

Hatchford Brook Junior and Infant School

Inspection report

Unique Reference Number	104047
Local Authority	Solihull
Inspection number	366793
Inspection dates	28–29 June 2011
Reporting inspector	Marian Harker HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	391
Appropriate authority	The governing body
Chair	Richard Gough
Headteacher	Pam Read-Law
Date of previous school inspection	12 January 2010
School address	Old Lode Lane Solihull B92 8LW
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Age group	3–11
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. They observed nine lessons taught by eight teachers, and held meetings with parents and carers, groups of pupils, staff and a member of the governing body. Inspectors observed the school's work, and looked at documentation relating to self-evaluation, pupils' work, the tracking of pupils' progress, the school improvement plan and the safeguarding of pupils. Parental questionnaires were not distributed as part of this inspection.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- To what extent has the school strengthened the quality of teaching and the use of assessment securely?
- Has the school successfully accelerated the progress of all groups of pupils, particularly in Key Stage 2?
- How effective has the school been in tackling weaknesses in the Early Years Foundation Stage?
- Has the school demonstrated that it has the capacity to sustain improvement?

Information about the school

Hatchford Brook is a larger than average-sized primary school. The large majority of pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with a statement of special educational needs is well-above average. The majority of those have specific learning difficulties, including speech, language and communication needs and attend the Additional Resource Centre based within the school. The school has access to a privately run breakfast club and after-school club on site. That provision is inspected separately. The school has achieved Healthy Schools status.

When the school was last inspected, in January 2010, it was deemed to require special measures. Her Majesty's Inspector made monitoring visits in July and November 2010 and March 2011 to evaluate the school's progress. There have been several staff changes since the last inspection. The headteacher took up post in February 2010. The school is currently undergoing major building work.

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

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Since the last inspection, Hatchford Brook has strengthened all aspects of its provision to improve outcomes for its pupils. Parents and carers who spoke to inspectors say such things as, 'My child is happy to come to school and the quality of teaching has definitely improved.' Pupils make satisfactory progress and enjoy coming to school and this is reflected in above-average rates of attendance.

The school provides a calm and purposeful atmosphere for learning and behaviour is good. Pupils know how to keep themselves healthy and look forward to Fridays when they are allowed to bring a treat in their lunchboxes. Pupils have a secure understanding of how to keep themselves safe. They are aware of dangers, such as cyber bullying, and understand the risks associated with the building work taking place on the school site. The strong care, guidance and support for pupils are underpinned by positive relationships and robust monitoring procedures. The satisfactory curriculum is currently being developed in order to provide a thematic approach to learning. However, there are not enough opportunities for pupils to develop their reading and writing skills across a range of subjects or to experience a wide range of good-quality literature.

Children in the Early Years Foundation Stage make satisfactory progress in their learning. They join the Nursery class with skills levels that are well below those expected for their age, particularly in early reading, writing and mathematics. Children are beginning to make accelerated progress, but, due to previous inconsistencies in provision, they leave the Early Years Foundation Stage with skills that remain below average. Pupils in Key Stages 1 and 2 make satisfactory progress in their learning. Some groups of pupils make good progress, particularly in mathematics. Rates of progress in reading and writing are uneven because pupils are not provided with sufficient opportunities to develop their skills across the curriculum. Pupils are provided with helpful advice about how to improve their work in writing and mathematics, but this is at an early stage of development in reading. By the time pupils leave the school in Year 6, standards are broadly in line with national averages.

Improvements in teaching and the use of assessment are accelerating the progress that pupils make in lessons and over time. Lessons are lively and well paced, often making good use of resources, such as interactive whiteboards. Clearly planned

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learning activities engage and motivate the pupils to sustain their interest. The school has been successful in improving the quality of teaching through coaching and mentoring staff. However, the school has identified that there are no consistently outstanding teachers to model excellent practice and improve the quality of teaching further.

Since the last inspection, the school has tackled its weaknesses and secured sustainable improvements. The headteacher has shown determination to improve the quality of education for all pupils. She provides clear and honest strategic leadership and is supported actively by the senior team. Self-evaluation is accurate and procedures for monitoring and evaluating the school's work are comprehensive. However, the school improvement plan is not focused sharply enough on regular measurable outcomes to support monitoring and evaluation.

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

What does the school need to do to improve further?

- Raise attainment and accelerate progress in reading and writing by:
 - increasing opportunities for pupils to develop reading and writing skills across the curriculum
 - increasing opportunities for pupils to experience good quality literature regularly across a range of genres
 - ensuring pupils know how well they are doing in reading and how to improve
 - using excellent external practitioners to model outstanding teaching, coaching staff to improve their practice.

- Ensure that school improvement planning identifies regular measurable milestones that are linked to outcomes for pupils, to support senior staff and the governing body in their monitoring and evaluation.

Outcomes for individuals and groups of pupils

3

In lessons, pupils get on well together and collaborate happily in pairs and groups. In the best lessons observed, pupils enjoyed opportunities to discuss their learning and give rapid responses to a fun video clip testing their knowledge of three-dimensional shapes. Pupils enjoy reading and use their knowledge of phonetics (the sounds that letters make) to read unfamiliar words. The range of books chosen, either by the pupils or the teachers, is not always sufficiently challenging to raise pupils' aspirations, challenge their thinking or develop their reading skills across a range of genres. As a result, progress in reading is uneven. Pupils who spoke to inspectors indicated that they enjoyed mathematics lessons particularly because they knew how

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well they were doing. They are less sure how well they are progressing in reading and are not clear what they have to do to improve further. Pupils work hard in writing lessons and apply themselves well to tasks. Writing is taught regularly and this ensures that pupils make satisfactory progress. However, there are not enough opportunities for pupils to apply what they have learned across a wider range of subjects.

Generally, girls and boys achieve similarly. Pupils with special educational needs and/or disabilities, those who are learning English as an additional language, and those who are identified as potentially vulnerable, receive caring and dedicated support and make satisfactory progress in their learning. Pupils who attend the Additional Resource Centre make good progress as a result of highly effective support and individualised programmes.

Pupils who spoke to inspectors report that they enjoy coming to school and get on well with their teachers and other adults who help them. Rates of attendance have improved significantly since the last inspection. That is in part because the pupil and family support worker has worked hard to engage with families and promote good attendance. By the end of Year 6, pupils have developed the essential academic aptitudes that equip them satisfactorily for the next stage of their education and the personal skills for 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	2
The extent to which pupils contribute to the school and wider community	3
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	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

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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The quality of teaching has improved and has some notable strengths. Good relationships between pupils and adults create a positive climate for learning. Lessons are well planned, with a good range of activities to encourage pupils to work independently and to develop their understanding by sharing ideas with one another in small groups. Effective use is made of information and communication technology (ICT) to structure the pupils’ learning and review their progress. Teaching assistants work well with class teachers to target their support, particularly when pupils are working in small groups. In some lessons, teachers spend too long on their introductions, limiting the time pupils are given to complete tasks.

Assessment, marking and target setting have improved since the last inspection. Pupils are given clear guidance on how to improve their work in writing and mathematics. Pupils report that they enjoy completing small tasks, after their work has been marked, to consolidate or extend their learning. Guidance for pupils to improve their reading is at an early stage of development.

The curriculum meets the needs and aspirations of the pupils. Pupils are given regular opportunities to learn about different cultures through the curriculum. For example, pupils in Year 5 enjoyed a workshop learning about people who live in the Brazilian rainforest. Year 6 pupils report that they enjoyed their outdoor pursuits residential trip to Red Ridge in Wales particularly. Opportunities are sometimes missed to develop pupils’ reading and writing skills across the curriculum and this limits progress in key skills. Pupils, parents and carers report that they would appreciate more opportunities to take part in after-school clubs.

The school recognises the challenges and difficulties faced by individual pupils and works hard to provide effective guidance and support. Specific interventions are identified and used successfully to improve pupils’ attendance, engagement and progress.

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?

Leadership and management are developing well at all levels. The headteacher communicates high expectations to staff about securing improvement. The collective energy of staff has been galvanised so that they are focused on addressing key aspects of provision and securing improved outcomes for pupils. There are robust systems for monitoring and evaluating the quality of the school’s work and these

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have been effective in improving the school. School improvement planning is satisfactory, but lacks clear measurable milestones that enable senior leaders and the governing body to monitor and evaluate progress accurately. The quality of teaching and learning has improved because senior leaders have worked alongside staff in a coaching and mentoring role. The school, rightly, recognises the value of using outstanding teachers in order to secure further progress. The school tracks the progress of different groups of pupils carefully, illustrating its commitment to giving the same opportunities to them all.

The governing body makes a positive contribution to school improvement. It has a wide range of expertise, which is used to support and challenge senior leaders. The school meets the latest requirements for safeguarding. Community cohesion is promoted satisfactorily. The school knows the needs of the local community well. Links with other communities within the United Kingdom and globally are being developed.

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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage provides a calm and nurturing environment. Routines are known well by the children and regular use is made of the outdoor spaces, although this has been limited by the building work. Children get on well together and they share toys and take turns happily. The recent introduction of a visual timetable has been helpful in promoting independence. Children behave satisfactorily; they are settled and trust the adults who work with them. Teaching is satisfactory and sometimes good. ‘Learning journey’ logs are well kept, with a good range of evidence of how well children are progressing. The learning environment is homely and stimulating. For example, children enjoyed pretending to be ‘under the

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sea’ in the role play area. Early reading, writing and mathematics skills are taught securely, but opportunities are missed by adults to model what is expected or to encourage children to assess how well they have done. The assistant headteacher has responsibility for the leadership and management of the Early Years Foundation Stage. She has a clear understanding of the strengths and weaknesses of the provision and has accurately identified improvement priorities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers who spoke with inspectors during the inspection and on previous monitoring visits express positive views about the school. They report that all staff are approachable, dedicated and caring. Parents and carers were particularly positive about how the school kept their children safe and how much they enjoyed school. A few parents and carers reported that they would like to have more opportunities to support the school and would appreciate more trips and visits for their children.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



30 June 2011

Dear Pupils

Inspection of Hatchford Brook Junior and Infant School, Solihull, B92 8LW

Thank you for making us so welcome and for talking to us about your school. We enjoyed visiting your lessons and looking at your work. We were particularly pleased to hear about your end of term production and how much you enjoy coming to school. Thank you to those pupils on the school council who represented your views so well.

Your school has improved since it was last inspected and you now go to a satisfactory school where everyone looks after you very well. You make satisfactory progress in your lessons. You are well behaved and you should be proud of your good attendance. You know how to keep yourselves safe and understand the dangers of cyber bullying and the risks of having a lot of building work done on your school. You also know how to keep yourselves healthy and appreciate bringing a treat in your lunchbox on Fridays.

We have asked your headteacher, the staff and governing body to help you make even better progress, particularly in reading and writing. We have also asked your school leaders to make sure that you have more opportunities to practise your reading and writing in different subjects and you are given more advice and guidance on how to improve your reading. You can help by working as hard as you can in lessons. We have also asked that plans the school has to improve further, are written in a way that is helpful to all the staff and the governing body so they can check how well the school is doing.

We wish you every success for the future.

Yours sincerely

Marian Harker
Her Majesty's Inspector (on behalf of the inspection team)

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