

Serco Inspections  
Boundary House  
2 Wythall Green Way  
Middle Lane  
BIRMINGHAM  
West Midlands  
B47 6LW

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



Thursday 17 June 2010

Mr Charles Barker  
Hatchford Community Primary School  
Yorklea Croft  
Chelmsley Wood  
Birmingham  
B37 5EG

Dear Mr Barker

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on Wednesday 16 June 2010, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass on my thanks to all of your staff and pupils who took the time to meet me, as well as the newly appointed executive headteacher, the associate headteacher and the education welfare service coordinator.

There have been no contextual changes since the last inspection but from 1 September 2010 the school will close and reopen under a new name as part of a hard federation led by a newly appointed executive headteacher.

As a result of the inspection on 24 June 2008, the school was asked to adopt additional strategies that would raise the level of attendance; ensure that work is pitched at the correct level for all groups of pupils, particularly the more able; and ensure that the curriculum for science allows sufficient time for teaching and learning in order for pupils to make better progress.

Having considered all the evidence I am of the opinion that at this time the school has made:

satisfactory progress in making improvements

and

satisfactory progress in demonstrating a better capacity for sustained improvement.



INVESTOR IN PEOPLE

Attainment at the end of Key Stage 1 in 2009, based on teacher assessments was significantly above the national average overall, and in reading and mathematics. Girls did much better than all girls nationally. In the 2009 tests at the end of Key Stage 2 attainment in the core subjects English, mathematics and science rose compared to previous years and is now broadly average. The proportion of pupils achieving the highest possible levels in mathematics was low. Pupils make good progress in their learning in the Foundation Stage and at Key Stage 1 and satisfactory progress in Key Stage 2.

The school has worked tirelessly to reduce the level of persistent absence. Although the percentage continued to rise up to 2009, this year the school has successfully reduced the number of pupils classified as persistent absentees by half. This has been achieved through the work of key staff in school in partnership with the education welfare service. The school has led a strong drive on improving punctuality and introduced rewards to celebrate good attendance which are much appreciated by pupils. Additional time from the education welfare service has been allocated to the school. Attendance panels have been introduced and a recent focus on home visits to families of absent pupils led to a short term improvement in attendance. In spite of all the school's efforts, however, the overall absence figure has continued to rise each year and so the school has made insufficient progress in raising the level of attendance.

The school has made good progress in ensuring work in class is suitable for all groups, particularly higher attaining pupils. Individual challenge plans have been introduced for the most able. Lesson planning allows for five possible outcomes in learning, including an extension task for gifted and talented pupils. This has ensured that all groups of pupils make similar progress to each other in their learning including those with special educational needs and/or disabilities and that their level of progress has improved. Higher attaining older pupils have received additional 'target-teaching' support. Teaching assistants provide effective support for lower attaining pupils. Teachers have received training in developing their questioning techniques in lessons and introducing activities that allow for pupils to be more independent as they undertake investigations and this has led to activities for all groups of pupils that encourage this. Lower attaining pupils are also encouraged to develop independence through open-ended tasks. Identified pupils have been able to attend gifted and talented workshops across the local authority which they have enjoyed.

The school has made satisfactory progress in allowing sufficient time for the teaching and learning of science. In Key Stage 2 it is now taught as a separate subject and up to two and a half hours per week are set aside for this. In the Foundation Stage and at Key Stage 1 it is integrated into the curriculum. Science lessons are characterised by investigations and open-ended tasks. Pupils are consequently making more rapid gains in their learning than previously. Pupils respond well to experiments which they describe as 'fun.' The coordination of



science is led well but although scrutiny of science books and lesson planning takes place and has led to improvements in marking and lesson planning, there is no formal monitoring of science lessons. There is still some inconsistency in the extent of teachers' subject knowledge in science.

The local authority has provided good support to the school in promoting attendance and raising standards in literacy and numeracy. The northern Solihull schools' action plan has brought increased collaboration between schools, which has led to a consistency in approach to attendance and the teaching of literacy and numeracy. There has been less support for science available however. The capacity for the school's sustained improvement has been strengthened by the strategic use of senior leadership time to target support for groups of learners and the enhancement of the leadership of science to increase its profile and status.

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

Yours sincerely

Mark Sims  
Her Majesty's Inspector



