

Serco Inspections  
Colmore Plaza  
20 Colmore Circus  
Queensway  
Birmingham  
B4 6AT

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T: 0121 679 9163  
Direct email: lewis.mackie1@serco.com



1 July 2015

Derek Higgins  
Headteacher  
Hawkesley Church Primary Academy  
376 Shannon Road  
Kings Norton  
Birmingham  
B38 9TR

Dear Mr Higgins

### **Requires improvement: monitoring inspection visit to Hawkesley Church Primary Academy**

Following my visit to your academy on 30 June 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the academy since the most recent section 5 inspection.

The visit was the first monitoring inspection since the academy was judged to require improvement following the section 5 inspection in March 2015. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The academy should take further action to:

- improve achievement by taking further action to ensure all teaching is consistently good or better
- ensure the new academy improvement plan focuses closely on the key areas for improvement which will lead to improved achievement. It must have realistic measurable milestones which are monitored regularly and evaluated separately
- act upon the recommendations from the review of governance to further improve this aspect of leadership.

### **Evidence**

During the inspection, meetings were held with the headteacher, the deputy headteacher, two governors, including the Chair of the Governing Body, and a

representative of the Diocese of Birmingham Education Trust. The discussions focussed upon the actions taken since the last inspection.

The academy's improvement plans were evaluated and other documents, including records related to the management of the performance of teachers and minutes of governing body meetings were scrutinised. Visits were made to every classroom with the headteacher and the deputy headteacher. Brief discussions were held with pupils and books and displays were also looked at during this time.

## **Context**

Five governors, including the Chair of the Governing Body, have left the academy since the last inspection. The Diocese has appointed an interim chair.

## **Main findings**

The headteacher and the deputy headteacher have a clear understanding of the academy's strengths and weaknesses. Their detailed plans include all the areas for improvement identified in the last inspection report. Relevant and specific short term actions are contained within a longer term plan which focuses upon all the areas which the headteacher needed to address on appointment. Timings are appropriate and the plans have been reviewed and updated after the inspection and again this term. However, it is now time to refocus academy leaders' efforts on tackling the key areas for development within the academy. Actions taken so far have strengthened leadership and management and led to some improvements in teaching but these improvements are not yet leading to improved achievement throughout the school.

Governance has improved since the last inspection. Individual governors have sought out training to inform their actions and the new Chair of the Governing Body has given governors a clear sense of purpose. Minutes of meetings indicate that the governors are focussing on the relevant areas, that they have ensured that the academy website has been developed and that the safeguarding policy and curriculum documents have been reviewed and revised. Members of the governing body have undertaken a skills audit and committees are being reshaped in order to make the most of these skills. Governors with the appropriate expertise are being actively recruited and it is planned that the governing body will be reconstituted by the end of term.

Governors are determined to hold the headteacher to closer account and work with academy staff, parents, pupils and representatives from the Diocese to improve the academy. The recent external review of governance made a number of recommendations which will be used to inform an action plan to improve this aspect of academy leadership further.

An external consultant, sourced by the headteacher and funded by the Diocese, has provided training for subject and phase leaders. This has built confidence and it is

providing these leaders with the skills and systems to improve their areas. As a result of this training, assessment of progress has been improved and subject and phase leaders are beginning to use evidence more effectively to identify areas for development, take action and assess its impact.

Academy leaders have continued to improve communication with parents. The way in which information is presented is more accessible and parents are welcomed to the academy for many events. A senior leader has responsibility for improving this aspect of the academy's work further.

Action has been taken to improve the quality of teaching since the last inspection and aspects of this were evident during the visits to classrooms. Teachers and teaching assistants worked well together, younger children had been given opportunities to apply their knowledge of letters and sounds and there was evidence of activities designed to deepen pupils' knowledge and understanding. As a result of an academy wide competition, pupils designed the superheroes 'PoW Boy' and 'PoW Girl' to attack the mistakes made by the villain 'Puncterr' in written work. This has given the use of correct punctuation a higher profile in the academy and led to improvements in this area. The books seen during the visits to classrooms also indicated that pupils are now given the opportunity to address any gaps in their knowledge before they move onto new work. It was also clear that concerted efforts have been taken throughout the academy in order to improve the quality of writing.

Progress is improving in most year groups. There have been rapid improvements in the Early Years Foundation Stage and academy records indicate that more pupils in Key Stage 1 are achieving the higher levels. However, pupils in the current Year 6 have made slow progress from where they started in Year 2, particularly in writing. Consequently, academy leaders are expecting this year's end of Key Stage 2 results to indicate low attainment. Addressing underachievement must be the main priority for academy leaders.

### **External support**

The Diocese has provided effective support to improve governance. Staff from the Diocese have recruited a new Chair of the Governing Body, commissioned the review of governance recently undertaken by a National Leader of Governance and plan to work with governors and academy leaders to develop an action plan to improve this aspect of the academy's leadership. The Diocese has recruited a new clerk, supported the skills audit and are currently working with academy leaders and governors to recruit new governors, restructure committees and to reconstitute the governing body before the new academy year.

The challenge advisor from the Diocese visits the academy regularly. She meets with the headteacher and deputy headteacher, visits classes, looks at pupils' work and talks to pupils, staff and governors. She has a clear idea of the academy's strengths and areas for development and gives academy leaders clear advice and reports back

to the Diocesan Director of Education. An external audit of the academy is planned for next term.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Birmingham and the Diocesan Director of Education of Birmingham Education Trust.

Yours sincerely

Simon Mosley  
**Her Majesty's Inspector**