

# Hob Green Primary School

## Inspection report

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<b>Unique reference number</b>	103833
<b>Local authority</b>	Dudley
<b>Inspection number</b>	376975
<b>Inspection dates</b>	23–24 January 2012
<b>Lead inspector</b>	Michael Bartleman

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	256
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Birchill
<b>Headteacher</b>	Stuart Brown
<b>Date of previous school inspection</b>	11 March 2009
<b>School address</b>	Hob Green Road Pedmore Fields Stourbridge DY9 9EX
<b>Telephone number</b>	01384 816730
<b>Fax number</b>	01384 816731
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	23–24 January 2012
<b>Inspection number</b>	376975



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## Introduction

Inspection team

Michael Bartleman

Additional inspector

Enid Korn

Additional inspector

Peter Lawley

Additional inspector

This inspection was carried out with two days notice. Inspectors visited 26 lessons for a total of 11 hours, observing ten different teachers. They held meetings with members of the governing body, staff and groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan. Inspectors analysed 45 questionnaires completed by parents and carers, as well as those completed by staff and pupils.

## Information about the school

Hob Green is an average-sized primary school. Almost all pupils are from the local community and are of White British heritage. As part of its community provision, the school has a 12-place unit for pupils with speech and language difficulties and therefore the proportion of disabled pupils and those with special educational needs, including those with a statement of special educational needs, is above the national average. The proportion of pupils known to be eligible to free school meals is above average. Hob Green Children's Centre, managed by the school's governing body, is attached to the school, but is subject to separate inspection arrangements. The governing body manages a breakfast club for up to 10 pupils on a daily basis. There have been a number of staff changes since the last inspection including the appointment of a headteacher in April 2010 and a deputy-headteacher in January 2011.

The school did not meet government floor standards in 2011.

The school has gained the Eco-Schools Bronze award.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory and improving school where there have been significant changes to leadership since the last inspection.
- Outcomes in the Early Years Foundation Stage are good due to well managed and effective provision and broadly average at Key Stage 1. Achievement declined significantly at Key Stage 2 after the last inspection so that in July 2011 pupils in Year 6 attained results in English and mathematics that were lower than they were capable of.
- Concerted action by the new headteacher and the senior leadership team has reversed this decline significantly. Progress is now satisfactory overall, with significant improvements in reading across the school and some initial improvement in mathematics and writing. Many more pupils are now on track to reach the higher levels.
- Effective provision for disabled pupils and those with special educational needs mean that pupils are identified quickly, receive an appropriate curriculum and make good progress. Pupils in the speech and language unit make good progress due to effective teaching which is well matched to their needs.
- All of the teaching observed during the inspection was satisfactory or better (a recent improvement). Where teaching is satisfactory rather than better, lessons are pitched at broadly the right level but are not fine-tuned to ensure everyone makes rapid progress, particularly in mathematics. Teachers do not always have high enough expectations about presentation of work.
- Behaviour is satisfactory overall. The majority of pupils behave well both in class and around the school. However in the satisfactory lessons pupils are too passive and do not make the most of their learning opportunities.
- The school’s monitoring systems have improved and assessment data has been analysed rigorously. As a result teaching and progress have improved in Years 3 to 6. Parents and carers say the school’s atmosphere is noticeably better.
- Attendance has improved rapidly and is now average. Pupils enjoy coming to this inclusive and community-orientated school.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may

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receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**What does the school need to do to improve further?**

- By Dec 2012, in order to accelerate pupils' progress, strengthen the overall quality of teaching so that 75% is good or better by:
  - sharing more widely the good practice that exists within the school
  - addressing the inconsistencies, especially those linked to teachers' marking and the balance between teacher-talk and pupils having time to work independently
  - ensuring that teaching consistently moves learning at a good pace so that pupils remain fully involved
  - using assessment information to ensure that tasks are appropriately matched to pupils' needs.
  
- By Dec 2012, increase the proportion of pupils who make good progress from their starting points at Key Stage 2 particularly in mathematics by:
  - ensuring that pupils have the basic skills and knowledge to support their mental calculation skills
  - providing additional opportunities to use mathematics and problem solving in other areas of the curriculum
  - ensuring girls develop a positive view of mathematics and are fully involved in all aspects of lessons.
  
- By Dec 2012, ensure that all pupils are making satisfactory progress from their starting points in writing at Key Stage 1 by:
  - ensuring staff take every opportunity to model writing well
  - ensuring marking of writing pinpoints pupils' mistakes and guides them towards improvement
  - ensuring assessment and marking are used effectively.

**Main report****Achievement of pupils**

Children join the school with skills that are below those expected for their age. Progress is good in the Early Years Foundation Stage and satisfactory at Key Stage 1. The strong focus on the teaching of reading, numeracy and phonic skills permeates all Reception and Key Stage 1 activities so that the majority of children are on track to achieve average levels. Although the children are keen to write, attainment in writing is not as strong as reading and mathematics, with fewer pupils attaining the higher levels. Following a period of leadership changes progress fell across Key Stage

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2, with Year 6 pupils failing to meet government floor standards for both attainment and progress in mathematics in 2011. Pupils especially girls do not show confidence in their mental calculations and are more passive in their lessons. Disabled pupils and those with special educational needs make good progress, and are closing the gap on pupils nationally. Steps taken since the arrival of the headteacher have accelerated progress significantly in a short time so that it is now satisfactory across Key Stage 2 in English and mathematics. Although achievement in mathematics is satisfactory and rising, it has not improved at the same pace as in reading, partly because English was rightly seen as the main priority.

Early reading is developed well by highly structured and effective phonic programmes, an emphasis on reading and successful partnerships with parents and carers. Attainment in reading is average at Key Stage 1 and broadly average at Key Stage 2. Pupils of all ages read confidently and expressively, with great enjoyment.

In spite of the previous fall in attainment the vast majority of parents and carers stated that they are happy with the progress their children are making at the school and were particularly pleased with the levels of contact between the school and home. Inspectors found that current progress is satisfactory.

### **Quality of teaching**

Teaching is satisfactory overall and improving rapidly, with increasing examples of good practice. Teachers have good subject knowledge and form excellent relationships with pupils. In the best lessons, teachers' questioning ensures that all pupils are supported in their learning and are challenged to think more deeply and develop their powers of reasoning and concentration. In these lessons, teachers plan meticulously to ensure that pupils of all abilities are involved in their learning. However, these good qualities are not yet consistent across the school and the quality of assessment also varies.

The quality of teaching is good in the Early Years Foundation Stage. Planning is extremely thorough, involves the children's ideas and responds to their interests well. As a result, the children greatly enjoy learning and are inquisitive and enthusiastic learners. This was shown during the inspection when the children were discussing and tasting Chinese food as part of their New Year celebrations. The outdoor environment is used effectively. Literacy, numeracy and personal skills are taught well. In Key Stage 1 reading and mathematics are taught effectively. A well structured phonic programme is developing pupils' knowledge successfully. Weaknesses persist in writing, partly because assessment is not so well refined in this area. The impact of professional development was seen in Key Stage 2 with teachers using effective questioning and working walls to scaffold the pupils' learning. In satisfactory lessons teachers' introductions are too long, pupils do not have enough time to work and the more able are not sufficiently challenged. Work in books shows that good presentation is not always demanded: some pupils produce too little work, and that which they do produce is untidy and poorly laid out.

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Pupils in the speech and language unit as well as disabled pupils and those with special educational needs make good progress due to a range of highly tailored and well-managed support programmes which are delivered well by teachers and teaching assistants.

Pupils think they are taught well. The thematic curriculum gives pupils purposeful reasons for learning and the strong links between subjects engage pupils well. In a Year 6 class, pupils clearly enjoyed their information communication and technology lessons on making podcasts as activities were matched well to their next steps in learning and based on a previous literacy lesson. Classroom management was good and learning moved at a fast pace. Pupils were able to assess their own progress as they knew what they were expected to learn. Pupils enthusiastically report that they are enjoying their lessons. However, the mathematics curriculum has only recently met the needs of all pupils at Key Stage 2 and so has made a contribution to underachievement. Teachers promote pupils' spiritual, moral, social and cultural development successfully. The breakfast club is greatly enjoyed by pupils and appreciated by parents and carers. The successful development of a nurture room has benefitted Year 3 and 4 pupils well, giving them time to develop their self-esteem and confidence in a highly supportive environment.

Relationships between staff and pupils are good. Transition arrangements for pupils leaving and joining the school are well developed. The vast majority of parents and carers believe that teaching at the school is good and has improved since the appointment of the headteacher, whom they have great confidence in to enhance the provision at the school. Inspectors saw compelling evidence of improvement.

### **Behaviour and safety of pupils**

The school provides a welcoming environment and this helps pupils to feel safe and secure. Their behaviour is satisfactory and has been strengthened recently by clear guidance on behaviour management. Pupils get on well together and are polite and courteous in school and in the playground, but some say that behaviour is not always as good as it could be. Pupils have a good understanding of all types of bullying and agree that there is no bullying of any type at the school, but were it to occur they say that they have every confidence in their teachers to handle the incident promptly. Attendance is now average, having been improved by the effective strategies introduced by the school leadership. A small minority of parents and carers raised concerns about behaviour at lunchtimes. Inspectors found that pupils enjoyed the activities at lunchtime and behaviour was satisfactory. School records show that incidents of disruption have reduced significantly.

### **Leadership and management**

The school has emerged from a period of declining standards into one in which achievement is recovering and the whole community rightly has confidence in its future. The headteacher provides a focused and relentless pursuit of improvement, he instills confidence and determination in other leaders and has been the catalyst

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for improvements to their work across the school. A renewed focus on the quality of teaching and learning, with appropriate professional development and accurate evaluation of the quality of teaching, has resulted in improving standards. Although remaining satisfactory overall, teaching is improving rapidly so that pupils are more fully engaged and have positive attitudes to their learning. The school recognises that a few higher attainers are just falling short of the higher levels they are capable of reaching and is taking steps to address this.

Improvements in teaching are underpinned by a new and developing creative curriculum which is already having an impact on pupils' learning and enjoyment. Broad areas of learning have been identified, underpinned by subject planning and careful assessment arrangements. The curriculum is enriched well by a good range of trips and visits, including to the Houses of Parliament and residential visits to Wales.

The whole school community has been involved in the school's self-evaluation, with the governing body working closely with staff to identify strengths and areas for improvement. Leaders' careful and accurate analysis of these, and meticulous planning and monitoring arrangements, have halted the decline in achievement and ensured its recovery to a securely satisfactory position. The school's capacity for further improvement is satisfactory. The senior team ably supports the headteacher and helps to create the happy, purposeful community that is so evident in the school. Governors are effective in holding the school to account. In order to gain their own view of the quality of the school's work they have instigated a system of planned, focused visits based on the school's self-evaluation. The school promotes equality of opportunity well. This is reflected in the satisfactory achievement of pupils and the full inclusion of all groups of pupils in all the school has to offer. There has been a greater focus on tracking the progress of individuals and groups of pupils this year, resulting in narrowing gaps between them in terms of achievement. Effective procedures are in place to safeguard the welfare and interests of its pupils. The school has forged valuable links with local schools and the attached Children's Centre.



## 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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



25 January 2012

Dear Pupils

**Inspection of Hob Green Primary School, Stourbridge, DY9 9EX**

Thank you for making us so welcome when we inspected your school. We enjoyed meeting you, reading your questionnaires and hearing what you had to say about your school. We were pleased to hear about how you enjoy everything the school has to offer you.

There are some good things about your school, such as the welcoming atmosphere, the start you get in the Early Years Foundation Stage and the way you learn to read. Your attendance has improved and is now average – well done! However, we found that older pupils are not making sufficient progress in mathematics and the same was found for younger pupils in their writing. We have asked your school leaders to take the following actions to make sure that all of you make better progress.

- Improve teaching so you make faster progress in mathematics at Key Stage 2 and writing at Key Stage 1.
- Give you activities in lessons that are well matched to your needs and that challenge and interest you.
- Encourage girls to enjoy mathematics and take a full part in the lessons.

You can help by behaving well and trying hard in your lessons.

Yours sincerely

Michael Bartleman  
Lead inspector

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