped since last year. This particular cohort has a high proportion of pupils with special educational needs. Although this group of pupils made sufficient progress across key stage 1, they were not able to achieve age related expectations. Internal tracking of progress shows pupils making good progress considering their starting points.

Although still below national figures, progress across key stage 2 has improved considerably since 2016. Progress in reading has risen from -5.98 to -2.22 and in mathematics from -5.74 to -1.76. Estimates for 2018 year 6 pupils show continuing improvements which will bring progress measures at the end of key stage 2 in line with national. Whilst attainment at the end of key stage 2 is still below national, outcomes again have significantly improved in reading and in mathematics. The proportion of pupils achieving the expected standard in reading, writing and mathematics has increased from 18% to 38%. Estimates show these improvements will continue bringing outcomes nearer to national expectations.

Whilst there is still a gap in outcomes between disadvantaged pupils and others nationally, there has been a significant increase in achievement since 2016. Progress across key stage 2 for disadvantaged pupils in reading has risen from -6.2 to -2.23 and in mathematics from -5.99 to -1.99.

There is a high proportion of pupils with speech and language difficulties and autistic spectrum disorder (ASD). The ASD lead support teachers with strategies to support pupils in the classroom and in tracking the progress of this group of pupils.

A new assessment and tracking system has been introduced which is aligned more to the curriculum. It more clearly enables teachers to track progress and to use information to inform teaching and learning. Through careful tracking, pupils are more quickly identified for intervention and appropriate programmes of support put into place which will enable the difference in outcomes for some groups to be more rapidly diminished. A system for tracking the progress of SEND pupils has also been developed alongside a local special school which has led to more focused tracking of the progress of this group of pupils.

Leaders have had to focus on developing teaching and learning to improve outcomes for all pupils over the last few years. As outcomes are improving, and rapidly for some pupils, leaders are now able to identify particular groups who now need more specific support.

Leaders now need to demonstrate that improvements can continue at a similar pace to secure a judgment of good for outcomes. More targeted tracking of the progress of disadvantaged pupils, and other vulnerable groups, across school will enable quicker and more precise information in order to continue closing the gap in progress. Leaders have access to a wealth of data and information and now need to make sure that clear, succinct headlines can be drawn from this information, particularly around the progress of vulnerable groups and SEND pupils.

The effectiveness of the early years provision

Evidence of good early years practice and provision is presented by the school. There is evidence of improvements from the last school review.

The Early Years Foundation Stage (EYFS) lead has successfully established positive and effective working relationships within the EYFS team. She has developed a culture of ambition to improve and a drive to provide high quality learning opportunities. Self-evaluation and a secure action plan contribute to a shared vision for improvement. The EYFS lead has been coaching teaching staff; this has led to improved confidence, skills, practice and provision. She has introduced developments to the EYFS curriculum, enabling the team to take an increasingly flexible approach and deliver a curriculum that meets the learning needs and interests of the children.

Members of the wider school leadership team and outside trainers such as the Read, Write Inc. adviser, have observed lessons and evidenced good teaching. The EYFS lead now needs opportunities to observe teaching in order to closely monitor first-hand, and evidence, the impact of improved teaching skills.

Routines are orderly and flexible and support children in feelings safe and secure. Behaviour for learning is excellent and children are well supported by adults. The atmosphere is purposeful and calm and children's voices can be heard enjoying conversations. Teaching staff are increasingly sensitive to the learning needs of children. Staffs' knowledge and skills to support independent learning within the continuous provision, interacting and not interrupting learning, are developing well and are evident. There is a balance throughout the day of adult and child led learning opportunities. Staffs' teaching skills are developing and the children respond well to both styles of learning. Opportunities for children to develop characteristics of effective learning are secure. The efforts children make are valued through sensitive adult and peer responses, resources available and developments in the way learning is documented and displayed.

There is evidence that daily phonics lessons are well taught and meet the learning needs of most children. Assessment for learning is secure within the phonics lessons. Teachers know children well and children's next steps for learning are identified to ensure good progress in their knowledge of grapheme-phoneme correspondence. However, during phonics lessons there are occasions when individual children's needs are overlooked. For example, children who are not engaged need to be supported during the lesson or during independent learning times within the continuous provision to ensure progress. More able children need time and support to self-correct at this early stage of developing reading and writing skills. Increasingly secure systems, assessment and evidence should be developed to demonstrate that all groups of learners are able to apply their developing phonics skills in purposeful and meaningful ways. Learning Journals may be a place to document evidence.

A tracking system is now in place to give the EYFS lead and teachers detailed information to track individual and group progress and attainment. The EYFS lead can now use this information to inform curriculum and provision to support all groups of learners and ensure gaps are closing quickly for vulnerable groups and children with starting points below those expected for their age. Using the new electronic tracking system, current figures demonstrate 68% of the reception cohort is working within the age expected development matters statements for at least all 12 Good Level of Development (GLD) aspects of learning. The EYFS lead will now use of headline data produced by the new assessment system to summarise and share securely analysed information about the progress and attainment for all children and groups. Leaders should ensure the children included in the data at each summary point achieve expected outcomes. For example, children included in the group on track for GLD at the end of reception, currently include children working at development matters statements 40-60 months low. These children need to be monitored to ensure they make the necessary progress to achieve GLD.

Recommendations

Improve leadership and management, and outcomes, by making sure that:

- ★ The impact of developments in teaching and learning and on outcomes is sustained so that more pupils are able to achieve age related expectations and make good progress.
- ★ Clear, succinct headlines about outcomes , particularly the progress of vulnerable groups and SEND pupils are identified from the wealth of data and information gathered by the school.
- ★ Staff are supported in having the same high expectations of pupil engagement and progress in foundation subjects as in core subjects.

Continue to improve the quality of teaching learning and assessment by ensuring that:

- ★ The planning of lessons is further developed so that all pupils can access learning and are challenged appropriately.
- ★ Resources and images are continued to be used to support pupils in exploring mathematical structures and this is developed further to ensure the most effective resources and images are selected.
- ★ Those pupils, particularly boys, who become disengaged, have misconceptions or are stuck are quickly identified and enabled to access learning so that progress in learning is not slowed.
- ★ The same rigour and pace in the teaching of foundation subjects is developed as was observed in the core subjects.

Continue to support progress in the early years by ensuring that:

- ★ Headline data analysis, and the increasing proportions of children at each summary point, achieving age appropriate expectations for all 12 GLD aspects of learning, are increasingly secure to demonstrate progress.
- ★ The EYFS lead has opportunities to observe teaching first-hand in order to closely monitor the impact of teaching on learning during adult led and Play Partner teaching opportunities. To use this opportunity to work with the EYFS team to inform continuous improvement.
- ★ Increasingly supportive resources are used to develop open ended learning opportunities to impact on children's communication and language development and self-confidence. Enhancing developments in all areas of learning.
- ★ A system to secure teacher knowledge of children's application of their phonics skills within the opportunities available for children to read and write is developed.