

# Hob Moor Community Primary School

Green Lane, Acomb, York, YO24 4PS

## Inspection dates

3–4 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- Pupils achieve well from their individual starting points in English and mathematics. Standards of attainment are average by the end of Year 6 and improving.
- Pupils write well for their age and have a good knowledge of English grammar.
- Pupils with special educational needs make good progress.
- Pupils make rapid progress in Years 2 and 6 because teaching is outstanding in these year groups.
- Teaching is good overall. Pupils enjoy learning because lessons are interesting and fun.
- Behaviour is good in lessons and around the school. Pupils feel very safe.
- The federation with Hob Moor Oaks makes a significant contribution to pupils' education.
- The curriculum is very well thought out to interest pupils and to develop their spiritual, moral, social and cultural awareness.
- Good, well organised leadership of teaching means that teaching is consistently good or better in every class. As a result, pupils' achievement continues to improve.
- Governors challenge the school rigorously. They keep a close check on pupils' achievement.

### It is not yet an outstanding school because

- Teaching is not yet outstanding. Sometimes the pace of lessons slows. Teachers miss opportunities to let the most able pupils learn through finding out for themselves.
- The range of reading materials, especially for older pupils, does not tempt them to read a lot because they do not reflect pupils' tastes and interests.
- Middle leaders do not have a clear enough focus on or overview of achievement in the curriculum subjects for which they are responsible.

## Information about this inspection

- The inspection team observed 19 lessons or parts of lessons taught by 11 teachers.
- The inspectors held meetings with the acting headteacher, staff and three groups of pupils.
- The lead inspectors for the inspections of Hob Moor Primary and Hob Moor Oaks schools had regular meetings and also held joint meetings with the Principal, the acting headteachers, the Chair of the Governing Body and three governors and two representatives from the local authority.
- The inspection took into account the 27 responses in the on-line questionnaire (Parent View).

## Inspection team

Lesley Clark, Lead inspector

Additional Inspector

Aileen King

Additional Inspector

Lyn Field

Additional Inspector

## Full report

### Information about this school

- This school is larger than the average-sized primary school.
- Most pupils are White British.
- The proportion of pupils supported through school action is broadly average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils supported through the pupil premium is high. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority.
- A few pupils attend either the local authority behaviour support unit or the speech and language centre part-time.
- This school is federated with Hob Moor Oaks Special School. The two schools have a joint governing body and are led and managed by one Principal. Each school has its own head of school.
- There is a temporary leadership arrangement from 1 September 2013 until 1 January 2014, pending the appointment of a new Principal. The current Principal is employed as a part-time Consultant Principal. Both heads of school are acting headteachers for this period.
- The two schools share all areas of the building but have separate classrooms.
- Senior and middle leaders from both schools work in partnership.
- The on-site children's centre is inspected separately. A copy of its report is available on the website [www.ofsted.gov.uk](http://www.ofsted.gov.uk).
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Move the quality of teaching from good to outstanding by making sure that teachers:
  - maintain a brisk pace during lessons so that pupils have time to complete written tasks
  - give the most able pupils opportunities to learn through investigation and finding out for themselves.
- Increase the range and quantity of reading materials, especially for older pupils, to reflect pupils' tastes and interests, so they read more often.
- Strengthen the role of middle leaders so that they have a clear focus on and overview of achievement in the curriculum subjects for which they are responsible.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well from individual starting points that are generally well below expected levels on entry to the Early Years Foundation Stage. An increasing proportion each year reaches or exceeds a good stage of development by the end of the Reception Year.
- Children make good progress in all areas of learning. They work and play alongside their friends from Hob Moor Oaks, adjusting to each other's different needs and communication skills. They learn to listen and to concentrate for increasingly longer periods of time.
- Extensive indoor and outdoor resources, including a 'forest', encourage children to test their physical skills to the limit. Many activities involve children working together, using their emerging writing and mathematical skills. They are busy, active young children, who are keen to learn.
- This good progress continues in Key Stage 1. Standards of attainment in reading, writing and mathematics are close to average. Pupils in Year 2 make rapid progress.
- The school's results in the national phonics screening check at the end of Year 1 are now above average. This means that pupils have a good start in reading because they understand how letters and sounds link together to form words (phonics). This is contributing to the rising trend in standards of attainment in Key Stage 1.
- Standards of attainment in reading in Key Stage 2 are not as high as those in writing and mathematics. Although most pupils reach the level expected of their age in reading by the end of Year 6, comparatively few reach the higher Level 5. This is because pupils do not read extensively. The school's range of reading materials, for older pupils especially, is fairly limited and does not reflect pupils' tastes and interests.
- A strength in reading is that older and younger pupils, often from both schools, read together regularly. This helps less-able readers to make good progress.
- In writing and mathematics, most pupils reach the level expected by the end of Year 6 and each year an increasing proportion of pupils reaches the higher Level 5. A small proportion of pupils are working at the level expected of 14-year-olds in mathematics.
- Pupils write well in a wide range of genres. They have a good grasp of grammar, sentence construction and punctuation and use rhetorical questions effectively. They are adept at using interesting words and phrases to start sentences such as 'furthermore' or 'hello reader'.
- Most-able pupils make good progress. Occasionally, their learning slows when they have limited opportunities to learn through investigation.
- Pupils supported through school action, school action plus, who are dual-registered, or who have a statement of special educational needs make good progress. They have access to the Hob Moor Oak's facilities when appropriate and good support in lessons.
- Pupils who are supported through the pupil premium and those known to be eligible for free school meals make similarly good progress to pupils in school who are not known to be eligible for free school meals. Their attainment is 20% higher than that of similar groups nationally. Pupils explained that they have extra help in class and in literacy and numeracy clubs and that these help them to achieve well.
- The school clearly promotes equality of opportunity and tackles discrimination successfully.

### The quality of teaching is good

- Teachers are well organised and take great pains to match work closely to pupils' different needs. Typically, teachers organise learning into five different ability groups. Teaching assistants are used effectively to help different groups. This enables pupils to progress at a good rate in lessons.
- Pupils' work in books shows consistently good progress over time. They build up skills

progressively, building on what they know and then applying skills in different contexts. For example, Year 5 pupils explained succinctly why different electrical circuits malfunctioned, drawing on their report writing skills.

- Teachers set high standards through clear demonstrations using computer technology. As a result, pupils set work out neatly and work through problems or discussions logically. This aids their good achievement in both writing and mathematics.
- Questioning is used well by staff to prompt pupils to explain their ideas. The teaching method of encouraging pupils to discuss ideas with a partner and to work together helps pupils to be fully involved in lessons.
- Outstanding lessons move at a brisk pace. Pupils have ample time to complete written tasks and so their learning progresses at a fast rate. For example, Year 6 pupils moved quickly from counting to ten forward and back in Greek, to a brief discussion of salient features of Greek myths, to re-writing a myth in groups, incorporating different genres, such as sea-shanties.
- In less successful lessons, teachers slow the pace by talking for too long and miss opportunities to allow the most able pupils to learn through investigation and finding out for themselves.
- Teachers' meticulous marking is a notable strength. Pupils learn from their mistakes because teachers give them time to act on suggestions as to how they might improve their work.

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

- Pupils' behaviour is good both in and out of lessons. Pupils listen attentively. They ask and answer questions politely and work in pairs productively. Their behaviour in assemblies is excellent. Pupils walk down the long corridors quietly and sensibly.
- Staff's detailed knowledge of pupils means that they anticipate potential tensions caused by a very small minority who are still in the early stages of managing their own behaviour. Interventions to support behaviour are tailored precisely to individual needs and are successful.
- Pupils feel very safe and their parents agree. Bullying, name-calling and racism are rare. Exciting curriculum projects as well as specific teaching about e-safety and cyber-bullying help pupils to have a good knowledge of how to keep themselves safe.
- Pupils are confident that adults in school help them. They explained, 'Pastoral carers are there to support you in school. This really helps.'
- When writing about what makes 'school cool' pupils said, 'There's enough playing time and education...we have loads of fun clubs.' Year 6 pupils explained, 'We run football, rugby and ICT clubs at lunchtimes because we are play leaders. Peer mediators help people in the playground.'
- Attendance is now close to average and shows considerable improvement since the last inspection. This is the result of the school working closely with parents to raise attendance levels though these have yet to be sustained over time.
- Pupils respect each other and learn to understand different faiths and cultures. They are able to empathise with each other's feelings because the school teaches them to understand the effect of what they say and do on other people.

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

- The Principal and acting headteachers ensure consistency in leadership and management practices across both schools. As a result, the two schools operate and feel like one.
- Recently, the pairing of middle leaders across the two schools has led to greater cohesion and strengthened the shared sense of purpose. However, middle leaders have yet to have a clear focus on and overview of achievement in their subjects in order to improve achievement further.
- Performance management and appraisal are used well to ensure that successful teachers move

up the pay scale and to give further support and professional development when needed.

- Well organised leadership of teaching means that teaching is consistently good or better in every class. Regular meetings to check on pupils' progress ensure that teachers are fully accountable for the progress their pupils make.
- An area of excellence is the partnership with Hob Moor Oaks to provide a fully inclusive education for pupils across the full range of educational needs. The school shares elements of its innovative practice with other schools within and beyond the local authority.
- The shared curriculum, with its strong focus on developing pupils' spiritual, moral, social and cultural awareness, enriches pupils' understanding of different cultures. Creative links between subjects help pupils to learn well because they use and apply skills in wide-ranging contexts.
- The leadership's strong focus on building relationships and understanding the effects that words and actions have on each other underpins pupils' good behaviour.
- The pupil premium funding is spent wisely to support pupils' academic achievement and social development. The new Primary School Sports funding is used to buy into the school's sports partnership so that the school can access training and coaching facilities. The impact is seen in older pupils' growing confidence in running sports clubs supported by a specialist referee.
- The local authority works in partnership with the school to give help as and when it is needed.
- Safeguarding ensures that staff and pupils are safe. It fully meets current government requirements.
- **The governance of the school:**
  - Governors give excellent support to the school. They are extremely well informed and very challenging. They use published data to hold the school to account for pupils' achievement. They ask pertinent questions that challenge the school's leaders. Their pursuit of excellence is relentless as demonstrated by their interim leadership arrangements. Governors know how well pupils, including those supported through the pupil premium funding, are progressing. They play a large part in the management of staff and make excellent decisions. The governing body knows how well the school is doing and how well teaching is led. Governors make a strong contribution to school improvement.

## 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>	133609
<b>Local authority</b>	York
<b>Inspection number</b>	425973

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	315
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nick Smart
<b>Headteacher</b>	Samantha Dunderdale (Acting Headteacher)
<b>Date of previous school inspection</b>	16 November 2010
<b>Telephone number</b>	01904 555000
<b>Fax number</b>	01904 555031
<b>Email address</b>	<a href="mailto:hobmoorprimary@hmcc.york.sch.uk">hobmoorprimary@hmcc.york.sch.uk</a>



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