

# Hodge Hill Primary School

Twycross Grove, Hodge Hill, Birmingham, B36 8LD

## Inspection dates

6–7 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- There are only very recent improvements in the progress of pupils in mathematics. Consequently, mathematics standards still lag behind those in English at Year 6.
- Pupils in Key Stage 2 do not yet achieve the same rate of progress as they did in the Early Years Foundation Stage and Key Stage 1.
- Teachers' skills in teaching mathematics are not as established as their skills in teaching English. Teaching is not consistently good across the school.
- Pupils are not always given enough opportunities to practise their speaking skills in lessons.
- More-able pupils are not always sufficiently challenged or given more-difficult work right from the start of the lesson. Pupils do not usually have enough freedom to make their own choices and decisions about their work.
- Teachers' knowledge about the levels that pupils are at and what they need to do to improve is getting better but they do not always make it clear to pupils what they need to do to reach the next level.

### The school has the following strengths

- Pupils in Key Stage 1 and the Early Years Foundation Stage make good progress.
- Computer technology is used in innovative ways to aid pupils' learning.
- Teachers are able to observe others teach in order to improve their work.
- Teachers are good at listening to pupils, and in the best lessons, skilfully questioning them to improve their learning.
- Relationships between pupils and teachers are good. Pupils feel safe and say that behaviour is good. Pupils are proud of their school.
- The new headteacher gives strong leadership. She has already recruited some additional senior leaders and has formed a good leadership team across the school that is already making a difference to teaching standards and pupils' progress.

## Information about this inspection

- Inspectors observed teaching in all classes, including two joint observations with the headteacher and two with the deputy headteacher. A total of 29 lessons were observed, including extra teaching groups for mathematics. Inspectors also made short classroom visits to observe pupils at work and to look at their books.
- Inspectors had discussions with a representative of the governing body, a representative from the local authority, the headteacher, other members of the school leadership team, teachers and two groups of pupils. Inspectors also listened to pupils of different ages read.
- Inspectors looked at documents about past and current pupils' progress. They also examined documents relating to behaviour, safeguarding, and the school's own self-evaluation and improvement summary document.
- Inspectors took account of the views of the 18 parents who responded to Ofsted's Parent View online questionnaire. Inspectors also considered the responses to the school's latest parent questionnaire and a number of parents were met informally at the start of the school day or spoken to on the telephone.
- Inspectors considered the 32 questionnaires completed by staff.

## Inspection team

Kathryn Skan, Lead inspector	Additional Inspector
Alan Brewerton	Additional Inspector
Mary Maybank	Additional Inspector
Enid Kom	Additional Inspector

## Full report

### Information about this school

- This is a much larger-than-average sized primary school.
- Most pupils come from minority ethnic backgrounds with Pakistani being the large majority. The number of pupils who speak English as an additional language is high.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The school is currently undergoing an expansion programme from two-and-a half-form to four-form entry.
- The number of pupils who join the school during Key Stage 1 and Key Stage 2 is higher than in most schools.
- The proportion of pupils who are known to be eligible for free school meals is above average. The school receives additional government funding (the pupil premium) for these pupils.
- The school meets the current government floor standards, which set minimum expectations for pupils' attainment and progress.
- The current headteacher took up her post in September 2011.

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

- Improve all teaching to at least consistently good by ensuring that:
  - pupils have more opportunities to practise their speaking skills in lessons
  - all pupils know exactly what to do to improve their work and how to reach the next level
  - more-able pupils are consistently challenged and given more difficult work right from the start of the lesson
  - all pupils have more freedom to make their own choices and decisions about their work.
- Improve standards in mathematics by ensuring that:
  - pupils' basic skills are secure from the start so later skills can be built upon strong foundations
  - pupils are given lots of opportunities to use their basic skills and reasoning to practise problem solving
  - pupil premium funding is used to help all eligible pupils to reach the same standards as the others in mathematics.

## Inspection judgements

### The achievement of pupils requires improvement

- Achievement requires improvement, especially in mathematics, where progress still lags behind that in English at Year 6. This has been the case for some time, although there are now definite signs of recent improvement in the progress of pupils in mathematics.
- Attainment at the end of Key Stage 1 and Key Stage 2 are broadly average overall, although mathematics is below average at the end of Key Stage 2. Pupils' basic skills in mathematics are not sufficiently embedded in the lower part of Key Stage 2 to enable pupils to quickly develop the later skills required.
- Pupils in Key Stage 2 have not until recently made enough progress. However, the school is getting bigger with more places becoming available for pupils so not all pupils were at the school in Key Stage 1. When considering those pupils who have been at the school for at least two years, standards at the end of Key Stage 2 improved slightly last year and indications are that they will improve again this year to reach national average and above. Progress is not yet consistent across the age range and improvements are very recent.
- Children in the Early Years Foundation stage make good progress in English and mathematics from below age-related expectations on entry at four years old. In previous years, a minority of children were still working at below national expectations for their age at the end of Reception. Progress is improving because teaching has improved. Most pupils are expected to reach the national average by the end of Reception this year.
- In Key Stage 1, progress is good. In Year 1, more pupils are also expected to reach average levels in the national reading check on pupils' knowledge and understanding of letters and the sounds they make (phonics) at the end of this year due to the new phonic teaching programme introduced in the last twelve months. Standards at the end of Key Stage 1 improved in reading, writing and mathematics last year and indications are they will improve again this year.
- Progress for disabled pupils and those who have special educational needs is similar to their classmates. The school now provides good support for these pupils in mathematics in Key Stage 2, where three classes are grouped daily into four teaching groups so those who have special educational needs and those who are not attaining expected levels for their age can receive more help.
- Pupils known to be eligible for the pupil premium are a focus for the school because, in mathematics, not all pupils who are known to be eligible for free school meals make the same progress as those who do not. By matching teaching and support for these pupils more closely to their individual needs, these pupils are now getting closer to achieving standards similar to the other pupils but the support for these pupils has proved less effective in mathematics. Pupils known to be eligible for free school meals currently exceed the attainment of others in English. In 2012, these pupils were the equivalent of around six months behind their classmates in English. They were almost a year behind in mathematics.

### The quality of teaching requires improvement

- Teaching is not yet consistently good across the school. Teachers' knowledge about the levels that pupils are at and what they need to do to improve is getting better but they do not always make it clear to pupils what they need to do to reach the next level.

- Pupils are not always given enough opportunity to practise their speaking skills in lessons. Teachers are good at listening to pupils and, in the best lessons, teachers skilfully question them to improve their learning. Practise in communication skills is improving but there is still not enough. Teaching of the early reading skill of phonics has improved.
- Relationships between pupils and teachers are good. Pupils enjoy school but they often do not have enough freedom to make their own choices and decisions about their work. More-able pupils are also not always consistently challenged and given more difficult work right from the start of the lesson.
- Teachers' skills in teaching mathematics are not yet as good as their skills in teaching English. There have been recent improvements in the teaching of mathematics due to whole-school training in the use of new mathematical apparatus to support the learning of the younger pupils and in the use of models and images to support the learning of basic mathematical skills in older age groups. Pupils do not always have opportunities to use their basic skills and reasoning to practise problem solving. Mentoring support has also been provided for individual teachers who need help to improve.
- Teachers mostly plan lessons that take account of the different abilities of pupils in their class. They maintain records of pupils' learning and use marking well to show pupils if they have been successful in learning what was intended in the lesson. They do not always make sure that pupils have the freedom to make their own choices and decisions about their work. The newly qualified teachers this year are being well mentored by senior staff to make sure that they understand and follow established school systems.
- Teaching assistants support pupils well in lessons. As well as supporting pupils who find work hard they also help those who speak English as an additional language to understand the lesson and enable them to make the same progress as their classmates.
- Information and communication technology is used in innovative ways to aid pupils' learning. The school employs a digital media artist who works on projects with most year groups. Creative ways of using free web-based software are utilised, including blogging.

### **The behaviour and safety of pupils** are good

- Pupils' behaviour in lessons is good and they are keen to learn.
  - Bullying is infrequent and pupils say that appropriate action is taken should it occur. Work has been carried out with pupils to help them understand what different types of bullying are, including through an 'anti-bullying week'. Most parents agree that the school deals effectively with bullying.
  - Most pupils say they feel very safe in school. Most parents who completed the Parent View questionnaire and the school's own survey agree. The very large majority of parents are happy with the school and would recommend it to another parent.
  - Attendance rates are broadly average. Pupils are rarely late for school because provision is made for them to enter the building early before registration starts.
-

- Pupils are courteous and show good manners towards adults. Class ambassadors, who greeted inspectors when they entered lessons, are helpful and confident. They are keen to share their learning and explain with enthusiasm about it and the workings of their classroom.
- Relationships between pupils and their teachers are good. Pupils say they are proud of their school and most parents who expressed their views say their child is happy in school.
- Teachers use rewards and sanctions appropriately. When a difficulty arises with any pupil, appropriate action is taken. Exclusions, which have been previously higher than average, are now reducing due to the recent provision of a 'nurture group' which supports those who need help to make good choices.

### **The leadership and management** are good

- The headteacher gives strong leadership. Four new appointments have strengthened the senior management team, which now includes a deputy headteacher responsible for data and assessment, three assistant headteachers and four 'phase leaders' responsible for different age ranges. Along with other senior leaders, they are collectively making a difference to teaching standards and pupils' progress.
- The school improvement plan is based on accurate self-evaluation of the strengths and weaknesses of the school by the senior leadership team based on rigorous monitoring. The school's capacity to improve is demonstrated by the improvements in standards being seen recently.
- The school ensures that there is no discrimination, and actively and very successfully promotes inclusion and equal opportunities. However, its drive to ensure that all pupils have an equal chance to succeed is not yet fully successful, as progress still requires improvement in mathematics and especially for those for whom the school receives the pupil premium funding.
- Close partnerships exist between home and school. Parents appreciate this and enjoy attending workshops and events. They appreciate teachers and leaders being available for them. Close links, including through information and communication technology, mean that parents are well informed about school life. The school has an impressive online presence, providing good communication with parents and the community. Television information points are placed around the school. Broadcasts include the school's own content.
- Systems to reward teachers for good performance and to support those who do less well are robust. Teachers appreciate the mentoring system, where they are supported with development areas for their teaching in their classrooms and also where teachers learn from each other. They would appreciate the opportunity for more of this. Training for teachers at a whole school and individual level is effective.
- The curriculum is broad and matches pupils' abilities. There are a variety of after-school clubs. These are well attended and appreciated by pupils. Initiatives to support weaknesses have been well targeted by senior leaders to improve teaching and raise standards, including in phonics. The appointment of an external consultancy company to establish the reasons for weaker mathematics teaching throughout the school and determine specified areas for development to improve mathematics standards, along with the appointment of a Mathematics Specialist Teacher, demonstrates the headteacher's determination to raise standards in mathematics.

- Pupils' spiritual, moral, social and cultural development is well provided for. The wide range of religious events, good moral and social modelling by teachers and attractive interactive displays encourage pupils to think.
  
  - The overall effectiveness of the school still requires improvement but it is now moving swiftly towards being a good school.
  
  - **The governance of the school:**
    - Since the previous inspection, the governing body has become more effective in providing support and in asking searching questions of the leadership team. Governors use progress and attainment data to ensure that they have a clear understanding of pupils' achievement compared with all pupils nationally and know what the school is doing to improve it. They make sure that finances are used in a way that supports pupils' learning effectively, know how pupil premium money is being spent and know how it is raising standards. The governing body uses information about teaching quality to make decisions about staffing and staff training, and making sure that pay is linked to performance. It has undertaken training for the safer recruitment of staff, and all health and safety procedures are checked regularly. It has ensured that the arrangements for safeguarding pupils meet current requirements.
-

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	134673
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	402620

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	675
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anne Pavey
<b>Headteacher</b>	Laura Kearney
<b>Date of previous school inspection</b>	11 May 2010
<b>Telephone number</b>	0121 464 2189
<b>Fax number</b>	0121 464 8252
<b>Email address</b>	enquiry@hodgehillprimary.bham.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

