

Hob Moor Community Primary School

Inspection report

Unique Reference Number	133609
Local Authority	York
Inspection number	363097
Inspection dates	16–17 November 2010
Reporting inspector	Gillian Salter-Smith

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	327
Appropriate authority	The governing body
Chair	Mr Nick Smart
Headteacher	Mrs Angela Charlton
Date of previous school inspection	9 December 2008
School address	Green Lane Acomb, York North Yorkshire YO24 4PS
Telephone number	01904 555000
Fax number	01904 555031
Email address	hobmoor.primary@york.gov.uk

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Royal Exchange Buildings
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Manchester
M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. Nineteen lessons were observed and eleven teachers were seen. Meetings were held with groups of pupils, members of the governing body, staff, and representatives from the local authority, including the School Improvement Partner. Inspectors talked to parents and carers informally as they arrived to bring or collect their children from school. Inspectors observed the school's work, and looked at documents including the school self-evaluation form, data on pupils' attainment and progress, the federation strategic improvement plan, and policies relating to the safeguarding of pupils, community cohesion and attendance. Questionnaires received from pupils, staff, parents and carers were analysed and included 69 from parents and carers.

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

- Improvements made in attainment and progress and whether these have been sustained, especially in writing and for more-able pupils.
- How successful the school is in improving attendance and behaviour.
- Whether teaching and learning, and the use of assessment are consistently effective.
- The role middle leaders play in bringing about school improvement.
- The benefits the federation brings to provision, leadership and outcomes.

Information about the school

Hob Moor is larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is well above the national average. Overall, the proportion of pupils with special educational needs and/or disabilities is above the national average. However, the proportion of pupils with a statement of special educational needs is lower than the national average. Almost all pupils are from White British backgrounds and speak English as their first language. There is a very small number of pupils who are looked after.

The school is part of a hard federation with Hob Moor Oaks Special School. The federation principal is responsible for both schools and is supported by a head of school for the primary school and a head of school for the special school. There is a single governing body for the federation. The schools are based at Hob Moor Children's Centre which is a purpose-built site. The federated schools share communal spaces and many facilities and resources. In addition to the school's provision for the Early Years Foundation Stage, the governing body manages Cherry Tree Neighbourhood Nursery. The nursery provides care and early learning for children aged between six months and five years. It was registered in April 2010 and was inspected under section 49 of the Childcare act 2006. The report can be found on the Ofsted website. Hob Moor Fun Club provides after-school and holiday childcare for pupils from both schools within the federation, and is managed by an independent provider. The children's centre and the Hob Moor Fun Club were not inspected during this visit. They are subject to separate inspections and reports.

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?

2

The school's capacity for sustained improvement

2

Main findings

Hob Moor Primary is a good school. It has improved in most areas since the previous inspection, notably in pupils' academic achievement which is now good, demonstrating the school's good capacity to improve further. The federation of the school with Hob Moor Oaks special school has supported improvement well. A strengthened leadership team and governing body are successful in maintaining a very caring and supportive environment for pupils. Staff across the school are fully committed to the school's positive ethos and high expectations. Through rigorous self-evaluation the school's work is focused on the right priorities.

Good teaching and accurate assessment ensure that pupils are challenged in lessons and potential underachievement is identified and tackled quickly. Challenging, well-focused targets for literacy and numeracy are raising the aspirations of pupils, parents and carers and staff. In most lessons, teaching and learning are good and sometimes outstanding. Occasional inconsistencies in the effectiveness of teaching can slow down the pace of learning. A well-planned curriculum provides interest and excitement for pupils. Consequently, pupils enjoy learning, behave well and make good progress. Attainment is on a secure upward trend across all year groups and by Year 6 is in line with national averages.

The school pays good attention to ensuring pupils' well-being and safety so that they feel happy, safe and secure in school. Staff know pupils and their families very well and provide the support needed to help many pupils overcome difficulties they face that may prevent them from learning. Outstanding partnership with the federation partner school, the children's centre and many other external providers enable the school to offer a wide range of well-targeted support. Pupils with special educational needs and/or disabilities, in particular, benefit from this support and make good progress. However, occasionally, pupils do not make as much progress when learning in class as they might because the targets set for them are not precise enough to fully match their needs. Pupils make an outstanding contribution to the school and local community. They are very eager to take on a wide range of responsibilities. They have a strong say in how to improve elements of the school such as the curriculum. They are highly active in improving the local environment. Many pupils are very sensitive and caring when they work, learn and play with pupils from the federated partner special school. Although pupils' attendance is low, it is improving rapidly as more and more pupils are reluctant to miss school. The school and federation is a highly cohesive community, with pupils learning, working and playing alongside each other in seamless harmony. However, pupils' awareness of people different to themselves within the wider United Kingdom and global communities is more limited.

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What does the school need to do to improve further?

- Provide teaching and learning that are at least good or better in all lessons by assuring greater consistency in:
 - - the pace of learning and pupils' active involvement in lessons
 - - the effectiveness of the review of all pupils' learning during lessons, so that teachers are fully aware of gaps in understanding and that pupils know the next steps in learning
 - - ensuring that targets for pupils with special educational needs and/or disabilities more closely match their needs.
- Improve attendance by:
 - - continuing to follow up instances of very low attendance and to support those pupils and their families involved
 - - identifying and taking action to improve the attendance of a broader range of pupils whose absence falls below the national average
 - - involving parents and carers more in projects designed to improve the attendance of pupils.
- Improve pupils' awareness, tolerance and understanding of people from backgrounds different to their own by:
 - - seeking more ways for pupils to communicate with and understand people from different cultural, religious and social backgrounds within the United Kingdom and global communities
 - - improving systems to check on the impact on pupils' outcomes of the work carried out to promote community cohesion.

Outcomes for individuals and groups of pupils

2

Pupils enjoy school and the vast majority are eager to learn. They work well independently of adults and often become engrossed in challenging tasks. They enjoy sharing their ideas with each other and many are confident when answering questions or giving a point of view. Older pupils take responsibility for correcting their own work in response to teachers' advice. Pupils often think about their own targets to help them to improve.

The exciting curriculum, improved teaching, the use of challenging individual targets for most pupils to raise aspirations, and the early identification of underachievement, have all resulted in accelerating progress and rapidly rising attainment. Attainment in writing has improved significantly and is now average. Data on pupils' progress over the previous year show that no specific group of pupils underperformed but that progress in some classes and in writing was slower. The school took decisive action to eliminate inconsistencies, and work in pupils' books currently shows good progress across subjects and for most pupils. Pupils enjoy writing for many different purposes about events and activities that interest them and more pupils across the school are reaching above average levels. Well-structured teaching of reading and exciting visiting authors, have helped to improve attainment in reading. A whole-school approach to calculations and problem solving is helping to improve attainment in mathematics. From entering the nursery with skills that

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are well below those expected for their age, most pupils make good progress and achieve well reaching average attainment by Year 6.

A good proportion of pupils has a healthy school meal and enjoys taking part in extra-curricular sporting activities. Pupils are especially proud of their school. They enjoy running a healthy tuck shop and take responsibilities such as play leaders and peer mentoring very seriously. They are highly active in the local environment, working with local rangers to make improvements. Pupils reflect on their own thoughts and feelings in assemblies, and express thoughts during anti-bullying week that show they understand the value of friendship. Pupils use their basic skills in literacy, numeracy, and information and communication technology satisfactorily in a range of contexts within the curriculum. Low attendance is improving rapidly in response to the school's increased focus on working with pupils and their families with very low attendance.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	1
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

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

How effective is the provision?

Teachers' good expertise enables them to plan small steps in learning and a good range of activities that pupils say are fun. Good opportunities for pupils to talk about their work in a well-structured way, for example, after watching a film-clip about being a 'bystander' to bullying, help them to explore and consolidate their thinking. Teachers' probing questioning, often helps to deepen pupils' thinking. Good use of assessment has been key to improving progress. Predominantly, challenging individual and class targets designed to

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fill gaps in pupils' knowledge and understanding, have underpinned teachers' planning. Overall, tasks are well matched to pupils' needs. Teachers' marking and guidance are very helpful to pupils. Teachers work effectively with teaching assistants to ensure that support for pupils is well focused on their needs. Although pupils with special educational needs and/or disabilities make good progress overall, on occasion their individual targets are not always precise enough and occasionally the tasks set are not as well suited to their needs. There are a few instances when pupils sit and listen for too long, or when the misbehaviour of a very small minority of pupils slows down the pace of learning. At times, pupils' learning is not reviewed thoroughly enough and pupils are not fully aware of how well they have succeeded and the next steps in learning.

The improved curriculum, built around themes that motivate pupils, contributes strongly to rising attainment. The development of basic skills is carefully planned. Visits to places of interest and visiting specialists bring an exciting dimension to the curriculum so that tasks become more meaningful to pupils. Year 4 pupils were captivated as a visiting author skilfully encouraged pupils to use their imaginations to develop story writing skills. A common approach to the curriculum and extra-curricular activities within the federation allows pupils and classes to more easily work alongside each other, meeting individual needs and contributing to pupils' achievement, personal development and the cohesion of the federation community.

Pupils are well cared for, especially those pupils who are deemed to be more vulnerable and those who are looked after. Relationships between staff and pupils are very supportive. Effective systems are in place to manage behaviour and support those pupils who find it difficult to conform to the school's expectations. Systems to monitor and promote good attendance are resulting in improved attendance, particularly for those whose persistent absence has caused concern. However, more remains to be done to involve parents and carers more closely in projects designed to improve attendance and to identify and work with more pupils and their families whose attendance falls below average.

These are the grades for the quality of provision

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

How effective are leadership and management?

Strong and effective leadership of the federation and of the primary school has brought about significant improvements. Senior and middle leaders share a strong determination to improve further. They contribute to rigorous monitoring of pupils' progress and provision, so that staff at all levels are made accountable for the impact of their work on

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outcomes for pupils. Well-focused professional development and performance management of staff is closely linked to the school's priorities.

The governing body holds the federation principal and senior leaders to account well, increasingly focusing on questions relating to pupils' achievement. The governing body, strengthened as the result of the federation, ensures that the school pays good attention to ensuring that pupils are kept safe and that there are good procedures in place relating to child protection, risk assessment, and health and safety.

The governing body complies fully with requirements to promote equality of opportunity. The school analyses the achievement of different groups of pupils very closely and the gap in attainment is closing rapidly, particularly for boys in writing and reading, and for girls in mathematics. Racial incidents are extremely rare and tackled robustly yet sensitively.

The governing body fulfils its duty to promote community cohesion. An audit of the school's context within the community has been carried out. The federation is a cohesive community with pupils developing good empathy and understanding of pupils with different needs to their own. However, pupils have not yet been provided with many opportunities to communicate with and develop an understanding of people from different religious, cultural and social backgrounds to their own in the wider United Kingdom and global communities. The evaluation of the work carried out to promote community cohesion is in the early stages of development.

The school successfully communicates with parents and carers. A high proportion of parents and carers attend meetings to review their children's progress, including those specifically for pupils with special educational needs and/or disabilities. They help to set targets for the next steps in their children's progress and personal development. However, fewer parents and carers are involved in sessions designed to help them to support their children's learning or promote good attendance.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
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	3
The effectiveness with which the school deploys resources to achieve value for money	2

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Early Years Foundation Stage

By the end of the Reception Year, children achieve good levels of development in relation to their starting points, with the majority of children working at the expected level for their age in most areas of learning. However, their attainment in writing and in calculating is below the level expected for their age. Children enjoy their time in the Early Years Foundation Stage unit. They are keen to learn, play happily together and their behaviour is good. The curriculum ensures a good balance between activities led by adults and those chosen by children. Children are encouraged to learn through exploration, for example, when they use torches to experiment with light and dark and use finger puppets to make shadows. Children have opportunities to think for themselves and make their own decisions when they register for their snack and choose from a range of healthy options. Children are learning to cooperate well with each other, taking turns and sharing resources amicably as they share 'telephones' and talk to each other 'on the phone'. Good opportunities for learning when outdoors, promote good physical development. Children are safe and well cared for. Risk assessments are in place and safeguarding arrangements meet requirements well. Leadership and management are good. Staff work well as a team and the leader of the Early Years Foundation Stage has a clear vision of how provision can be improved further. Long-term and medium-term planning ensures that children experience an appropriate range of learning opportunities, both indoors and outdoors. However, planning for lessons on a weekly and daily basis does not always identify what the next steps in learning are for individual children. Statutory requirements to ensure children's welfare are in place.

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	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents and carers who responded to the inspection questionnaire are very supportive of the work of the school. The majority of positive comments from parents and carers recognise the school's good care, guidance and support for pupils and the improving achievement, leadership and management. Inspection evidence supports these views. A very few parents and carers expressed concern about provision for pupils with special educational needs and/or disabilities, whether they were well enough informed about their children's progress and the way the school deals with unacceptable behaviour. Inspection findings do not endorse these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hob Moor Community 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 327 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	45	35	51	2	3	0	0
The school keeps my child safe	37	54	31	45	0	0	0	0
My school informs me about my child's progress	26	38	37	54	4	6	1	1
My child is making enough progress at this school	32	46	31	45	3	4	0	0
The teaching is good at this school	38	55	26	38	1	1	0	0
The school helps me to support my child's learning	30	43	34	49	1	1	0	0
The school helps my child to have a healthy lifestyle	27	39	36	52	2	3	0	0
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)	19	28	39	57	2	3	1	1
The school meets my child's particular needs	24	35	42	61	0	0	0	0
The school deals effectively with unacceptable behaviour	24	35	34	49	6	9	0	0
The school takes account of my suggestions and concerns	24	35	35	51	3	4	1	1
The school is led and managed effectively	23	33	41	59	2	3	0	0
Overall, I am happy with my child's experience at this school	31	45	35	51	2	3	0	0

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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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 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.



18 November 2010

Dear Pupils

Inspection of Hob Moor Community Primary School, York, YO24 4PS

Thank you for making the inspection team welcome. We enjoyed talking to many of you about your school, seeing you hard at work in class and enjoying the many activities in your school. Since your school was last inspected, leaders, managers and the governing body have made improvements so that Hob Moor Primary is a good school. The staff take good care of you all so that you feel safe and secure in school. The good teaching and exciting activities help you to achieve well in your work and to develop into responsible young people. The contribution you all make to your school and local community is outstanding. It was good to see so many of you taking on responsibilities, such as the enthusiastic play leaders, the peer mentors, the school council and those that run the healthy tuck shop. The clean-up projects you are involved with locally are admirable. Your school is very different to most other schools in that you share the building and many activities with a special school. You benefit a great deal from working alongside pupils who have different needs to you own. It was very heartening to see how well you get on with everyone, both in lessons and other activities.

There are a few ways that the school could improve further and we have asked leaders and the governing body to:

- make sure that in every lesson you learn as much as you can, are well taught and make good progress
- improve the attendance of those of you who are absent too often
- find ways to help you to understand and communicate with people from backgrounds different to your own, both in the United Kingdom and the world.

You can all help by continuing to be enthusiastic learners and enjoying all the activities the school has to offer to you. Some of you will need to come to school more often to be able to do this.

Yours sincerely

Gillian Salter-Smith

Lead inspector

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