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14 December 2011

Mrs Stevens  
Headteacher  
Hateley Heath Primary School  
Huntingdon Road  
West Bromwich  
B71 2RP

Dear Mrs Stevens

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Hateley Heath Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 13 December 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. I would also like to thank the local authority's school improvement partner and the Chair of the Governing Body who, at short notice, made themselves available to meet me and also attend the feedback session at the end of the inspection. The central record of suitability checks on staff was scrutinised and it meets the current government requirements.

There have been some staff changes since the school's last inspection. Three teachers have been appointed to replace those who have left. Two classes are being taught by supply teachers to cover for temporary absence such as maternity leave.

As a result of the inspection on 12 May 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Pupils' attainment by the end of Year 2 and Year 6 is rising steadily. The national test results and teacher assessments in 2011, although unvalidated, show that attainment improved significantly compared with previous years and was in line with the national average by the end of Year 6 in both English and mathematics. This signifies good rates of progress in relation to pupils' starting points. Across the school, the quality of teaching is improving as a result of effective leadership and monitoring, well-focused staff training and the sharing of best practice to improve teachers' marking and use of assessment. Consequently, teachers mark pupils' work

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more consistently and are using assessment better to plan tasks for pupils in lessons that meet their needs and abilities. There is an increasing proportion of good or outstanding teaching and the leadership team has eliminated all inadequate teaching. The most effective teaching is intuitive and adaptable and enables more-able pupils to extend their learning to reach higher levels. During a very effective English lesson, for example, Year 2 pupils made excellent progress recounting a familiar story. The pupils identified complex features of sentences in the story, such as connectives and speech marks, to pause and adapt to the text in order to read with more expression and increasing fluency. The teacher asked pertinent questions and continually referred to the key learning objectives to adapt the planned tasks and sustain an excellent pace to pupils' learning. The school has also improved the consistency and effectiveness of the teaching of phonics (sounds that letters make), although the impact of this on pupils' attainment in reading and writing has yet to be fully evaluated.

Pupils now have more opportunities to reflect on and assess their learning. There are targets in pupils' books for them to work towards, such as 'steps to success', and checklists with objectives for them to cross reference when editing or correcting their work. Lessons incorporate more opportunities for pupils to be engaged, make suggestions or generate and test their ideas, so that teachers expect more of the pupils and have improved the pace of learning. This was seen to good effect in Year 5 and Year 6, as pupils edited their writing and shared ideas about how best to write more complex sentences. This is also reflected in pupils' work books as the form and structure of their writing is improving. Although the teaching is improving well, there is scope to build on this further. For example, teachers sometimes spend too long explaining what pupils are going to do next, leaving less time to attend to the accuracy of their work. Pupils' books show that they now have more opportunities to write independently, although teachers do not always intervene enough to correct the accuracy of pupils' writing during lessons. Much of the revision, self-assessment and correction of work take place after teachers have marked pupils' books, which reduces the impact of the teaching as it does not always enable pupils to self-correct while the key learning objectives of the lesson are fresh in their minds.

The school faces many challenges, such as the high mobility of pupils and families who join or leave the school at different times of the year, and the increasing proportion of pupils who join with little or no experience of the English language. Assessments show that pupils in the early stages of learning to speak English are given effective support, including the use of bi-lingual teaching and resources. The school has maintained a supportive climate for learning that is reflected in the warm relationships that exist between pupils and staff. The school has also maintained its strong provision in the children's centre and Early Years Foundation Stage, and combined with the school's very effective family liaison work, the staff have been successful in improving attendance rates and reducing persistent absence. Current attendance rates are much higher compared with those found at the time of the school's last inspection.

The leadership team and governing body have increased the frequency of parental consultation meetings to enable parents and carers to meet with teachers to discuss their children's progress. The improvements to teachers' marking also provides further opportunities for parents and carers to see at first-hand how their children's work and performance are being monitored and supported. The school also runs a series of parental workshops aimed at helping parents and carers to support their children's learning at home.

The local authority's school improvement partner has provided good support. Systematic reviews have helped to steer the school towards improving pupils' learning and progress. Coordinated staff training, particularly in the use of assessment and learning targets, as well as accurate evaluations of teaching and learning, have helped to increase the school's capacity for sustained improvement.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Charalambos Loizou  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in May 2010.**

- Raise attainment and improve progress by:
  - increasing the proportion of high quality teaching so that, by the end of the 2010/11 school year, 80% of lessons are good or better, through sharing current good practice regarding the expectations and engagement of pupils and the pace at which they progress, particularly in reading in Key Stage 2
  - providing work that is well matched to the needs of more able pupils so that they reach the high standards of which they are capable
  - ensuring that teachers' marking provides pupils with good advice on how to improve their work.
  
- Ensure that parents and carers know how well their children are doing by:
  - providing opportunities to discuss children's attainment and progress each term
  - helping parents and carers to support children's learning.
  
- Increase attendance to at least 95% for the 2010/11 school year by:
  - working more closely with parents and carers
  - developing incentives for pupils which encourage good attendance and punctuality.