

Hateley Heath Primary School

Huntingdon Road, West Bromwich, B71 2RP

Inspection dates 6–7 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children get off to a good start in the Nursery and Reception classes. Their good progress continues in Years 1 to 6 in reading, writing and mathematics.
- All groups achieve well, including disabled pupils and those who have special educational needs.
- Teaching is good. Teachers' expectations are high and pupils work hard. Teachers provide pupils with a wide range of interesting work that they enjoy.
- Pupils' behaviour is good in lessons and around the school. Pupils' attitudes to learning are positive.
- Pupils feel extremely safe in school and have a good understanding of how to keep themselves safe and secure.
- The headteacher's drive to improve the school is enthusiastically shared by staff. Leaders, including the governing body, successfully use training to improve the quality of teaching.

It is not yet an outstanding school because

- A rapid pace of learning is not always sustained in lessons.
- Marking is not always detailed enough and teachers do not make sure that pupils have always acted upon the advice in their books.
- Adults sometimes miss the chance to develop children's speech in the Nursery and Reception classes.

Information about this inspection

- The inspectors observed the teaching in all classes. They visited 22 lessons taught by 12 teachers. The headteacher joined inspectors for several of these visits and inspectors observed her reporting back to teachers on the quality of learning seen.
- Inspectors held discussions with pupils, the headteacher, teachers and the Chair of the Governing Body. The lead inspector met with a representative of the local authority.
- The inspectors looked at a range of evidence including hearing pupils read, records of pupils' progress, safeguarding documentation, behaviour logs and the results of the school's checks on the quality of teaching. They also examined the work in pupils' books.
- The views of eight parents were analysed through the Parent View website. The views of parents who met an inspector at the school gate were also considered as were those of several parents who spoke to the lead inspector on the telephone.

Inspection team

Gerald Griffin, Lead inspector	Additional Inspector
Ann Glynne Jones	Additional Inspector
Davinder Dosanjh	Additional Inspector

Full report

Information about this school

- This is a larger-than-average sized primary school.
- One third of pupils are White British. The remainder come from a wide variety of backgrounds and an above-average proportion of these pupils speak English as an additional language.
- A larger-than-average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The on-site Bright Futures Day Care provision that is managed by the governing body was not part of this inspection.

What does the school need to do to improve further?

- Raise teaching and rates of progress to outstanding by:
 - making sure that learning activities do not go on for too long
 - when marking, providing precise instructions about how pupils can improve their work
 - checking that pupils always act upon the written comments in their books
 - providing more opportunities for children in the Nursery and Reception classes to talk about their ideas and experiences.

Inspection judgements

The achievement of pupils is good

- Children start school with knowledge, skills and understanding at low levels for their age. This summer, they reached attainment that was below average at the end of their Reception Year. This represents good progress in all areas of learning.
- Pupils' progress is good in Years 1 to 6 in reading, writing and mathematics. In 2012, pupils left Year 6 with average attainment. When writing, pupils use vocabulary and punctuation skilfully to express their ideas clearly in many different ways, such as factual accounts, letters and stories. In an outstanding Year 3 lesson, pupils made excellent progress in developing their knowledge of descriptive words and using them to write similes.
- Progress in reading is good because pupils have well-developed skills in linking letters to the sounds they make (phonics). They are keen to read and do so regularly. Attainment in reading is currently average in Year 2. Pupils have a good understanding of what they are reading and this is supported well by parents reading with their children at home.
- Progress in mathematics, which has been slower than that in English over the past few years, has improved. This is because teachers are now skilled in teaching pupils to solve mathematical problems. Pupils use their mathematics skills competently, for example to draw graphs of the results of science experiments.
- Disabled pupils and those who have special educational needs concentrate well in lessons. Their good progress is secured by effective teaching, which enables them to achieve small but demanding steps in learning.
- The progress of pupils known to be eligible for the pupil premium, those from White British homes and less able pupils has improved over the past two years so that it is good. The school use test scores well to identify pupils who have fallen behind in their work. They are given support and guidance which quickly closes any gaps in their knowledge and understanding.
- The school spends its pupil premium money appropriately. For example, the school has trained adults to support the needs of pupils who have emotional difficulties so that they are able to concentrate in lessons and make similar progress to their classmates.
- The progress of pupils who speak English as an additional language is good. Those at the early stages of learning English make rapid gains in the language because of the expert help from adults who speak their home language.
- Pupils' good progress and positive attitudes mean that they are well prepared for secondary school.

The quality of teaching is good

- Relationships in lesson are very positive and pupils are keen to learn. Teachers use resources, such as computers and educational games, effectively to deepen pupils' understanding.
- Teachers use test scores well to plan demanding tasks that stretch all members of the class. This means that pupils do not find their work too easy or too hard.

- Good planning leads to activities in lessons which deepen pupils' knowledge and understanding and which develop a range of skills which pupils are able to apply in all subjects. For example, pupils use computers skilfully to communicate their ideas in English and history.
- Teachers plan many opportunities to develop pupils' spiritual, moral, social and cultural awareness. For example, in an assembly, younger pupils were thinking deeply about their feelings and how their actions can affect other people.
- Teaching assistants provide valuable support, especially for disabled pupils and those who have special educational needs and those known to be eligible for the pupil premium. For example, they ensure pupils with behaviour difficulties concentrate in lessons and make good progress.
- In the Nursery and Reception classes, teachers plan a good balance of adult-led and child-chosen activities in the stimulating environment. Learning takes place inside and outdoors, and develops children's understanding well. Children are not always sufficiently encouraged to talk about their thoughts and experiences, to develop their speaking and language skills. Good relations with the Bright Futures Day Care provision ensure that children make a smooth and happy start to school.
- In a minority of lessons, an activity can last too long with the result that pupils lose concentration and the pace of learning slows. This happens, for example, when pupils listen to overly long introductions.
- Marking and feedback is regular and supportive. In Year 6, marking provides pupils with very clear instructions as to how they can improve their work. In other years, these instructions are not usually detailed enough. Teachers do not consistently check that pupils have acted upon their good advice.

The behaviour and safety of pupils are good

- Inspectors saw consistently good behaviour in lessons and around the school. Parents, school records and discussions with pupils confirm that this is the norm.
- Pupils are polite, enthusiastic and have positive attitudes towards school and learning. They cooperate and collaborate well in groups.
- Pupils have a good understanding of what constitutes bullying. They are fully aware of its different forms, such as internet bullying. They say that there is very little bullying in school. Pupils are highly confident that any bullying would be quickly sorted out by the school.
- Pupils feel very safe and know precisely how to keep themselves safe, for example when crossing the road.
- Attendance is above average, reflecting the pupils' enjoyment of school.

The leadership and management are good

- School leaders, including the governing body, aim high. Since the previous inspection, teaching, and the way the school helps parents to support their children's learning, have improved. Additionally, the actions taken by leaders have led to a dramatic rise in attendance. This shows

the school is well placed to improve further.

- Leaders make regular checks on teaching and the quality of learning. The follow-up from these successfully tackles weaknesses to improve teachers' skills. For example, successful training has improved the staff's teaching of phonics.
- Performance management of teaching is rigorous. Only those teachers that have met the challenging targets set by the school for the progress of children in their class are considered for additional pay.
- Teachers have a good understanding of the needs of disabled pupils and those who have special educational needs. They use this information to provide good individual support. The help provided for pupils whose circumstances may make them vulnerable is very effective.
- The local authority has made a strong contribution to the training of school leaders and to improving the teaching of mathematics.
- Nearly all parents expressed positive views about their children's progress, teaching and the leadership of the school. The school provides meetings that are well attended by parents, for example about phonics. These help them to support their child's learning at home. The school is highly successful in supporting parents who find working with school difficult so that they can help their child's learning at home.
- The way subjects are taught strongly promotes pupils' spiritual, moral, social and cultural development. For example, the school provides many opportunities for pupils to gain an understanding and respect for cultures that are different from their own. The school organises a wide range of clubs for its pupils.
- The school completes all statutory checks on the suitability of staff to be employed. Child protection training for staff is thorough, and leaders implement child protection policies rigorously.
- Leaders have a clear commitment to combating discrimination and promoting equal opportunities. This is shown in the good progress made by all groups of pupils, from all backgrounds. The school fosters good relations with outside agencies and other schools to improve pupils' life chances even more.
- **The governance of the school:**
 - Governors are well informed about the school's performance and how well finance such as the pupil premium funding is spent. This comes about through their visits to see the school at work and from detailed reports by school staff. They use this information to ask searching questions of senior leaders and, as a result, the quality of teaching and pupils' achievement have improved. The governing body enthusiastically support staff training, for example, through the sharing of good practice with other local schools that has sharpened teachers' skills and improved pupils' achievement. It also keeps a careful eye on performance management arrangements to see that robust targets are set and that performance is linked to pay.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	131943
Local authority	Sandwell
Inspection number	402521

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

Type of school	Primary
School category	Community School
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	378
Appropriate authority	The governing body
Chair	Nikki Marriott
Headteacher	Elaine Stevens
Date of previous school inspection	12 May 2010
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