

Hob Green Primary School

Hob Green Road, Pedmore Fields, Stourbridge, DY9 9EX

Inspection dates 19–20 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Improvements in attainment and progress at Key Stage 2, reported at the time of the previous inspection, have continued.
- Attainment at the end of Year 6 is average in writing and mathematics and above average in reading. This reflects good progress from pupils' below average starting points.
- Teaching is good and some is outstanding. Adults' questioning is particularly effective in enabling pupils to think for themselves and work out how to complete tasks.
- Behaviour is good in lessons and around the school. Pupils have good manners, feel safe and treat one another with respect.
- Pupils' positive attitudes to learning support their good progress in lessons.
- Leaders have brought about sustained improvements to teaching and achievement in English and mathematics. All teaching staff attend regular and relevant training.
- School staff and governors are fully involved in checking the school's work and in deciding what to improve next and how.
- Pupils are increasingly encouraged to play their part in improving the school through their work in the school council.
- Attendance has improved consistently over the past two years.

It is not yet an outstanding school because

- Teachers' comments on pupils' work are not always precise enough to help pupils know how to improve their work.
- On occasions, pupils do not have enough time in lessons to finish tasks to a high enough level.
- Some younger pupils who receive the pupil premium funding do not always spell words that they ought to know correctly or use adventurous words in their writing. As a result, they do not reach the same levels in writing as their classmates.

Information about this inspection

- Inspectors observed 21 lessons taught by nine teachers, one with the headteacher. In addition, they made a number of short visits to lessons.
- The inspectors looked at past and current information about pupils' progress and work from the previous year in pupils' books. They heard a number of pupils read.
- The inspectors looked at documents relating to behaviour and safeguarding, the school's checks about what is going well, and school improvement planning.
- The inspectors met with small groups of pupils to talk about their learning and to find out what they thought about the school. Inspectors also met with staff, and with representatives of the governing body. They spoke to a representative of the local authority by telephone.
- The inspectors talked to parents informally at the start and end of the day. There were too few responses in the online questionnaire (Parent View) to inform the inspection.
- The inspectors took note of 25 staff questionnaires.

Inspection team

Georgina Beasley, Lead inspector	Additional Inspector
Carol Deakin	Additional Inspector
Dennis Brittain	Additional Inspector

Full report

Information about this school

- Hob Green Primary School is an average-sized primary school.
- Nearly all pupils are from White British backgrounds.
- A well-above-average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, children in local authority care, and other groups.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average in comparison with other schools.
- The proportion supported at school action plus and with a statement of special educational needs is well above average. The number of statements is high.
- The school manages a 'Speech and Language Unit' unit, a specially resourced provision for pupils with educational needs, for the local authority for 12 pupils in Years 3 to 6 with speech, language and communication difficulties.
- A breakfast club runs every morning and is managed by the governing body.
- The number of pupils who join the school intermittently throughout the school is well above average; these are mainly pupils who start in the speech and language class in Year 3.
- In 2012, the school met the current floor standards set by the government at that time (the minimum expectations for pupils' attainment and progress) and all three targets in 2013.
- The children's centre located at the school was inspected in 2012 and has a separate report.

What does the school need to do to improve further?

- Improve the quality of teaching by ensuring all teachers consistently:
 - give clear written feedback to pupils describing how well they are doing and precisely what they need to do to improve, and give them the opportunity to make the improvements
 - give pupils enough time to finish tasks they are set so that their work reaches as high a standard as possible.
- Ensure all pupils who receive the pupil premium improve their writing so that they reach at least level 2B by the end of Year 2 by:
 - checking their attainment closely from the moment they enter Reception and throughout Key Stage 1
 - helping all pupils to use a wider range of vocabulary in their writing
 - insisting all pupils check their spellings and spell the words they should know correctly.

Inspection judgements

The achievement of pupils is good

- The improvement in pupils' attainment reported in the previous inspection at the end of Year 6 in reading, writing and mathematics continued in 2013. Improvement was particularly strong in reading across the school and in the proportion of pupils making and exceeding expected progress in all subjects. Attainment is above average in reading and average in writing and mathematics. This is a marked improvement on the results seen in 2012.
- Pupils make good progress across Years 1 and 2. Standards in the Year 1 phonics check were significantly above average last year. Attainment at the end of Year 2 is now above average in reading, overturning a dip last year and returning to 2011 levels. It is average in writing, reflecting good improvement over three years. Average attainment in mathematics from below-average starting points has been sustained for two years.
- Children make good progress in the Nursery and Reception. Many start with skills and abilities below and sometimes well-below the levels expected for their age. They quickly learn to take care of their own personal needs, such as putting on their own coats and deciding when to get their own snack, due to the good support and guidance they receive.
- By the end of Reception, a higher number than nationally reach expected levels in all areas of learning except in their writing and number skills. Although few children exceed expected levels, their attainment represents consistent improvement over time; two years ago, children typically started Year 1 with abilities and skills that were below average overall.
- Pupils who receive the pupil premium generally make good progress from their starting points by the time they leave. The school has used this funding to provide extra resources and individual support from additional staff. In 2012, more pupils made expected progress than their classmates by the time they left and attained the same standards in reading, and higher standards in writing and mathematics. However, in 2013 the attainment of the equivalent group of pupils, who faced considerable challenges in their learning, dipped in all three subjects to the point where it was approximately two terms behind other pupils in the school.
- Younger pupils who are supported by this funding in Years 1 and 2 generally make the same good progress as their classmates but in writing, their dependence on unadventurous vocabulary and their inaccurate spelling mean they are not always able to catch up with the peers as fast as they need to, given their often much lower starting points.
- More-able pupils are well taught and supported and are now reaching the levels of which they are capable, with an expected number reaching above average standards in reading, writing and mathematics across the school.
- Progress in writing has improved across the school. All pupils in Year 6 last year made at least expected progress and almost half did better than this. They made good progress during their time in school but work in books reflects some outstanding progress in Year 6 last year. A greater number of pupils are reaching above-average levels as a result.
- Disabled pupils and those who have special educational needs make good progress. Most reach average levels by the end of Year 6 in reading, writing and mathematics. In the separate speech and language unit, progress is also good given these pupils often acute communication difficulties. Here too, some pupils reach above expected standards in English and mathematics

by the time they leave.

- Progress in a number of other subjects is good. Pupils enjoy the topics that they have studied and so remember a lot of what they have learned. Good opportunities exist for them to take part in sporting, growing and cooking activities that help them develop healthy lifestyles.

The quality of teaching is good

- Teaching is good, including in Nursery and Reception and in the Speech and Language Unit. A good range of resources, toys and activities in Nursery and Reception encourage children to make choices quickly and to develop a curiosity for learning. Well-planned activities in the speech and language unit enable pupils to learn in ways that are tailored to meet their needs and to develop the knowledge and skills they need to progress.
- Teachers use a range of methods and activities that ensure pupils fully participate in lessons. Role-play and talking with a partner help pupils to rehearse their ideas before writing them down and successfully solve problems on their own in mathematics. This is particularly effective in the speech and language unit where constant interactive talk helps pupils to fully understand what they are doing.
- Adults, including teaching assistants, ask questions that help pupils to understand not only what they are doing but why they are doing it in a particular way. This helps them to use the same methods successfully when doing similar tasks on their own. The positive atmosphere in all lessons encourages pupils to not only answer but also to ask questions, either to seek further clarification or to satisfy their curiosity about a subject.
- Teachers check pupils' learning when they are working on a group or individual task and respond quickly if they find they are finding them too easy or too difficult. As a result, more able pupils are given harder work to extend their learning and less able pupils extra support to help secure their understanding.
- Teachers' written comments in pupils' books are sometimes too general to guide pupils' learning sufficiently, other than in Year 6. Here, the teacher's precise comments help pupils to quickly recognise when and why they have been successful. However, pupils in other year groups do not always get the same high quality written advice and are not always encouraged to correct their mistakes. This is especially so for some younger pupils in their writing.
- Occasionally when pupils work as a whole-class for too long in lessons, pupils do not have enough time to complete tasks to the best of their ability, once again especially writing.

The behaviour and safety of pupils are good

- Children in the Nursery and Reception classes manage their behaviour well. They quickly develop positive attitudes to learning because activities encourage them to be curious and to explore different toys, resources and materials.
- Pupils' positive attitudes to learning ensure pupils listen to each other politely and contribute to discussions sensibly. This is one reason for their good learning in lessons. When given the opportunity, pupils improve their previous piece of work before starting on the next. Many older pupils remember not to make the same mistake again, although younger pupils too often rely on reminders to spell words correctly.

- Good behaviour is evident in lessons, at playtimes and when pupils are out and about in the local community. Pupils, staff and parents are positive about behaviour. Parents and pupils say that they feel comfortable about approaching the school with any concerns because 'all staff are friendly and listen.'
- Pupils know about different kinds of bullying, including cyber-bullying and say that they cannot remember any happening. Incidents of pupils being sent home from school because of bad behaviour are rare.
- Attendance has improved from its well below average level in 2011 to average levels in 2013. The number of pupils absent from school for more than 30 days each year has reduced significantly and is now below average.

The leadership and management are good

- Leaders' commitment to improvement has resulted in significantly better teaching and sustained gains in pupils' achievement. All staff and governors are involved in checking how well the school is doing and planning what it needs to do next to improve further. Accurate and detailed actions are focused on the progress of individuals groups, including disabled pupils and those who have special educational needs, and reviewed every six weeks for effectiveness so that immediate changes can be made.
- Staff are overwhelmingly positive about the school. Questionnaire responses show that they feel proud to be a member of staff and that they know what the school is trying to achieve. This is in response to the headteacher's clear direction and positive and determined approach.
- Staff training is effective. Subject leaders have been helped to develop the knowledge and skills needed to ensure pupils are learning well across a range of subjects. Teachers work alongside each other to learn from each other. The school makes good use of a sports coach to support its already good teaching of physical education and sport.
- Subjects are well planned to enable pupils to follow their own lines of enquiry. Pupils practise a range of skills through a number of subjects and activities. The school has drawn up good plans to use the funding to support sport in primary schools by increasing its use of a sports coach to work alongside teachers in lessons and improve their subject expertise. Pupils' spiritual, moral, social and cultural development is promoted strongly through curriculum topics, visits and special events. These ensure that pupils learn about their own and others' beliefs and cultures, develop good attitudes to learning and prepare them well for later life.
- The local authority has given the school good support in its improvement drive. Specialists have worked in close partnership with school leaders to check the accuracy of assessments and to offer advice about teaching methods.
- **The governance of the school:**
 - The governing body is well organised so it looks at every aspect of the school's work at regular intervals throughout the year. Effective training for individuals and attendance at training organised for teaching staff has given members the knowledge and skills they need to know what to look for and the questions to ask when checking the school's performance. Governors check carefully that resources and the quality of teaching are making the difference they should to pupils' learning and progress and make changes if they find they are not. Governors are fully involved in ensuring that staff only receive a pay rise or are promoted if

they meet stringent performance targets. All safeguarding requirements are met.

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

Unique reference number	103833
Local authority	Dudley
Inspection number	426943

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	270
Appropriate authority	The governing body
Chair	John Birchill
Headteacher	Stuart Brown
Date of previous school inspection	23 January 2012
Telephone number	01384 816730
Fax number	01384 816731
Email address	info@hob-green.dudley.sch.uk

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