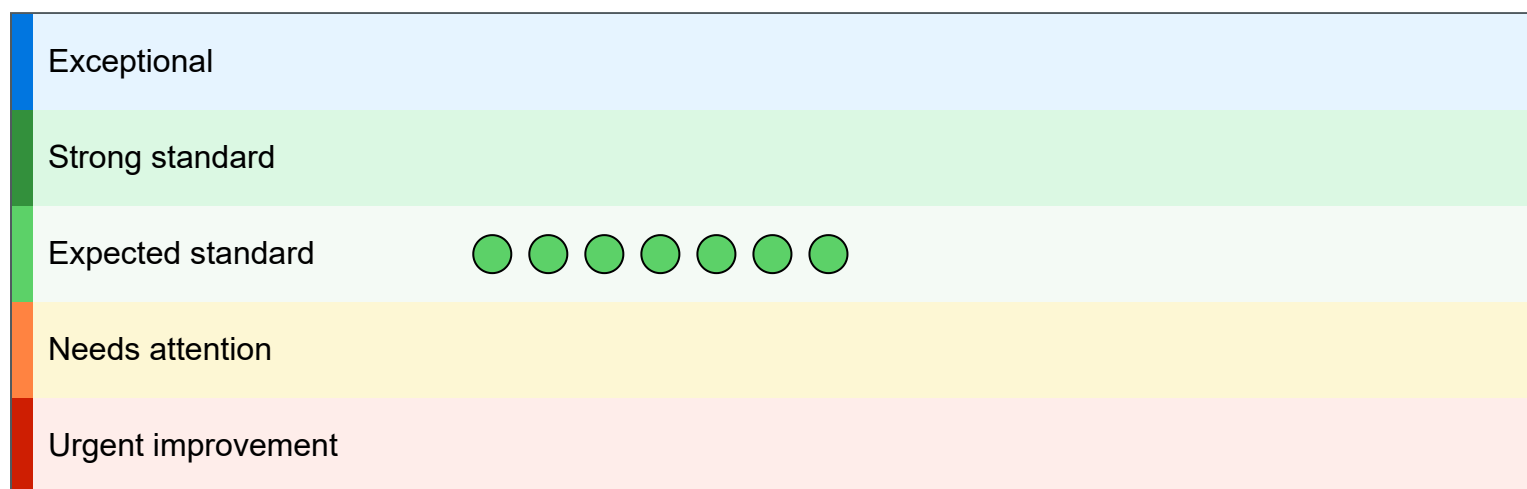


Coleshill Church of England Primary School

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

Unique reference number (URN): 146171

Inspection report: 24 March 2026



✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Children in the early years are well supported to learn to read and develop the important knowledge in early writing and mathematics. This helps many of them to be well prepared for the demands of Year 1.

Pupils excel at the Year 4 times tables check and apply this knowledge in mathematics very well. By the end of Year 6, pupils achieve well in all subjects and particularly in reading. Many pupils achieve above the national averages. Pupils with special educational needs and/or disabilities make positive progress through the curriculum from their starting points. Leaders' recent actions to improve provision for these pupils have further supported this. Overall, pupils are generally well prepared for the next stage of their education. That said, in several year groups, some pupils need further support to accurately develop their handwriting and presentation skills.

Attendance and behaviour

Expected standard 

Leaders have prioritised the importance of attending school. They use robust systems and have built supportive relationships with families to aid those who need support in securing regular attendance. Leaders are passionate about helping pupils to come into school on time and enjoy learning. Where attendance needs to be further improved, leaders use innovative approaches that include tailored events that promote regular attendance. Leaders work effectively with external partners and local agencies to support families and pupils. Leaders' actions are having an impact. Attendance and punctuality have improved across the school, and attendance is now at the national average for the vast majority of different groups of pupils.

Pupils' behaviour across the school is calm, and pupils act in a considerate way towards each other most of the time. There is a purposeful atmosphere. Pupils play cooperatively on the playground. Staff ensure that minor problems are swiftly resolved. Pupils enjoy their lessons and say they feel safe. Bullying rarely happens and pupils understand that it is wrong. They also understand that everyone is equal at Coleshill and people should be treated fairly. Pupils are keen to explain that they get along with each other. Staff value positive relationships with all of the pupils and understand them well.

Curriculum and teaching

Expected standard 

Leaders have constructed a curriculum that is generally well designed and sets out what knowledge should be taught. The curriculum considers the most important knowledge pupils need to learn.

Leaders identify pupils who have not secured the basics in reading, writing and mathematics. Phonics is well taught, and books are closely matched to the ability of the pupils. Pupils who struggle with their reading and mathematics receive support to help them catch up. However, for some pupils, the presentation of their work means they cannot always communicate their ideas clearly in writing. Some pupils' handwriting is not

consistently neat and legible. Leaders have recently changed their approach to handwriting, but this is at an early stage.

In lessons, staff generally check that pupils understand their learning and have secured the most important information before progressing. Teachers use approaches that help disadvantaged pupils and pupils with special educational needs and/or disabilities to access learning alongside their peers. In subjects other than reading, writing and mathematics, some specific areas of the curriculum are not taught as consistently well as they should be. Leaders have started to take actions to address this.

Early years

Expected standard 

The early years provision at Coleshill gets children off to a positive start in their education. Well-informed staff are knowledgeable about early childhood development. They use this expertise to design a curriculum that entices children to learn. Leaders have made astute curriculum decisions to ensure there is progress through the Nursery into Reception. Staff know the children individually and ensure that most, including those with special educational needs and/or disabilities, achieve well.

Staff establish clear routines for children in the well-maintained Nursery. Children follow these expectations with confidence and engage well in the wide range of activities available to them. Most children are focused and engaged in the tasks they are doing.

Phonics is taught to the children from the outset in Reception, and targeted interventions successfully help any children who need support. This helps many children keep up with their peers. The school communicates effectively with parents and carers, which helps children settle into school life successfully.

Carefully thought-through vocabulary helps the children acquire new language skills quickly. Staff play alongside the children in groups and help them develop new skills. Children, including those who are disadvantaged, have a sense of belonging and are well prepared for Year 1.

Inclusion

Expected standard 

Pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils or those who are known or previously known to social care get the support they need. Leaders have clear systems in place to identify pupils who may require additional support. Leaders work closely with staff to ensure that they have the information that they need to support pupils in accessing the curriculum. Leaders have a robust oversight of inclusion. They monitor the success of the support strategies in place, making careful and timely changes where needed.

Training helps teachers to understand how to support pupils with SEND appropriately so that they learn effectively alongside their peers. Generally, the support that pupils receive means that they progress well in their learning across the curriculum. Leaders make sure that all pupils feel they belong and take an active part in school life, including representing the school in sporting events. Additional funding, such as the pupil premium grant, is used effectively to support disadvantaged pupils.

Staff work in partnership with families and external agencies to ensure that the needs of pupils with SEND are well met. Leaders have been particularly diligent in ensuring that pupils with the highest levels of need get the support and provision that is suitable for them.

Leadership and governance

Expected standard 

New leaders have built on the sense of drive and purpose at the school. The changes they have made are starting to have an impact in many areas of the school. Leaders' approach, guided by the school ethos, ensures they consistently act in pupils' best interests.

Leaders, supported by the trust, have an accurate understanding of the school's strengths and have clear improvement plans. Governors work with school leaders to shape improvement priorities. Alongside the trust, governors carry out their statutory duties effectively, such as checking that school improvement actions are successfully implemented.

Leaders have engaged effectively with external support to validate their work to strengthen aspects of the school. They have taken timely action to address areas for improvement, such as attendance and provision for pupils with special educational needs and/or disabilities. Leaders are responsive to the needs of specific groups. They maintain a rigorous oversight of the barriers to learning that different pupils have and take action to reduce or remove these.

The professional learning for staff includes a coaching and mentoring approach. This is well supported by the school and the trust. Staff value the training they receive to develop their practice and expertise. Teachers at the start of their career receive effective support that helps them to develop in the role. Staff have responded positively to the changes leaders have made. Leaders have duly considered staff wellbeing during periods of change. This consideration is appreciated by staff.

Personal development and wellbeing

Expected standard 

Leaders recognise the importance of developing pupils more widely. Leaders have carefully considered the personal, social and health education of pupils.

Leaders highly value the importance of nature within the curriculum. Pupils benefit from regular outdoor learning sessions, including walking Biscuit, the school goat. Pupils learn to take care of the environment capably.

Pupils learn about relationships and sex education and health education in an age-appropriate way. They know how to keep themselves physically healthy and they can identify the differences between healthy and unhealthy relationships. Pupils recognise how their bodies change as they get older and talk about this in a mature way. Pupils also develop their understanding of how to stay safe online and in the digital world.

Pupils understand the importance of fundamental British values. They demonstrate tolerance and respect when considering people's differences. Pupils appreciate learning about other faiths to further broaden their knowledge of religions and beliefs.

Pupils' wellbeing is also a key consideration. Pupils invariably feel safe. Pupils know the trusted adults they can speak to if they ever feel anxious or worried. Focused personal

development and wellbeing sessions give pupils the chance to share how they feel and to reflect on their own mental health. Pupils who need additional support are aided by trained staff in school.

There is a wide range of experiences that nurture pupils' talents and interests. These include sports, artistic and musical opportunities. For example, pupils take pride when competing in hockey, netball and cross country. Leaders ensure that disadvantaged pupils are fully involved.

Pastoral support has a positive impact on pupils. Leaders and staff know pupils well and are quick to put help in place where it is needed. Pupils who need additional support benefit from personalised approaches. Overall, pupils are well prepared for life in modern Britain.

What it's like to be a pupil at this school

Pupils at Coleshill are happy within this caring school. Pupils feel they belong. Alongside understanding the importance of the Christian ethos of the school, pupils emphasise the love and belonging that school leaders promote. Pupils particularly enjoy going to forest school provision and caring for the school goat. They have a growing sense of the importance of nature, and leaders draw important links to the local farming community. Pupils are eager to come to school and want to attend so they can enjoy the wide provision on offer.

Children get off to a fast start to their education in the early years. Children engage enthusiastically with the carefully constructed environment and progress well. Pupils enjoy their lessons and achieve well in most areas of the curriculum. Pupils with special educational needs and/or disabilities, disadvantaged pupils and those with other vulnerabilities get the support they need. This helps them to engage with the curriculum and progress alongside their peers. Leaders are aware of the strengths and areas for development at the school. Pupils' knowledge of multiplication tables is a strength of the school. A very high proportion of pupils reach the expected standard for reading. However, some pupils need to continue to develop their presentation and handwriting.

Pupils are polite. In lessons, pupils concentrate well and listen to their teachers. Pupils invariably say they feel safe and are free from being bullied. They know they can talk to staff. Staff respond quickly to incidents and help children get the support they need.

Pupils enjoy representing the school at the various sporting events available to them. They begin to learn what it means to give back to their immediate community through activities such as litter picking. Overall, pupils leave the school well prepared for life in modern Britain.

Next steps

- Leaders should ensure that the strategy to improve pupils' presentation and handwriting is implemented consistently well across the school so that pupils secure the knowledge and skills they need to write well.

- Leaders should ensure that in subjects other than reading, writing and mathematics, the curriculum is consistently taught as expected, especially in creative subjects.
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About this inspection

This school is part of Birmingham Diocese Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Tim Boyes, and overseen by a board of trustees, chaired by Sarah Smith.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders during the inspection. Inspectors met with members of trust. They held meetings with the headteacher, school leaders, teachers and pupils. They looked at pupils' work and books. They also talked to pupils and staff to gather information about school life.

Inspectors considered responses to the online survey, Ofsted Parent View, including any free-text comments.

The inspectors confirmed the following information about the school:

The school is registered as having a Church of England religious character. The last section 48 inspection took place in June 2019.

The school currently makes use of one alternative provision.

Headteacher: Mrs Alison Currin

Lead inspector:

Rob Matthews, His Majesty's Inspector

Team inspectors:

Kate Wilcock, Ofsted Inspector

Michele Lewis, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 24 March 2026

School and pupil context

Total pupils

357

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

23.49%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.68%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

18.21%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	61%	Above
2024/25 (revised)	75%	62%	Above
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	64%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	74%	Above
2024/25 (revised)	90%	75%	Above
2023/24 (final)	88%	74%	Above
2022/23 (final)	76%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	72%	Above
2024/25 (revised)	81%	72%	Above
2023/24 (final)	75%	72%	Close to average
2022/23 (final)	76%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	73%	Above
2024/25 (revised)	90%	74%	Above
2023/24 (final)	84%	73%	Above
2022/23 (final)	76%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	46%	Close to average
2024/25 (revised)	42%	47%	Close to average
2023/24 (final)	65%	46%	Above
2022/23 (final)	44%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	83%	63%	Above
2023/24 (final)	90%	62%	Above
2022/23 (final)	50%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	59%	Above
2024/25 (revised)	67%	59%	Close to average
2023/24 (final)	80%	58%	Above
2022/23 (final)	50%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	60%	Above
2024/25 (revised)	75%	61%	Above
2023/24 (final)	85%	59%	Above
2022/23 (final)	50%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	68%	-16 pp
2024/25 (revised)	42%	69%	-28 pp
2023/24 (final)	65%	67%	-2 pp
2022/23 (final)	44%	66%	-23 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	80%	-5 pp
2024/25 (revised)	83%	81%	3 pp
2023/24 (final)	90%	80%	10 pp
2022/23 (final)	50%	78%	-28 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	78%	-11 pp
2024/25 (revised)	67%	78%	-12 pp
2023/24 (final)	80%	78%	2 pp
2022/23 (final)	50%	77%	-27 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	80%	-9 pp
2024/25 (revised)	75%	81%	-6 pp
2023/24 (final)	85%	79%	6 pp
2022/23 (final)	50%	79%	-29 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.3%	5.2%	Close to average
2023/24 (3 term)	6.0%	5.5%	Close to average
2022/23 (3 term)	6.8%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	13.0%	13.3%	Close to average
2023/24 (3 term)	15.4%	14.6%	Close to average
2022/23 (3 term)	21.3%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

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