

# Hobletts Manor Junior School

Adeyfield Road, Hemel Hempstead, HP2 5JS

**Inspection dates** 19–20 June 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- Good leadership and management from senior staff have greatly improved teaching and achievement since the last inspection.
- The governing body plays a much more effective part in driving improvements.
- Achievement is now good in reading, writing and mathematics. Attainment by the end of Year 6 has risen year on year.
- Teaching is good. Teachers enthuse pupils and have high expectations of their work and behaviour.
- The quality of marking is high and helps pupils to continually improve their work.
- The school is a very positive, harmonious community where the provision for pupils' spiritual, moral, social and cultural development is outstanding.
- Pupils enjoy school, feel very safe and behave well. Relationships are very positive with each other and with staff.
- Pupils get lots of exciting things to do in different subjects, and enjoy learning. This is reflected in their much-improved attendance.

### It is not yet an outstanding school because

- Not enough teaching is outstanding to make achievement outstanding.
- Although pupils have good skills in information and communication technology (ICT), they have too few opportunities to use these skills in other subjects.
- Pupils are not always given time to consolidate their learning through practising a particular skill before moving on to the next task.
- At times, the pace of learning slows in lessons when some pupils find work too easy or too hard.

## Information about this inspection

- Inspectors observed substantial parts of 15 lessons, several as joint observations with the headteacher or deputy headteacher. Inspectors also observed break-times, assemblies and pupils' participation in a fun-run on the field.
- Formal discussions were held with pupils from Years 3, 5 and 6, and inspectors chatted informally with others around the school. Pupils in Years 3 and 6 were heard to read.
- Discussions were held with staff, with three members of the governing body, and with a representative of the local authority.
- Inspectors took note of the 36 replies to the online questionnaire, Parent View, as well as 135 replies to the school's own parental questionnaire. The 28 replies to a staff survey were examined.
- Samples of pupils' work were analysed in their books and in displays around the school.
- A range of documentation was examined, particularly that concerned with keeping pupils safe, information about how the school checks on the quality of teaching, and records of pupils' progress and attainment.

## Inspection team

Steven Hill, Lead inspector

Additional Inspector

Fiona Robinson

Additional Inspector

## Full report

### Information about this school

- This is an average-sized junior school.
- Most pupils are White British, with the rest having a range of different ethnic heritages. Only a few pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is average. The proportion who are supported at school action plus or who have statements of special educational needs is well-above average.
- The proportion of pupils for whom the school receives pupil premium funding is above average, at nearly 40%. The pupil premium is extra government funding provided to support those pupils who are known to be eligible for free school meals, those who are looked after by the local authority and those with a parent in the armed forces.
- The school meets the government's current floor targets, which are minimum standards set for pupils' attainment and progress.
- There has been considerable disruption to staffing in Year 3 during this year.

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

- Make more teaching outstanding, and so raise achievement to be outstanding, by:
  - providing more opportunities for pupils to use their good ICT skills to support learning in lessons in other subjects
  - helping pupils to learn at a good pace throughout lessons, particularly by making sure that tasks are always challenging but manageable for everyone
  - ensuring that, in all lessons, pupils have enough time to finish tasks and consolidate their learning before moving on to the next piece of work.

## Inspection judgements

### The achievement of pupils is good

- Pupils' progress has improved and is now good. Pupils start at the school with attainment that is broadly average. Attainment has risen at the end of Year 6 since the previous inspection, and is currently above average in reading, writing and mathematics.
- Pupils in last year's Year 6 did not do as well, because of slower progress during their first three years in the school. In their final year, after the previous inspection, they achieved well, as did pupils throughout the school.
- Progress has continued to accelerate this year, with achievement good across the school as a whole. Progress has been inconsistent in Year 3 because of disruption to staffing, but is now improving again, following concerted action by the school.
- By Year 6, pupils are enthusiastic and able readers, and use their reading and writing skills very effectively in other subjects.
- Pupils who are entitled to the pupil premium make the same overall progress as their classmates. In Year 6 this year, they made better progress than other pupils, narrowing a gap in their attainment. The gap in their attainment for Year 6 last year was equivalent to about two terms progress in English, and a term in mathematics. This is less than the disparity found nationally, particularly for mathematics.
- Disabled pupils and those who have special educational needs make good progress because of the high-quality support they receive, both in class and in small groups outside the class. Work is modified to match their particular needs, and they are challenged to be independent.
- Pupils make good progress in ICT in specific lessons in the computer suite. They apply their skills well in the computer suite to support learning in other subjects. For example, some excellent 'fliers' about pond dipping are on display in school. However, in lessons back in the classroom, pupils have few opportunities to use ICT, with little equipment available to support this.

### The quality of teaching is good

- Teachers have positive relationships with pupils and establish clear routines and expectations so that pupils get on sensibly and behave well.
- A group of Year 6 pupils agreed that one of the best things about the school was the teachers. This is because they make lessons fun, are enthusiastic, and 'push us to the limits to get smarter' but are 'not upset if someone doesn't understand something', and will explain things again.
- Teachers successfully insist on high standards of presentation in pupils' books. Written work is marked regularly, and teachers help pupils to improve by giving them extra tasks to challenge them further if they are successful, or to provide more practice if they are not. Pupils conscientiously respond to their teachers' comments and, consequently, their skills get better.
- Good use is made of the skilled support staff to support learning. All the adults in lessons are adept at checking continually on pupils' progress, intervening to help them if they are confused,

and challenging them to refine their work if they are successful.

- Teachers are particularly successful in engaging pupils' interest and enthusiasm. Good opportunities for practical work and for pupils to discuss their ideas together are strong features in ensuring that pupils are actively involved in lessons.
- Teachers maintain a brisk pace in most lessons, which ensures a lot of ground is covered in the time available. Occasionally, however, the pace can be too fast, so that less-able pupils become confused, or the pace slows as pupils spend too long on routine activities that do not challenge them. Sometimes, pupils are hurried on to the next task when they still need time to practise and consolidate their skills in what they are doing.
- Teachers have a good understanding of pupils' academic and pastoral needs, and adjust their practice effectively to help everyone to learn happily. They generally make good use of the school's assessment data to plan different work to match pupils' different abilities, so that they find tasks challenging but manageable. Occasionally, this is not done exactly enough, so that some pupils find aspects of work too easy or too hard, and the pace of learning suffers.

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

- Pupils behave well and, in some lessons, their behaviour is outstanding when they are completely enthralled by what they are doing.
- Relationships are very positive. Boys and girls from different backgrounds work and play together happily. Collaborative skills are good. Pupils are keen to succeed, work hard in class, and take a great pride in their successes, and in the accomplishments of their classmates.
- Pupils feel very safe in the school and understand how to keep themselves safe, including when using ICT.
- Pupils develop a very strong social and moral understanding, are keen to help others, and show great empathy for those with problems. In recent weeks, under the leadership of the school council, pupils have been heavily involved in raising money, to send a child they know to the USA for an operation. A highlight was a sponsored fun-run during the inspection.
- During the fun-run, pupils showed enormous effort and perseverance, keeping moving even when hot and tired, and encouraging each other to keep going. The day after, they spoke with pride of what they had done, even when complaining of aching muscles. A group of Year 6 pupils debated very thoughtfully about whether they were being ambitious enough in 'only' trying to raise £2000, showing a realistic understanding of practicalities, as well as a desire to do more.
- Pupils have a good understanding of different kinds of bullying, but say it is very rare in this school. They struggled to recall any recent incidents. One episode from some time ago was recalled for how swiftly the headteacher had dealt with it, and pupils said they would go straight to a teacher if there was a problem, confident that it would be sorted out quickly.
- Pupils themselves are very realistic about their behaviour, agreeing it is usually good, but that there are occasional lapses when friends fall out, or someone is silly. However, they are clear that this is seldom a problem for long, because adults quickly intervene, and few incidents require more than a single warning from the teacher to restore calm.

- Pupils' enjoyment of school is reflected in the improvements in their attendance over successive years. Having been at low levels in the past, they are now broadly average.

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

- Clear leadership from the headteacher and deputy headteacher, backed by a cohesive staff team, has driven the many improvements since the last inspection.
- At the heart of many of the changes has been the rigorous tracking of the progress of individuals and groups, and rapid action to address the needs of any who are not doing as well as they should. Teachers have been held to account for the performance of their classes, and have responded determinedly to ensure that all pupils do well.
- The management of teachers' performance is of good quality. The school has used a variety of methods to check quality, including data about each class's progress as well as observations of lessons. These have enabled senior staff to give advice to colleagues to improve their practice. Effective extra training is provided for staff where a need is identified.
- The school has responded successfully to general issues identified through tracking progress; for example, by splitting some year groups into extra classes for mathematics teaching, where a weakness in standards was identified. This has been effective and raised attainment.
- Tracking progress and consequent improvements have extended well beyond English and mathematics, with weaknesses in aspects of attainment in religious education, and in mapping skills in geography, for example, identified and addressed.
- The school provides an exciting curriculum across a range of subjects. The 'curriculum week' this term was particularly popular, with pupils saying they learned a lot and had great fun. Pupils also explained that the school has won 'loads of eco awards'. The latest example is the level 5 award from the Royal Horticultural Society, recognising the school's development of outdoor learning and the involvement of the wider community in its excellent garden. Pupils' involvement in tending and developing the garden makes an excellent contribution to their social and spiritual development.
- Pupils' spiritual development is developed very strongly, in assemblies, for example. Pupils reflect thoughtfully about important issues, and show great respect for others' views. They go to great efforts to help those more fortunate than themselves. They achieve particularly well in music, helped by the contribution of a skilled specialist teacher. Sports coaches contribute effectively to pupils good skills in physical education, and they undertake exercise with enormous enthusiasm.
- The school's successful commitment to equal opportunities is illustrated by the good progress and full involvement in school life of all groups. This includes boys and girls, pupils eligible for the pupil premium, and those who are disabled or who have special educational needs.
- **The governance of the school:**
  - Governors provide a good balance of support and challenge to the school. This is a major improvement since the last inspection. The governing body now has much better systems which provide a good knowledge of the school's performance, including a thorough understanding of data about pupils' progress. Governors have worked effectively with staff to ensure that safeguarding procedures meet requirements. Finances are managed well.

Governors have ensured that pupil premium money is spent to support both the academic and social needs of eligible pupils, and that this is effective. They have used their understanding of the quality of teaching to support senior staff in addressing issues and ensuring that good performance is suitably rewarded.

## 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>	117097
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	405686

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Deborah Fogden
<b>Headteacher</b>	Sally Short
<b>Date of previous school inspection</b>	17 May 2011
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