

# Hawkesley CofE/Methodist Primary School

## Inspection report

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<b>Unique Reference Number</b>	131754
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	382258
<b>Inspection dates</b>	2–3 November 2011
<b>Reporting inspector</b>	Keith Williams

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	234
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sandra Bailey
<b>Headteacher</b>	Graeme Gill
<b>Date of previous school inspection</b>	10 February 2010
<b>School address</b>	376 Shannon Road Kings Norton Birmingham B38 9TR
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## Introduction

This inspection was carried out at no notice by two additional inspectors. Eighteen lessons were observed, taught by 11 teachers. Meetings were held with groups of pupils, staff, two members of the governing body and informal discussions were held with parents and carers. On previous monitoring visits, meetings were held with representatives of the local authority and other agencies providing support for the school. Inspectors observed the school's work, and looked at its assessment and self-evaluation records, improvement plans, safeguarding documents and those relating to health, safety and attendance.

The inspection team reviewed many aspects of the school's work. It looked in detail at the school's progress in tackling the areas for improvement identified when the school was last inspected.

- To what extent has pupils' progress accelerated and their attainment risen so that the proportion of pupils attaining the expected levels in English and mathematics is in line with the national averages?
- How successfully has the proportion of good teaching been increased?
- Do pupils now have equality of opportunity through an appropriately designed curriculum?
- To what extent has the effectiveness of leaders and managers, including the governing body, been secured?

## Information about the school

Hawkesley is a larger than average primary school. The large majority of pupils are from White British backgrounds. The proportion learning English as an additional language is higher than that found in most schools, although few are at an early stage of learning English. A well-above-average proportion of pupils are identified as having special educational needs and/or disabilities. The proportion with a statement of special educational need is above average. A well above average proportion of pupils is known to be eligible for free school meals. The school manages a breakfast club for pupils. When it was last inspected, in February 2010, the school was judged to require special measures. The deputy headteacher was appointed to the role of acting headteacher at the beginning of the summer term 2011 and was joined by an acting deputy headteacher.

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. The school now provides a satisfactory education for its pupils. There are many reasons why it has improved, but central to the school's success is better leadership and teaching. As a result, pupils' progress has accelerated rapidly and, because teaching is consistently good, it continues to rise. The underachievement identified in the last inspection has been eliminated and most pupils now make satisfactory progress. The school is successful in enabling pupils to reach the expected Level 4 by the time they leave, but few pupils reach the higher Level 5. Consequently, pupils' attainment is still low, but it is rising quickly as they make up the ground they had previously lost. Across the school, teachers have high expectations of pupils but do not always provide more-able pupils with the harder work of which are capable.

In the period leading up to the last inspection, a high turnover of headteachers and other staff, and weak governance, had impeded the school's effectiveness. Systems for monitoring the quality of teaching and tracking pupils' progress were weak and were seriously hampering progress. These are now strengths. There is now a settled staff and leadership team, morale is high and the governing body makes a strong contribution to the school's strategic direction. Self-evaluation is accurate and challenging targets for improvement are set. The systematic monitoring of lessons and pupils' books and the meticulous evaluation of assessment records ensure that teachers are held accountable for pupils' performance. Weaknesses are identified and tackled robustly. Wise use has been made of external support, including expertise from the local authority and headteachers and staff of other schools.

Pupils' progress has accelerated as their confidence has grown. They are increasingly involved in evaluating their learning and that of other pupils, although this is not fully established. Pupils' improved reading is having a positive impact on their all-round learning, although few pupils choose to read for their own enjoyment. Their writing, including their spelling and handwriting, has improved and they write for a range of purposes, but an occasional over-reliance on worksheets limits opportunities for them to write in other subjects. Pupils enjoy the regular multiplication challenges that have been instrumental in increasing their expertise. The school has rightly identified that it has not provided enough opportunities for them to use their numeracy skills to solve problems in real-life situations.

In addition to improvements to pupils' attainment and progress, the school takes good care of pupils, whose behaviour is now good. Attendance levels have risen to average levels and pupils have a good understanding of how to lead safe and healthy lifestyles. There is no complacency, however, and the school's success in tackling

underachievement and other previously endemic weaknesses shows its good capacity to sustain further improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Further raise attainment in literacy by:
  - providing more opportunities for pupils to write in subjects other than English
  - giving pupils clear guidance on how to improve their writing when they write in other subjects
  - promoting reading as a pleasurable activity.
  
- Accelerate pupils' progress by:
  - increasing the challenge for more-able pupils
  - building on the start made to enabling pupils to evaluate their own work and that of other pupils
  - enabling pupils to use and apply their mathematical skills in real-life situations.

### **Outcomes for individuals and groups of pupils**

<b>3</b>
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From their low starting points, pupils achieve satisfactorily and, although attainment remains low, it is rising quickly. For example, the attainment of pupils in Year 2 rose significantly in 2011, particularly in writing and mathematics. In Year 6, attainment in mathematics also rose significantly and pupils made good progress. Pupils did less well in English but, nevertheless, they made satisfactory progress in this subject for the first time for many years. Pupils learn well in lessons because of consistently good teaching and it is this that has made the most substantial impact on their improving progress.

Typically, pupils are ready and eager to learn, they concentrate well and work hard. The gaps in their knowledge and understanding are closing and, in most lessons, pupils now work at the levels expected for their age. In Year 6, for example, pupils used their number skills to quickly convert fractions to decimals or percentages. Pupils in Year 4 made good gains in their understanding of how authors use figurative language, confidently using terms such as fantasy, metaphor and personification. In Year 2, pupils showed a secure understanding of odd and even numbers as they looked for patterns when they added them together. There is no significant difference in the progress of pupils of different abilities, although opportunities to challenge more-able pupils to reach the higher levels are sometimes missed. Pupils with special educational needs and/or disabilities make satisfactory progress because the work is well planned to meet their needs. Other groups, including pupils learning English as an additional language and those known to be eligible for free school meals, make similar progress to their classmates.

Pupils make satisfactory progress in their spiritual and cultural development, although their knowledge of cultures other than their own is patchy. They respond well to the school's strong promotion of their moral and social development, and relationships and behaviour throughout the school are good. Pupils' rising rate of attendance is a reflection of their increased enjoyment of school and, coupled with their improving basic skills, means that pupils are now appropriately prepared for their future lives. They report that they feel safe and are particularly appreciative the school's emphasis on securing their well-being. Pupils are proud of their school and take seriously their responsibilities, such as joining the school council or carrying out day-to-day tasks to aid its smooth running.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

There has been marked improvement in the quality of teaching and assessment. Staff have successfully created an environment in which pupils are ready and eager to learn. Teachers ensure that pupils are clear about what is expected of them and understand how the success of their learning will be judged. Teachers assess pupils' progress well and their use of questioning has improved. As a result, they use pupils' responses thoughtfully to check on their learning and tackle any misunderstanding. Pupils increasingly evaluate their own work, although this approach is not applied consistently across the school. Nevertheless, good quality marking contributes to teachers' understanding of pupils' learning. For example, teachers often set extra activities (known to pupils as 'gap tasks') to reinforce the learning or deal with errors. Although pupils' writing is marked well in English, there is not enough emphasis on marking and improving their literacy when they write in other subjects.

The curriculum for pupils as they join Year 1 from Reception has improved and there

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

is now appropriate progression of knowledge, skills and understanding as they move through the school. Work, started at the time of the last monitoring visit to make the curriculum for pupils in Years 1 to 6 more relevant and creative, is well underway, and pupils report their enjoyment of the work provided. It is too soon to judge its impact on their learning and progress, but the curriculum is enriched by a good range of visits, visitors and opportunities outside of lessons. Literacy, numeracy and information and communication technology are generally planned appropriately across the curriculum, but opportunities are sometimes missed for pupils to improve their skills by writing in other subjects.

The school takes good care of pupils and ensures that they have the support they need to make progress. Teaching assistants contribute well to the provision for pupils with special educational needs and/or disabilities and the pastoral manager gives a strong and purposeful steer to the support for pupils whose circumstances make them vulnerable. On the previous monitoring visit, a few pupils reported that they did not feel safe. The school has responded well and pupils now report that their concerns have been allayed. This has increased their enjoyment of school and has contributed to securing average attendance levels. The breakfast club is well organised and enjoyed by pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The acting headteacher and acting deputy headteacher, other senior staff and the governing body have ensured that the school provides a satisfactory education. There is a strong and shared ambition among leaders and staff to provide the best for pupils and they are well on the way to fulfilling their aims. They recognise that there is more still to do, but leaders have a clear understanding of what is working well and what needs to improve further. The governing body has overhauled its role, particularly its capability to challenge the leaders. The well thought-out strategic plans for gradually reducing the school's reliance on external support, noted at the last monitoring visit, have borne fruit, so that the school is now able to stand on its own and demonstrates good capacity to sustain further improvement. Subject leaders, particularly for literacy, numeracy, the curriculum and special educational needs and/or disabilities, are influential in securing improvement.

The school values pupils as individuals, whatever their background or ability, and tackles discrimination effectively. A close check is kept on the progress of different groups to ensure parity of performance, but not enough is done to ensure that more-able pupils attain as well as they can. Inadequacies in the promotion of community cohesion identified in the last inspection have been eliminated. The school has a

sound understanding of its impact on its own community and the local area, although evaluation of its impact further afield is less well established. Procedures for safeguarding pupils are good. Robust checks are made on the suitability of adults to work with children and the risk of potential hazards is carefully assessed and managed. Senior staff evaluate and improve these systems rigorously, sometimes using external expertise to ensure that recommended good practice is followed. As a result, pupils have a strong sense of being safe.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Good provision and leadership in Nursery and Reception are ensuring that children get off to a good start. This is a considerable improvement since the last inspection. From low starting points, children make good progress, although their attainment remains below average by the end of Reception. The leader is knowledgeable about how young children learn and provision in both classes is well organised, builds well on children's interests and ensures that their needs are met. There is a good balance of activities led by an adult and opportunities for children to make choices and decisions for themselves. Children learn well in the supportive environment. Planning gives regular access to all areas of learning, and the classrooms and outdoor areas are well resourced. Outdoor provision in the Nursery has improved considerably and plans are well in hand to secure similar improvement in Reception. Staff generally promote children's language development well, although opportunities are sometimes missed to encourage children to extend their vocabulary and explain their ideas, or to choose and share books during their self-selected activities. A good range of carefully noted assessment information is collected, which is used well to plan children's next steps in their learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Inspectors spoke with parents and carers during this inspection and previous monitoring visits. Those parents and carers spoken to are pleased about the school's improvement. They are particularly pleased that, after a number of years of high mobility, staffing is now settled.

## **Responses from parents and carers to Ofsted's questionnaire**

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**

4 November 2011

Dear Pupils



**Inspection of Hawkesley CofE/Methodist Primary School, Birmingham, B38 9TR**

Thank you for being so friendly when we visited your school recently. Some of you will know that your school was placed in 'special measures' when it was last inspected, and I have been visiting each term to check that it has been improving enough. I am pleased to tell you that your school no longer needs 'special measures' because many important things have improved and your school is now satisfactory.

- Teaching is now good, your work has improved and you are making the progress expected of you.
- Your behaviour has improved and is now good. Well done, and please keep it up, because this is one of the reasons why your work has improved.
- Your attendance is now similar to that found in most schools. Again, please keep this up.
- The school takes good care of you and helps you to feel safe.
- Your school is well led by the leaders and members of the governing body.

Now that your school is satisfactory, your headteacher, staff and the other adults want it to get even better. We have asked them to do two things.

- We want them to make sure that you have more opportunities to write in lessons in other subjects and to help you to improve your writing still further. We also want them to encourage you to enjoy reading as much as you can – and not just in lessons.
- We want them to make sure that those of you who can do harder work get it, and for you to be given more chances to assess your own and each other's work. We would like them also to give you more chance to solve real-life problems in mathematics.

We know you will want to help. Please keep trying your best in everything you do. Try to read as much as you can at home and please tell your teacher if you find the work too easy.

Yours sincerely

Keith Williams  
Lead inspector

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