

Hawkesley Church Primary School

Inspection report

Unique Reference Number	131754
Local Authority	Birmingham
Inspection number	341213
Inspection dates	10–11 February 2010
Reporting inspector	Dr Anna Coyle

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	305
Appropriate authority	The governing body
Chair	Canon Rob Morris
Headteacher	Mrs Gillian James
Date of previous school inspection	4-5 October 2006
School address	376 Shannon Road Kings Norton Birmingham B38 9TR
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Age group	3-11
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Introduction

This inspection was carried out by three additional inspectors. The majority of time was spent observing learning. The inspectors visited 17 lessons and observed all teachers. They also held meetings with the headteacher, consultant headteacher, deputy headteacher, senior staff, governors and groups of pupils and parents. Inspectors observed the school's work and looked at a range of documents including assessment and tracking information, the school development plan, monitoring reports and pupils' workbooks. The inspection questionnaires were analysed, including 46 from parents, 40 from members of staff and 132 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether teachers make sufficient use of assessment data to pinpoint attainment and set high expectations of pupils, so as to provide challenging work and raise standards
- whether the youngest children are supported and guided effectively to enable them to achieve the early learning goals by the end of the Reception year
- how effectively the school promotes pupils' behaviour, attendance and the acquisition of basic skills
- the effectiveness of leaders, managers and governors in monitoring the quality of teaching and provision so as to secure future improvement.

Information about the school

Hawkesley Church School is larger than the average primary school. The large majority of pupils are White British. A small proportion of pupils are at the early stages of learning English. A few pupils have special educational needs or disabilities, including general learning difficulties and physical impairments. The acting headteacher was appointed in October 2009. She worked with an executive headteacher during the autumn term. A consultant headteacher is currently supporting the school for one day a week.

The school runs a breakfast club each day which is managed by the governing body.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Hawkesley is not an effective school. There has been insufficient improvement since the last inspection and none of the previous areas for improvement has been addressed successfully. The acting headteacher is beginning to get to grips with these issues and, with the aid of an executive headteacher last term, has identified many areas of weakness to overcome. Most of these are accurately reflected in the school's self-evaluation and the draft development plan. However, the continuing uncertainties associated with staffing changes, weak governance, budgetary constraints and the lack of a permanent headteacher mean that the school has insufficient capacity to improve.

Standards have been too low for far too long and not enough has been done to raise attainment. Pupils make inadequate progress and attain well-below-average standards by the time they leave at the end of Year 6. This has been the picture for many years. Many pupils are underachieving. The school rightly acknowledges the need to raise standards across all subjects and, in particular, to increase the progress pupils make in their basic literacy and numeracy skills. Many pupils do not have equal opportunities to learn effectively.

The curriculum is inadequate because it does not cater sufficiently for the needs of the pupils. In addition, the Year 1 curriculum does not take enough account of children's learning in Reception. Teaching is also inadequate and does not enable pupils to learn effectively. Work is often not challenging enough and insufficient use is made of assessment information to guide and support pupils' learning across the whole school, including the Reception and Nursery classes. Pastoral care, guidance and support of pupils are mainly satisfactory. The newly-introduced tracking system to assess progress is beginning to be used to identify underachieving pupils, some of whom receive appropriate support from an effective learning mentor.

The behaviour of the majority of pupils is generally satisfactory but several parents and pupils say that incidents of misbehaviour affect learning from time to time. Attendance is well below the national average. The spiritual, moral, social and

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cultural development of the pupils is satisfactory.

What does the school need to do to improve further?

- Accelerate progress and raise standards so that the proportion of pupils attaining the expected levels in English and mathematics is in line with the national averages by:
 - developing pupils' basic literacy and numeracy skills
 - increasing pupils' knowledge of spelling patterns and multiplication tables
 - implementing the handwriting policy more consistently to ensure a higher standard of writing and presentation.

- Increase the proportion of good teaching by ensuring that teachers;
 - have higher expectations of their pupils and provide them with work that is challenging
 - fully engage pupils in their learning and regularly check their understanding
 - know exactly what to teach to ensure higher levels of attainment
 - use assessment data more effectively to inform planning, identify and provide additional support for underachieving pupils and set targets for all pupils
 - ensure that marking clearly identifies the positive features of pupils' work and provides guidance about how to improve it further.

- Enable pupils to have equality of opportunity through an appropriately designed curriculum by ensuring that;
 - the learning activities that are planned for children in the Early Years Foundation Stage take account of accurate and reliable assessments of what children understand, know and can do on entry
 - the curriculum in Year 1 builds appropriately on what children have achieved in the Reception class
 - the programmes of work for pupils in Years 1 to 6 are adapted to suit their needs and abilities, and provide them with additional opportunities to extend their learning, contribute to the community and help them feel safe.

- Strengthen the effectiveness of leaders and managers, including governors by:
 - bringing greater stability to leadership, including the appointing of a permanent headteacher
 - enabling senior managers and subject leaders to consistently monitor and evaluate the quality of teaching and learning
 - developing rigorous systems for improving attendance and following up absences
 - increasing the partnerships with local and national bodies to promote community cohesion more effectively

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- improving the governing body’s role in holding the school to account and planning strategically for further development so that the school gives acceptable value for money.

Outcomes for individuals and groups of pupils

4

Pupils’ attainment, by the end of Year 6, has been well below average for many years. The 2009 results show that standards remained low, with very few pupils attaining the higher levels in English, mathematics and science. In Years 1 and 2, standards in reading, writing and mathematics are well below average. No pupils attained the higher level 3 in mathematics. Boys did slightly better than girls at Key Stage 2, but pupils from minority ethnic groups at Key Stage 1 attained lower standards than their peers. Currently, the majority of pupils are working at levels well below expectations at both key stages. Underachievement is widespread. Learning and progress are hampered by weak handwriting, inaccurate spelling and poor presentation. This is exacerbated by poor pencil grip and inconsistent use of the school’s recently introduced handwriting policy. Many pupils do not know their multiplication tables and they struggle to solve simple mathematical problems. Pupils with additional needs and those who are learning English as an additional language are not supported sufficiently to help them make progress.

Pupils enjoy chances to take on responsibilities such as being school council members and prefects. The majority of pupils are not motivated learners and too many of them attend school irregularly. Their achievement and enjoyment of learning are often limited because poor skills in literacy and numeracy hold them back. This means that that they are not prepared well for the future. Pupils say that they do not feel safe in the school because of incidents of name-calling, though they know who to go to if they have concerns. The inspection found that most pupils are reasonably well behaved and are aware of the spiritual, moral, social and cultural aspects of living in today’s society. The majority understand how to live healthy lifestyles.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils’ attainment ¹	4
The quality of pupils’ learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	4
Pupils’ behaviour	3
The extent to which pupils adopt healthy lifestyles	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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The extent to which pupils contribute to the school and wider community	4
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

While some teachers plan lessons which are appropriate for the abilities of the pupils, this is the exception rather than the rule. In most lessons, expectations of pupils are too low because the use of assessment is weak and does not inform planning. As a result, lessons are not challenging enough for the pupils, especially the most able, because work is not suitably matched to their abilities. There is a positive learning environment in some, but not all, classrooms. In the best lessons, teachers plan a range of interesting activities and have a good rapport with their class. As a result, pupils sometimes display enthusiasm and sustain concentration, as seen during a Year 6 literacy lesson on writing play scripts. However, not all teachers fully engage their pupils in lessons or check their understanding of the work required of them. Pupils are not well-informed about their targets and do not understand how to improve their work. Marking is inconsistent and does not always follow the recently-introduced system.

The curriculum does not provide the pupils with appropriate learning opportunities because it is not tailored to suit their needs. For example, the curriculum in Year 1 does not build seamlessly on pupils' prior learning in the Reception class. Provision for literacy and numeracy is weak and the school has rightly identified skills in these subjects as key areas for improvement. The poor range of extra-curricular activities and educational visits limit the pupils' enjoyment and experience of school. Not enough opportunities are provided for pupils to contribute to the school and wider community.

Arrangements for the pastoral care, guidance and support of pupils are mainly satisfactory. The school has appropriate procedures to keep pupils safe. Suitable working relationships with external agencies benefit pupils by ensuring that their social needs are met through effective links with a learning mentor who is fully involved in promoting their personal development. The daily breakfast club supports the development of pupils' social skills. However, the systems for monitoring absences and improving attendance are not fully effective. Satisfactory arrangements are in place to support the transition to secondary school.

These are the grades for the quality of provision

The quality of teaching	4
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Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Leadership of the school has been severely impeded by a high turnover of headteachers and other staff in recent years. This is still the case and the resulting instability is adversely affecting school improvement. The current acting headteacher is beginning to provide effective leadership which is helping to drive improvement but there is a general lack of urgency and ambition in the school. Supported by a consultant headteacher, the acting headteacher has started to work closely with the deputy headteacher and, together, they are developing a realistic vision for the future; for example, the school development plan identifies the right actions and targets that are focused clearly on improving progress and raising standards. Key strategic priorities have been shared appropriately with staff, but the senior leadership team and subject managers are not effectively promoting improvement. This is because weak systems for monitoring teaching and tracking pupils' progress are seriously restricting progress.

The procedures for safeguarding meet statutory requirements and satisfactory attention is paid to pupils' safety. Individual governors are supportive and visit regularly, but the governing body has not held the school to account over many years nor tackled the prevailing low standards. There is no clear plan to reduce the school's very high deficit budget this year. The school does not have a strong commitment to inclusion and it fails to provide equality of opportunity for all pupils. Relationships with parents and carers are mainly positive. Parents are given regular information about school events and the progress of their children. However, inadequate partnerships with community groups and employers mean that the school makes an inadequate contribution to community cohesion because there are too few links with local and national bodies.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	4

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

From very low beginnings on entry, children progress satisfactorily in their personal, social, emotional and physical development. Teaching is satisfactory in these areas of learning but children do not make enough progress in other areas of learning. By the end of the Reception year standards are generally well below average. Children settle happily in the Nursery and enjoy helping to tidy up. They become increasingly aware of how to stay safe and take care of themselves. Daily routines, including hand-washing, are well-established. Older children in the Reception class embrace the good opportunities for regular exercise, such as movement and dance sessions in the school hall, as well as daily outdoor play. They learn about the importance of eating healthy foods and behaving sensibly. Children acquire simple speaking and listening skills but they struggle with early reading, writing and numeracy because they have so much ground to make up. Planning does not take sufficient account of children’s prior attainment and opportunities to challenge and extend children’s skills are missed. Assessment is not wholly accurate and is not used effectively to guide and inform planning. Leadership and management are inadequate because there is insufficient vision and drive for improvement and not enough has been done to tackle the unreliability of assessment data. There are suitable plans to develop the outdoor play provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	4
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

Views of parents and carers

Only a small proportion of questionnaires were returned. The majority of parents and carers who responded to the questionnaire are positive about the work of the school and its impact on their children’s learning. However, a small number of parents feel that the school does not help them to support their children’s learning and some indicate that the school does not take account of their views and suggestions. Some are concerned about incidents of misbehaviour that affect their children’s learning.

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The inspectors agree with these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hawkesley CofE/Methodist Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 46 completed questionnaires by the end of the on-site inspection. In total, there are 305 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	59	16	35	3	7	0	0
The school keeps my child safe	23	50	21	46	1	2	1	2
The school informs me about my child's progress	15	33	24	52	6	13	1	2
My child is making enough progress at this school	18	39	22	48	6	13	0	0
The teaching is good at this school	16	35	25	54	4	9	1	2
The school helps me to support my child's learning	15	33	26	57	5	11	0	0
The school helps my child to have a healthy lifestyle	15	33	25	54	4	9	2	4
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	26	24	52	4	9	5	11
The school meets my child's particular needs	15	33	28	61	3	7	0	0
The school deals effectively with unacceptable behaviour	12	26	21	46	8	17	1	2
The school takes account of my suggestions and concerns	11	24	25	54	5	11	3	7
The school is led and managed effectively	13	28	27	59	3	7	2	4
Overall, I am happy with my child's experience at this school	18	39	23	50	4	9	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 February 2010

Dear pupils,

Inspection of Hawkesley Church Primary School, Birmingham, B38 9TR

Thank you for the way you made us feel welcome when we visited you at your school. We enjoyed talking with some of you and visiting all of your classrooms. Here are some of the things we found during our visit:

- most of you behave satisfactorily and know how to take care of yourselves
- you know how important it is to eat healthily and do lots of exercise.
- adults help you if you are worried or have a problem
- the school takes satisfactory care of you
- those of you who are school councillors told us that you enjoy taking part in decisions which help to improve the school
- your new headteacher has introduced some good ideas to make the school better and the deputy headteacher works hard to help her.

Even though your school has some good things about it, it is not providing you with an acceptable standard of education. The headteacher, staff and governors want it to get better. To help them to achieve this, we have asked them to do several things as quickly as possible:

- help you to improve your literacy and numeracy skills so that you are all able to make faster progress in English and mathematics
- help the teachers to improve their teaching
- develop the curriculum and provide some additional activities for you
- enable the headteacher, managers and governors to be more efficient.

Inspectors will come back in a few months to check that this is happening.

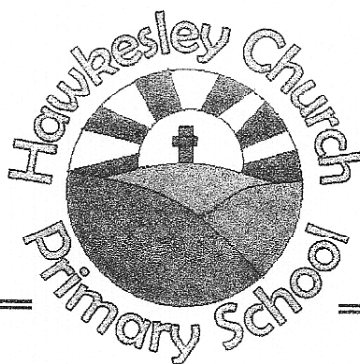
You can all help too by coming to school every day, working hard and always doing your best, especially in literacy and numeracy. Try to make your handwriting neat and tidy, and learn your times-tables.

Yours sincerely

Dr Anna Coyle Lead inspector

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Head Teacher: Mrs G James

Dear Parents and Carers,

The final report from our OFSTED Inspection on 9th/10th February is published today.

It was a very thorough inspection. It found strengths in the school in the care your children receive and in the commitment of many children, parents, staff and governors. It also tells us that we have much to do as we work together to improve our school in the months and years ahead. The report also says our school needs special measures. These will build on the improvements already made and also bring new resources and initiatives to ensure that Hawkesley is a good school.

You will find the full report on the Ofsted website (www.ofsted.gov.uk) and on the school website (www.hawkesley.bham.sch.uk). We also have hard copies of the full Inspection Report in the school office for any parent to read.

School staff, governors and children are already working hard at the key tasks identified in the report, especially in raising standards and ensuring good quality teaching and progression throughout the school. We would like all parents to join us in this by ensuring that your children are in school on time every day, are well supported and are well prepared for new things.

As you will know, we have not yet been able to appoint a permanent Head Teacher to replace Mr Dobson. Mrs Garratt and Mrs James have worked very hard as interim Headteachers and given us new focus and direction, working closely with the local authority and the Methodist Church and the Church of England. The report notes that the Acting Head is beginning to provide effective leadership which is helping to drive the improvement of the school. But, as the report says, we need a permanent Head Teacher here. We continue to do everything we can to make this happen.

We have already prepared a new School Development Plan and are benefitting from the local authority's Improving Schools Programme. We have also made good progress on the inspection concerns about governance.

We would now like to invite you to a meeting on Thursday 29th April at 3.30 pm to discuss the report and to respond to any questions you have. The meeting will be in the school hall. We shall also be keeping closely in touch with school families as we work together for improvement. Whenever there is news, we want you to hear it from us first!

We are however confident that by working together, as Hawkesley has so often done in the past, the necessary improvements will happen. We are committed – and trust that you are too.

Yours faithfully,

Mrs G. James
Acting Head Teacher

Canon Rob Morris
Chair of Governors