

Hawkesley Church Primary Academy

376 Shannon Road, Kings Norton, Birmingham, B38 9TR

Inspection dates 11–12 March 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement varies across the academy. Not all pupils are making progress at a good rate in reading, writing and mathematics. Consequently, attainment remains low.
- In the early years, children do not make good progress in writing and mathematics.
- Teachers do not always make sure that pupils are given work of the right degree of difficulty. Pupils sometimes struggle with work that is too hard or complete tasks with ease.
- The work of teaching assistants is not always effective. Some lower-attaining pupils or those who are disabled or have special educational needs do not make good progress as a result.
- In the past, the work of leaders and governors has not had a strong impact on the quality of teaching or pupils' achievement.
- Some middle leaders lack experience in leading their subjects or phases. They are not yet making a full contribution to driving improvement.
- The governing body has not provided effective challenge or been rigorous enough in reviewing the academy's performance. It has not made sure that policies reflect current requirements.
- The academy's sponsor has not checked that the governing body's work is effective.

The school has the following strengths

- Pupils spiritual, moral, social and cultural development is promoted very well, supported by a strong emphasis on the academy's values of respect, responsibility, hopefulness, truth, friendliness and perseverance.
- The headteacher knows what needs to be done to move the academy forward. He is tackling weaknesses with determination.
- Teaching and pupils' progress are now improving as a result of the clear direction provided by current senior leaders.
- Pupils behave well. They say they feel safe at the academy and their parents agree.
- The academy's work to protect pupils and keep them safe is good. The staff are assiduous and tenacious in following up any concerns.

Information about this inspection

- The inspection team observed teaching and learning in 16 lessons. The headteacher or deputy headteacher accompanied the inspectors for half of these observations. Shorter visits were made to classrooms to look at displays, book corners and pupils' work.
- Inspectors looked at a wide range of documents, including: information about pupils' current attainment and progress; the academy's improvement plan; minutes of meetings of the governing body; records relating to behaviour and attendance; documents relating to safeguarding; policies and information on the academy's website.
- Inspectors met groups of pupils and talked to them about their work and about life in the academy. They spoke to pupils at break and lunch times. They also listened to pupils read and reviewed work in books in a range of different subjects.
- Inspectors met senior, subject and phase leaders, the pastoral manager, a group of teachers and teaching assistants, the Chair of the Governing Body and two representatives of the academy's sponsor.
- There were too few responses to the online questionnaire, Parent View, to enable inspectors to look at them. Inspectors spoke briefly to parents as they brought their children to school in the morning and looked at the academy's recent survey of the views of parents. Staff views were considered through the 28 responses to the staff questionnaire.

Inspection team

Linda McGill, Lead inspector

Her Majesty's Inspector

Simon Mosley

Her Majesty's Inspector

Full report

Information about this school

- Hawkesley Church Primary Academy converted to become an academy on 1 June 2013. When its predecessor school, Hawkesley CofE/Methodist Primary School was last inspected by Ofsted it was judged to be satisfactory overall. The academy is sponsored by the Diocese of Birmingham Education Trust.
- Hawkesley is an average-sized primary school.
- About three quarters of the pupils are White British. The remainder come from a diverse range of backgrounds. Few pupils speak English as an additional language.
- The proportion of disadvantaged pupils for whom the academy receives pupil premium funding is well above average. The pupil premium is government funding to support the education of pupils known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is well above average.
- A small number of children attend the Nursery class in the mornings only. The majority of children in the early years attend the Nursery or Reception class full time.
- The academy meets the governments floor standard, which is the minimum expected for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The deputy headteacher started at Hawkesley in September 2013 and the headteacher took up post in September 2014.

What does the school need to do to improve further?

- Strengthen leadership and management, including governance, so that all leaders play a full part in driving improvement by:
 - providing training for subject and phase leaders in understanding and using assessment information to identify areas of strength and relative weakness in teaching and learning in their areas of responsibility
 - helping these leaders to work out the most important actions that must be taken, and how they will measure the impact
 - working with the academy's sponsor to improve the effectiveness of the governing body in reviewing the academy's performance, holding leaders to account and deciding on plans for the future
 - making sure that policies for the curriculum and other aspects of the academy's work are up to date, take account of the needs of the pupils and set out clearly what is expected
 - improving communication with parents by making sure that the academy's website reflects current practice.
- Improve teaching in order to make sure that all groups of pupils achieve well in reading, writing and mathematics in all key stages by:
 - strengthening teachers' understanding of the prior attainment of the pupils they teach, so that they make sure work provides just the right amount of challenge to help pupils deepen their knowledge and understanding
 - supporting teachers to identify any gaps in pupils' knowledge or barriers to learning so that they can address them before moving on to new learning
 - checking that teachers make sure that all subjects are taught for the time that is expected
 - making sure that younger pupils who do not yet read fluently have reading books that support them in applying their knowledge of letters and sounds when they encounter unfamiliar words
 - making sure that teaching assistants always know exactly what is expected of them in lessons and that they make a full contribution to pupils' learning.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management should be improved.

Inspection judgements

The leadership and management requires improvement

- The academy did not move forward quickly from its opening in June 2013. While there were positive features to the academy's first set of published results, there were also indications that the pace of change was slowing. Now, under the leadership of the headteacher and deputy headteacher, there is a renewed vigour and determination. Expectations of staff and pupils have been raised and clarified. The academy's core values underpin what is being done and have a positive impact on pupils' behaviour.
- The plan for improvement is based on the headteacher's realistic assessment of the academy's current position. It contains suitable priorities and ambitious targets. Action to be taken is clearly set out and the impact carefully tracked. It is already leading to improvement in the quality of teaching and to the pupils' attainment and progress.
- The targets set for teachers as part of their performance management are clearly linked to the academy's priorities. Teachers say that this helps them to know exactly what is expected of them. Pupils, too, know what to expect as leaders make sure that procedures, such as for marking and for encouraging good behaviour, are consistently followed across the academy.
- Subject and phase leaders, including for the early years, are expected to play a strong part in driving improvements in their areas. They are not all able as yet to fulfil this role with confidence, as some lack experience and their knowledge of standards, teaching and learning across the academy is under-developed. Developing the skills of this group of leaders is a key priority for the headteacher.
- The academy promotes pupils' spiritual, moral, social and cultural development very well. Pupils explore different values and beliefs, and reflect on their own and others' experiences. Every classroom has a space for quiet reflection. Pupils contribute to academy life and take on responsibility; older pupils said they understand how democracy works as they take part in elections for the academy's committees. The academy's values and its emphasis on good relationships, respect for the law and equality of opportunity foster pupils' understanding of British values and successfully prepare them for life in modern Britain.
- The curriculum emphasises reading, writing and mathematics and includes a suitably broad range of other subjects. Some subject policies do not reflect the academy's decision to follow the National Curriculum. They have not kept pace with recent changes, for example, to how reading should be taught to younger pupils. In addition, the curriculum does not fully take account of the personal attributes that pupils need to develop in order to be better learners.
- The number of sporting activities and clubs has increased considerably. The additional primary sport funding is used to employ sports coaches. As a result, more pupils are taking part in sport, and behaviour at lunch time has improved. Pupil premium funding has largely been spent on additional staffing. This has helped make sure that there are no substantial differences in the progress of disadvantaged pupils and others.
- The care and welfare of pupils is central to the academy's work. The academy opens early and provides breakfast for those who want it, ensuring they are well prepared for learning. All the required checks on staff have been carried out and meticulously recorded. Staff at all levels know what to do and who to approach should they have a concern about a pupil's well-being. Case files show that staff are quick to act and to refer concerns to the appropriate bodies. They are tenacious in following up any decisions to make sure that action is taken. Statutory requirements for safeguarding are met.
- The academy is visited every half term by a challenge partner employed by the sponsor. The challenge partner knows the academy well and supports the action that the headteacher is taking. The academy's sponsor did not check to see whether the governing body was holding leaders rigorously to account or making sure that there was no slippage in revising and updating policies in the light of current guidance.
- Parents are becoming increasingly involved in the life of the academy. Many support their children well at home, with reading, for example. During the inspection, an assembly for Mothers' Day was very well

attended.

■ The governance of the school:

- Members of the governing body are supportive of the school's work and contribute well to its ethos, but their work has lacked the rigour and decisiveness that is needed to drive the academy quickly forward. Governors receive reports, including on the quality of teaching and on the pupils' achievement, but the minutes of meetings show that they do not probe beneath the surface or ask challenging questions about the information they receive. This means that their view of the academy's effectiveness has, until recently, been too positive.
- In the past, recommendations for pay increases for teachers have been agreed without question. As a result of guidance from the headteacher, governors now have a better understanding of how teachers' performance is evaluated, how weaker teaching is supported and their part in the process.
- The governing body keeps a close eye on spending and oversees the budget well. Governors know how the pupil premium funding and sports funding have been used. However, they have not asked the school's leaders for a formal evaluation of the impact of the sports funding on pupils' well-being.
- The governing body has not made sure that all of the academy's policies and procedures are updated in a timely way, nor that the academy's website reflects current practice and shows how pupils achieved in the first year after the academy opened.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are polite, friendly and respectful. They respond readily to adults and typically work and play happily alongside one another. Behaviour in assemblies is excellent; pupils enter quietly, listen attentively to what is being said and sing hymns with enjoyment.
- Pupils are keen to learn in lessons. They set to work straight away. They persevere with their tasks, but there are occasions when they have been working for some time that their enthusiasm wanes and their concentration slips. However, they soon get back on track and they do not interfere with the learning of others. Pupils try hard to present their work well and are proud of their achievements.
- Parents and staff have few concerns about behaviour. Pupils, too, say that other pupils' behaviour is good and does not worry them. Pupils understand and appreciate the system for rewarding good behaviour and preventing inappropriate behaviour. A queue of pupils outside the headteacher's door at the end of school shows clearly how many have managed to reach 'gold' by the end of the day. Pupils are delighted by the small rewards they are given.
- A few pupils sometimes have difficulty in managing their own behaviour. Over time, their behaviour typically improves as a result of consistent expectations and clear procedures. The rate of fixed-term exclusion has fallen substantially this year.

Safety

- The school's work to keep pupils safe and secure is good. Pupils are taught about the dangers they may face, including on the internet, and how to manage them. Pupils said that they feel safe at the academy and that the staff look after them. Their parents agree that their children are well looked after.
- The academy has a good relationship with local police officers, who come in to visit regularly and work with the pupils, for example, in charity work.
- Pupils have a good understanding of the different forms that bullying can take. They know that it can sometimes happen, but have faith in the staff to deal with it. They expressed a strong belief that it is 'OK to be different' at Hawkesley. Pupils of different faiths and backgrounds get along well together.
- As a result of the determined efforts of staff, attendance is rising and the number of pupils who are away from school too often is falling. Staff are swift and persistent in following up any unexplained absence,

and will visit a pupil's home if there is no response. However, Hawkesley's attendance rates are still a little below the national average.

The quality of teaching requires improvement

- Since the academy opened, teaching has not had a consistently good impact on pupils' learning in reading, writing and mathematics. This shows in the variations in progress made by pupils in different year groups and in different subjects. Teaching is not yet strong enough to make sure that disabled pupils and those who have special educational needs make good progress, or that those who have the potential to achieve highly are challenged or stretched.
- As a result of the headteacher's drive for improvement, teachers' expectations of what pupils can achieve have been raised, from the early years through to Year 6. Pupils are responding well to this and the impact shows in the better progress being made in writing, for example.
- Relationships between adults and pupils are good and there is a positive atmosphere in lessons. Teachers make sure that pupils know what is expected of them. Sometimes, when pupils are engrossed in their work, teachers do not keep an eye on the time. This means that not all subjects receive the amount of teaching time that is required.
- Teachers do not always use information about pupils' prior attainment or of gaps in their understanding to make sure that the work they set is closely matched to what pupils need to do next. As a consequence, pupils sometimes struggle with work that is too hard, or do not deepen their understanding because the work does not challenge them to think. Sometimes pupils complete tasks successfully, because the method has been explained clearly, but without fully understanding what they have done.
- Teachers mark pupils' work in accordance with the academy's policy. They give feedback on effort and achievement, indicating what needs to be done next. Pupils respond well to this and make corrections. In mathematics, for example, pupils complete 'gap tasks' that help consolidate what they have been learning.
- There is an appropriate emphasis on the teaching of reading. The reading scheme books are engaging, particularly for boys, but they do not support less fluent readers in applying their knowledge of letters and sounds when they encounter unfamiliar words.
- Teaching assistants usually work well with individuals and small groups. There are occasions, however, when their work lacks precision, or when teachers do not provide them with sufficient direction. This means that pupils, including lower-attainers and those who are disabled or who have special educational needs, do not always make the best possible progress.

The achievement of pupils requires improvement

- Pupils' achievement varies. From their typically low starting points, some pupils have made good progress, but others have not. Work in pupils' books shows that progress is speeding up, but is still not consistently good. Assessments show that progress overall since the academy opened is currently in line with what is expected of pupils nationally, but not better than this.
- Last year, disabled pupils and those who have special educational needs left the academy having made the progress that is expected. Currently, this group of pupils is making similar progress to others in reading, writing and mathematics in Key Stage 2. In Key Stage 1 they make similar progress in reading, but slower progress in writing and mathematics. In the past, provision has not always been precisely matched to their particular learning needs and they have not been given the support they need to help them close the gap on others in the academy or other pupils nationally.
- The few more-able pupils are making the progress that is expected but not better than this. Last year, results for higher-attaining pupils matched those seen nationally.

- Attainment is low overall in all key stages and for most pupils, including those who are disadvantaged. Results of last year's national tests and assessments were well below average at the end of Reception, Key Stage 1 and Key Stage 2. Very few pupils reached higher levels. As a result of improvements in teaching, the academy expects the proportion of pupils reaching the levels expected for their age and the higher levels to increase this year. However, there is still some way to go to close the gap on what is expected for pupils' ages, and to make sure that pupils leave Hawkesley well prepared for secondary school.
- The proportion of pupils who reached the expected standard in the phonics check at the end of Year 1 was close to that seen nationally.
- There is little difference between the attainment of disadvantaged pupils and others in the academy. Last year, the only marked difference was in grammar, punctuation and spelling where outcomes for disadvantaged pupils were much lower than those for other pupils.
- Last year, by the end of Year 6, disadvantaged pupils had made better progress than others and made up some of the ground they had lost. However, they were still some way behind all pupils nationally. Disadvantaged pupils were about a year behind other pupils nationally in mathematics, and two terms behind in reading and writing. It was a similar picture at the end of Key Stage 1. At the age of seven, disadvantaged pupils were about two terms behind other pupils nationally in reading, writing and mathematics.

The early years provision

requires improvement

- Children start in the nursery class with skills and knowledge that are usually below or well below those typical for their age, particularly in speaking and listening, and not all can manage their own hygiene needs.
- Children settle quickly into the Nursery class and soon start to explore, experiment and make choices, because adults are supportive and encouraging of their efforts, and provide a safe and inviting environment indoors and outside. Children learn to wait for their turn and to share favourite toys and equipment. By the time they enter the Reception class, many of the children are keen learners who have gained in self-assurance. During this inspection, Nursery and Reception children led the Mothers' Day assembly with some confidence, to the delight of those looking on.
- Most children make good progress in developing their early reading skills, because of the systematic way in which the names and sounds of letters are taught, and the emphasis given to the spoken and written word. However, last year children did not make the same progress in writing, or in their knowledge of number and shapes. Because of this, only one third of the children reached a good level of development. This means that many were not well prepared to start Year 1. There were no differences in the outcomes for disadvantaged children or others.
- In response to last year's low results, expectations of what children should be able to achieve have been raised. The links between letters, sounds and writing are emphasised and children practise writing the sounds they know in every session. Writing skills are formally taught to Reception children more often than in the past. In the Nursery, children learn to count and recognise numbers; during this inspection a group of boys successfully ordered numbers from one to ten, forwards and backwards, using traffic cones and 'socks' on a washing line.
- Assessments show that children are making better progress this year and the proportion who reach the expected goals is predicted to rise substantially.
- The Early Years Foundation Stage leader has made some positive changes. She has improved communication with parents and is encouraging parents to share their knowledge of what children can do at home. Assessments of what children know and can do are made as quickly as possible, so that activities

can be planned that will take them on. Children's learning journals are now more than a celebration of achievement; each observation that is made includes an indication of what needs to happen next. Her skills in leading and in highlighting areas for development are growing.

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	139269
Local authority	Birmingham
Inspection number	449810

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Sandra Bailey
Headteacher	Derek Higgins
Date of previous school inspection	Not previously inspected
Telephone number	0121 4596467
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