

Hateley Heath Primary School

Inspection report

Unique Reference Number	131943
Local Authority	Sandwell
Inspection number	341257
Inspection dates	12–13 May 2010
Reporting inspector	Helen Morrison

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	0–11
Gender of pupils	Mixed
Number of pupils on the school roll	391
Appropriate authority	The governing body
Chair	William Cleaver
Headteacher	Elaine Stevens
Date of previous school inspection	6 March 2007
School address	Huntingdon Road West Bromwich West Midlands
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Age group	0–11
Inspection dates	12–13 May 2010
Inspection number	341257

Registered childcare provision	Bright Futures Children's Centre
Number of children on roll in the registered childcare provision	80
Date of last inspection of registered childcare provision	Not previously inspected

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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 22 lessons, during which they observed 15 teachers. Inspectors held meetings with representatives of the governing body, staff and groups of pupils. They observed the school's work, and looked at a wide range of documentation including pupils' work, data on pupils' achievement including their current progress, documents about safeguarding, plans for improvement and records of the school's own monitoring of its performance. They also analysed 99 questionnaires that were returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the school's strategies to raise standards and improve progress for pupils in Key Stage 1 and girls in English at Key Stage 2
- how well the curriculum meets all pupils' needs
- the impact of actions to improve attendance.

Information about the school

Hateley Heath Primary School is a larger than average primary school. About half of the pupils are from minority ethnic backgrounds and this is an increase from the time of the last inspection. About a quarter of the youngest pupils are at an early stage of learning English as an additional language. The number of pupils with special educational needs and/or disabilities is average. The proportion of pupils known to be eligible for free school meals is above average.

The Early Years Foundation Stage comprises a nursery class which provides part-time education for up to 60 children and two full-time reception classes. In addition, governors manage the Bright Futures Children's Centre which provides full day care for children from the ages of 0 to 3. A wide range of family support services and community facilities are part of its extended service. Governors also manage before- and after-school care for pupils.

The school has gained a number of awards including the Activemark, Artsmark, Early Years Quality Mark and Healthy Schools status. It is a member of the local extended schools partnership.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Hateley Heath Primary is a satisfactory school with strengths in the good personal development and pastoral care of pupils and the good start to children's education provided in the Early Years Foundation Stage. The headteacher provides strong leadership of the school and Children's Centre and her knowledge of pupils and their families is exemplary. Her understanding of the needs of the community is shared by staff who are determined to provide well for the pupils in their care. As a result, the school is caring and welcoming and this, together with good safeguarding procedures, ensures that pupils are safe and their personal needs are met.

A majority of children start in day care or nursery with skills that are well below those expected of their ages, and speaking and listening skills are particularly weak. The progress of all pupils, including those with special educational needs and/or disabilities, is satisfactory across the school, although there have been significant variations in the past. Those who speak English as an additional language, including those in the early stages of learning English, are well supported. For example, in the Early Years Foundation Stage, carefully structured activities and highly effective adult intervention ensure children make good progress.

Links with parents and carers of the youngest children and those with special educational needs and/or disabilities are promoted effectively through the work of the Children's Centre. Together, the school and Children's Centre work with a large number of support agencies to assist families and ensure that their needs are well met. The engagement of parents and carers in their children's learning is less effective, and several parents commented to inspectors that they would like more information about how well their children are doing and what they can do to help them make good progress. Attendance has significantly improved this year as a result of the work of a local network focusing on improving attendance. The school recognises that there is still more to do, however, and actions, such as text messaging parents and carers to remind them of the importance of regular attendance, have only recently begun to have an effect.

Pupils learn to be tolerant and care for one another and are eager to take on responsibilities, such as membership of the school council. Pupils' behaviour is well managed and is generally good, although a small amount of boisterous behaviour was observed during the inspection. Pupils consider the experiences of others and gain a good understanding of different cultures, for example, through work in religious education and the arts as well as through their sponsorship of the education of two pupils in Uganda.

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Teaching is satisfactory, although the school has recognised through its own self-evaluation that this is not enough to ensure that all pupils progress as well as they can. In particular, teachers do not consistently use time effectively and lessons do not always provide pupils, particularly the more able, with sufficient challenge and interest. The focus of school leaders on improving achievement based on accurate self-evaluation shows that the school has satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- 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.
- About 40% of the schools whose overall effectiveness is judged satisfactory may received a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Achievement is satisfactory. Pupils' progress in Key Stage 1 is variable; it is better in Year 2 where teaching is good. For the first time in many years, a few pupils have attained the higher Level 3, although the school recognises that there is insufficient challenge for some potentially higher attaining pupils. Pupils at risk of underachieving are supported well and those with special educational needs and/or disabilities make similar progress to their peers.

In 2009, standards at the end of Key Stage 2 were in line with national averages in mathematics but below average in English. Work in pupils' books and the school's tracking data indicate that pupils currently in Year 6 have made satisfactory progress from very low starting points at the beginning of Year 3 and girls' attainment in English is now close to that of their peers nationally. In some classes, pupils are challenged by

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exciting teaching, for example in a Year 5 lesson when pupils performed poetry with confidence and constructively assessed each other's skills, but progress across the key stage is inconsistent. Although progress in writing has improved following a programme of targeted intervention, pupils make slower progress in reading.

Pupils say they enjoy school and feel safe there because staff care for them. They say that any misbehaviour or bullying is dealt with promptly and effectively. Although pupils understand the importance of being healthy and enjoy a range of exercise and sporting activities, they do not always eat healthily. Pupils make a good contribution to the wider community through collections for local and national charities. Their interest in learning, increasing awareness of the world of work as a result of enterprise activities such as raising money for school trips, visits from local professionals, and their developing basic skills result in their being satisfactorily prepared for the next stage of their education and later life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is satisfactory but the amount of good teaching is increasing due to the actions

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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of the headteacher and senior staff. The school has developed a detailed system for tracking pupil progress and this is used as the basis for termly pupil progress meetings which highlight those at risk of falling behind. As a result, prompt action is taken to help pupils catch up, such as one-to-one tuition for Year 5 pupils. The activities planned for more able pupils are not always sufficiently challenging and this slows their progress. Pupils' work is marked regularly, but written comments do not always make clear what pupils need to do to improve.

The curriculum meets the needs of all pupils satisfactorily and has an appropriate focus on basic skills. Not enough is done to relate learning closely to pupils' interests and experiences, and changes aimed at making lessons more exciting and appealing are being piloted. For example, in a Year 1 lesson, pupils were enthralled by the idea that a book had been sent to them from its main character and they participated with evident empathy and enjoyment in role play about how she would feel when separated from her grandfather.

The school is a very caring place where pupils are well looked after. As a result of good links with a wide range of agencies, the school and Children's Centre provide particularly well for vulnerable pupils and those with special educational needs and/or disabilities. Although attendance remains too low, measures taken to reduce absence are beginning to have an impact.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's vision for the school and its community has led to strong team work amongst senior staff, who share her commitment. Realistic targets are based on accurate school self-evaluation, and this is beginning to raise pupils' attainment.

The school is committed to equality of opportunity and identifies quickly the needs of pupils with learning difficulties and/or disabilities. Weekly attendance data is carefully examined so that any variations between different groups of pupils are quickly noted and prompt action taken. Consequently, attendance has risen. Termly pupil progress meetings are based on the school's extensive analysis of the progress of different groups of pupils so that any differences are addressed very promptly. As a result, the gap between girls' attainment and that of their peers nationally has narrowed and the progress of pupils in different your groups is becoming more consistent.

The school makes good use of its knowledge of the socio-economic, ethnic and religious

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make-up of the school and its local communities to promote mutual respect and understanding. As a result, pupils from different backgrounds get on well together. The school successfully tailors and evaluates its extensive provision for children and families through the Children's Centre to ensure it meets community needs well. Links with a school in Africa provide a valuable global dimension to pupils' education. Plans are in hand to strengthen links with schools in other parts of the United Kingdom as this is an identified gap in the school's community cohesion work.

The governing body provides the school with a satisfactory level of support and challenge and ensures that the school fulfils its statutory duties. Safeguarding procedures are good and ensure that pupils are safe in school. Regularly updated training supports staff in carrying out their safeguarding obligations well.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Children's Centre provides good quality day care and complies with the requirements for registration. The Centre gives children's welfare the highest priority. Adults' good understanding of how young children grow and develop successfully promotes and supports children's learning and their social, emotional and physical development. The Children's Centre is well led and managed. As a result, it is raising children's achievement, so they make overall good progress, while working to accelerate children's relatively slower progress in problem solving, reasoning and number. Nevertheless, children leave this provision with skills that are below those expected for their age.

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Because children enjoy an outstanding range of carefully planned and exciting activities, they continue to make good progress in the Nursery and Reception classes. Innovative teaching enables the children to grow in confidence in their use of English and the majority of children are on track to achieve the early learning goals by the end of their time in Reception. A structured programme for teaching letters and sounds has been introduced, as a result of which children make good progress in writing and reading. Bilingual support has been targeted well to support boys who speak English is an additional language and who were making slower progress than the girls.

Highly imaginative use of a wide variety of resources provides exciting activities in an inspirational learning environment that fully reflects the children's different backgrounds. Children enjoy working and playing together outdoors and were stimulated by activities in the forest school. Robust day to day assessment of children's progress enables staff to provide an exemplary balance between teacher led and child initiated activities. Adults model speaking and listening well, developing play and extending vocabulary. As a result of this highly skilled intervention, children talk with animation and confidence about their play.

There are close links between the Children's Centre and the Early Years Foundation Stage so that children move confidently between them. Links with parents and carers are good so they know how well their children are doing, and staff are available each day to talk to parents. Leadership of the Nursery and Reception classes is good, with children's progress monitored very effectively so that they make good progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are supportive of the school with most saying their children enjoy school and are kept safe. Occasional comments highlighted concerns over behaviour but inspectors saw behaviour that was generally good, and pupils say that any bullying is quickly dealt with. A few parents and carers believe their children could make faster progress and the inspectors agree. A small minority expressed concern that they were not given enough information to help them support their children's learning. The inspection findings confirm that this is the case.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hateley Heath Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 99 completed questionnaires by the end of the on-site inspection. In total, there are 391 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	47	48	48	3	3	1	1
The school keeps my child safe	38	38	58	59	3	3	0	0
The school informs me about my child's progress	28	28	50	51	19	19	1	1
My child is making enough progress at this school	28	28	57	58	10	10	1	1
The teaching is good at this school	31	31	52	53	13	13	0	0
The school helps me to support my child's learning	26	26	51	52	18	18	0	0
The school helps my child to have a healthy lifestyle	22	22	65	66	8	8	2	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	16	67	68	10	10	0	0
The school meets my child's particular needs	21	21	64	65	12	12	0	0
The school deals effectively with unacceptable behaviour	22	22	62	63	9	9	1	1
The school takes account of my suggestions and concerns	20	20	61	62	12	12	0	0
The school is led and managed effectively	25	25	54	55	12	12	1	1
Overall, I am happy with my child's experience at this school	33	33	52	53	13	13	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 May 2010

Dear Pupils

Inspection of Hateley Heath, Primary School, West Bromwich B71 2RP

Thank you for welcoming us to your school and showing us what you are learning. We were particularly impressed with the way you had voted to raise extra money so you could continue to fund the education of two boys in Uganda. Because you were so friendly, polite and helpful, we found out quite a lot about your school.

Your teachers care for you and look after you well and so you feel safe.

The children in the Children's Centre and the Early Years Foundation Stage get a good start to their school life.

You all get on well together and care for one another.

You learn a lot about people from different backgrounds and cultures.

Those of you who find work difficult are given lots of support so you make satisfactory progress.

In order that your school gets even better we have asked your headteacher, staff and governors to do the following:

- make the teaching even better so that you make faster progress, especially in reading, by making sure the tasks you are given are not too hard and not too easy, by using the time in lessons better and by helping you know what you need to do next to improve
- talk regularly to your parents and carers about your progress so that they can help you to learn even more quickly
- make sure that more of you come to school regularly and praise those of you who do.

All the adults in your school want you to do well. You can help them by making sure you come to school every day and by always doing your best.

I wish you lots of success in the future.

Yours sincerely

Helen Morrison

Lead inspector

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