

# Hawkesley CofE/Methodist Primary School Profile

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## Hawkesley CofE/Methodist Primary School

376 Shannon Road

Birmingham, West Midlands, B38 9TR

Telephone: 0121 459 6467

<http://www.hawkesley.bham.sch.uk>

Children's Service Authority:	Birmingham
Age range:	3-11
Number of pupils:	297
Head teacher:	Mrs Rebecca Garratt
Chair of governors:	Rev. Canon R. Morris

## What have been our successes this year?

During the last year the school has enjoyed many successes.

The school has been part of the Communication, Language and Literacy scheme which has resulted in measured improvements in the reading and communication abilities of our youngest children.

We were pleased with our Key Stage 1 results which were the best in over 5 years. These came as a result of more focused teaching and our involvement in a phonics programme to improve the children's understanding of reading;

Various competitions throughout the year have shown the continued success of out of school sports clubs. In particular the children had successes in both boys and girls football.

All children in Year 4 have benefited from music lessons in either the flute or the guitar and the choice to continue these in Year 5.

The school has undergone major refurbishment work. Two classrooms in Key Stage 2 have been fully refurbished and extended. New furniture and fittings have been installed in these.

Changes in lunch time procedures have improved behaviour in the dining room and the lunchtime supervisors ability to monitor children's healthy eating habits, as well as behaviour.

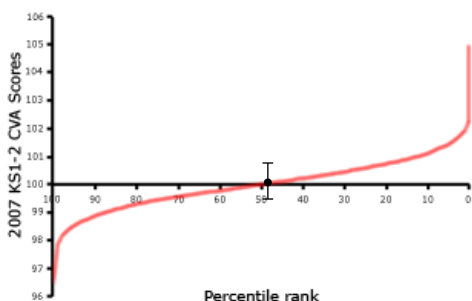
## What are we trying to improve?

Our priority is to raise standards across the school. We have adopted Read Write Inc as a method of teaching children to read in Key Stage 1 and improving the reading ability of those children who have missed this opportunity in Key Stage 2.

A recent local authority review has revealed issues with the quality of teaching and learning in school. We are trying to address this issue by implementing a new teaching and learning policy and improving quality assurance by planned lesson observations, feedback and support;

We are trying to raise standards in Mathematics and Literacy by adopting the new frameworks for both subjects and improving the quality of assessments so that teachers are able to assess children and plan what they need to do in order to improve.

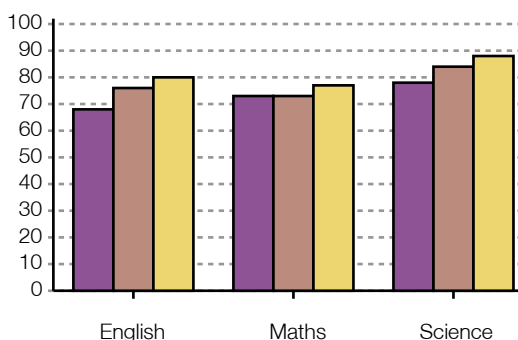
## How much progress do pupils make between age 7 and 11?



- Our school
- I Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

## How well do pupils achieve at age 11?



- Our school
- Local schools (Local Authority)
- All schools

This chart shows the Key Stage 2 results for 2007. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

## **How have our results changed over time?**

Apart from one year, Key Stage 2 results have stayed stubbornly under floor targets for a considerable period of time. This has been as a result of the lack of targeted teaching in some year groups and considerable catch up because children have not benefited from the early acquisition of basic skills. The school has now put considerable resources into these year groups to allow children to catch up.

Key stage 1 results are showing an increase especially in reading and writing. These are due to be even better this year as a result of the targeted teaching of reading that the children received in year 1. Mathematics is still an area for improvement.

The Foundation Stage is showing dramatic signs of improvement. The appointment of a new coordinator has ensured a consistent approach to teaching across the stage. The children who left Reception last year are the best early readers the school has had in a long while. However, there is still a lot to do!

Mobility is an issue in some classes and year groups.

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## **How are we making sure that every child gets teaching to meet their individual needs?**

The school is increasingly developing procedures in school to identify and cater for individual needs:

In the autumn, the school conducts an audit of Special Educational Needs to identify pupils who need additional support. From this children have been identified to receive support and provision in literacy skills;

The Foundation Stage has been enhanced by the employment of a Speech and Language Therapist to assist staff in developing early language;

All children from Year 1 through to year 4 have been grouped to address their individual reading needs;

Our learning mentor manages the transition into Hawkesley School by new families to create close links and address individual needs as children enter school.

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## **How are we working with parents and the community?**

Hawkesley school is a full working Anglican/ Methodist Church at the heart of the community. The school works closely with the church to ensure the presence of both in the area. The church works well out of the school in pastoral and spiritual role through the work of a range of ministers.

We regularly invite the community into our church to experience special events such as Harvest Festival, Christmas productions and carol services and children's assemblies.

Children at risk of exclusion and families who need help are ably assisted by a support programme supported by Kings Norton Extended Provision.

The area is part of the 'New Deal for communities' which has provided extra facilities and staffing in school.

The school works alongside community service volunteers to allow children in Year 6 to experience environmental activities including the growing of vegetables.

Each year group plans and delivers a workshop to allow parents to come into school and experience school based activities.

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## **What have pupils told us about the school, and what have we done as a result?**

In a recent review the children were concerned about the quality of school lunchtimes and meals. Lunchtimes have been restructured to allow children to sit with their friends in year groups and enjoy healthier school meals.

Children were concerned about ensuring that they were safe in school from bullying and bad behaviour. The school is revisiting its behaviour policy and anti bullying policy. All teachers have been trained in the principles of team teach and zone boards are being trialled throughout the school to allow children to track their own behaviour.

Children are being currently consulted about the school teaching and learning policy.

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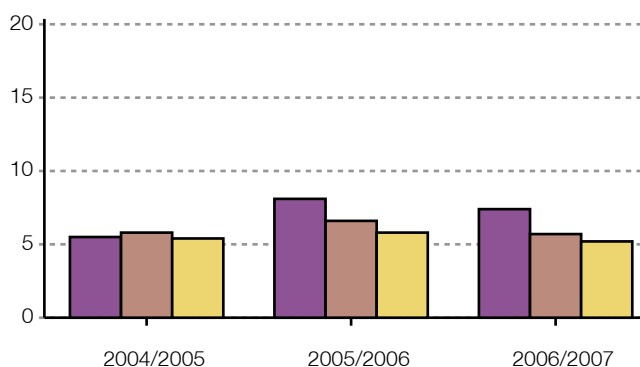
## How do we make sure our pupils are healthy, safe and well-supported?

Making healthy choices is actively promoted through our curriculum. We support children's health and well-being in the following ways:

- All children have access to water at all times and eat a healthy snack at breaktime, KS1 and KS2 children receive free fruit.
- School lunches are healthy and follow all government guidelines. The school also boasts a school salad bar.
- All children receive at least two 1 hour sessions of PE or sport during the week.
- Clear policies and systems are in place to support good behaviour and anti-bullying. These are understood by children, teachers and parents because they have been involved in writing them.
- Our policies and practices for health and safety are regularly reviewed by Governors and staff.
- In order to support children who may have medical needs staff receive regular training in the management of pupils with asthma and allergies.
- Staff receive regular training in Child Protection and Safeguarding, the school has in place agreed safe employment practices.
- The school operates a first day absence system to ensure that all non-attending children are safe.

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## How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our school   ■ Local schools (Local Authority)   ■ All schools

## **What activities and options are available to pupils?**

A range of activities before and after the school day are on offer to our children.

Some of these are free and run by our teachers eg art, football and environment. Others are run by one of learning mentors eg knitting, computers and art.

Peripatetic teaching in music tuition is available during the school day. A charge may be made to parents for this service. Free music lessons are available to all children in Year 4.

There are many opportunities and experiences that enrich the curriculum for our children. These include:

- Regular visits from touring theatre companies
- Trips and visits
- Performances involving the children: Carol Service, assemblies, concerts and plays
- Sports Day
- School council meetings
- Theme weeks eg Health Week
- Congratulations Assemblies
- Additional sports coaching from a range of local organisations

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## **What do our pupils do after leaving this school?**

Pupils who leave this school go on to a variety of local secondary schools.

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## Ofsted's view of our school

This is a satisfactory school that provides good pastoral care for its pupils, which helps them to feel welcome and valued. Whilst achievement is satisfactory, pupils' standards are well below average by the end of Year 6 in English, mathematics and science. Pupils have particular difficulties with reading that often hold back their learning in other subjects. In mathematics, pupils find problem solving especially difficult.

Provision for the Foundation Stage is satisfactory and children make the expected gains from their very low starting points. They make a good start in the Nursery, especially in personal, social and emotional development. A wide range of purposeful activities involves the children well and helps them to become confident and independent. In Years 1 to 6, teachers form good relationships with the pupils and work hard to make lessons interesting. However, in some lessons in the mixed-age classes in Years 1 to 4, teachers do not always challenge pupils enough. At these times pupils are not sufficiently interested and involved in their learning and their progress slows. Teachers in Years 5 and 6 are more consistent in motivating pupils by meeting their differing needs.

The headteacher, senior leaders and governors are dedicated and are working together closely to improve the provision for the pupils. Despite several changes in senior members of staff, there is a clear understanding of the school's strengths and weaknesses and a determination to overcome difficulties that hold back pupils' learning. The school has recently improved procedures for monitoring pupils' progress and these are satisfactory. Groups of pupils who have made insufficient progress are being identified and given additional support. However, strategies to improve provision and standards are not evaluated rigorously enough to check that they are having a good impact and to pinpoint the next steps forward. Close links with other schools enable members of staff to share in a wide range of training to increase their expertise. Pupils are prepared satisfactorily for the next stage of their education. They know how to stay safe and healthy, take responsibility well and learn how to work with each other.

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Date of last inspection: 05-Oct-2006

Ofsted graded our school as satisfactory

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Hawkesley CofE/Methodist Primary School](#)

## **What have we done in response to Ofsted?**

The school has tried to take account of the recommendations made in the Ofsted report when developing our school improvement plan;

Our plan and focus is to try to ensure raising standards and improved quality of teaching and learning.

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### **More Information**

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 0121 459 6467

Our website <http://www.hawkesley.bham.sch.uk>

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