

Hob Moor Oaks School

Green Lane, Acomb, York, YO24 4PS

Inspection dates 3–4 December 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- The vast majority of pupils make good progress. Often they make outstanding progress in communication. This means that they are well prepared for the next stage in their education.
- All pupils benefit from an outstanding partnership with the mainstream school which shares the same premises. This makes a significant contribution to pupils' achievement both in school subjects and in their personal development.
- Almost all teaching is now good and the amount of outstanding teaching is increasing rapidly. In most lessons, pupils learn well because they enjoy their learning.
- Pupils show they feel very safe and cared for well. This is because staff ensure that each pupil's individual needs are met very well.
- Children in the Early Years Foundation Stage make a good start to their learning because they have the opportunity to participate in a wide range of learning experiences alongside their mainstream peers.
- Leaders have high expectations of what pupils can achieve and have clear plans to ensure that everyone works together as a team to improve pupils' achievement. All staff are given clear information about how to improve their teaching. This is supporting continuous school improvement.
- The governing body makes an excellent contribution to leadership because they ensure that actions they take always contribute to their clear plan for the school's future.

It is not yet an outstanding school because

- Pupils with severe learning difficulties have in the past not made as much progress as other pupils.
- Pupils do not always understand what they have read.
- The role of middle leaders is not yet fully developed to enable them to have a sharp focus on and an overview of achievement in the curriculum subjects for which they are responsible.

Information about this inspection

- The inspectors observed 12 lessons, eight jointly with the acting headteacher. The inspectors held meetings with the acting headteacher and staff and spoke informally to pupils.
- The lead inspectors for the inspections of both 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 inspectors took account of the school’s procedures for safeguarding and for gaining an accurate view of its own performance. They looked at the development plan, records of lesson observations, targets set for teachers, pupils’ work in books and documents that track pupils’ progress.
- The inspectors took account of 23 questionnaire responses on the on-line questionnaire (Parent View).

Inspection team

Pauline Hilling-Smith, Lead inspector

Additional Inspector

Doreen Davenport

Additional Inspector

Full report

Information about this school

- All pupils have learning difficulties and additionally many have autism or complex medical conditions.
- The proportion of pupils from minority ethnic backgrounds is below average. All pupils have a statement of special educational needs. There are more boys than girls.
- The proportion of pupils supported by the pupil premium is average. The pupil premium is additional funding for those pupils known to be eligible for free school meals, children from service families and children who are looked after by the local authority.
- This school is federated with Hob Moor Primary 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.

What does the school need to do to improve further?

- Improve teaching so that more is outstanding in order to raise pupils' achievement even further, particularly for pupils with severe learning difficulties, by ensuring that :
 - pupils always understand what they have read
 - assessment is always sharply focused on early identification of the most appropriate means of communication for each individual.
- Strengthen the role of middle leaders so that they have a clear focus on and an overview of achievement in the curriculum subjects for which they have responsibility.

Inspection judgements

The achievement of pupils is good

- Pupils are working at levels lower than expected nationally when they join the school, as a result of their disabilities and special educational needs. The vast majority of pupils make good or better progress. The proportion of pupils who make better than expected progress compares favourably with that found nationally amongst pupils with similar starting points, although their attainment is still below national expectations when they leave Year 6.
- Achievement has improved since the previous inspection. Pupils' progress has accelerated and they now make good and sometimes outstanding progress, particularly in developing their personal and social skills. Pupils with complex communication needs often make outstanding progress in developing their ability to express themselves.
- Pupils make good progress in reading because they are given many opportunities to read, including to their peers in the mainstream school. However, pupils do not always understand what they have read because there has been insufficient emphasis so far on this.
- Most groups of pupils make equally good progress, for instance, girls do just as well as the boys and pupils who are eligible for the pupil premium, including those known to be eligible for free school meals, learn at the same good rate as other pupils. This is because of the individual approach to meeting all pupils' varying and complex needs. However, in 2012 pupils with severe learning difficulties did less well overall than their peers.
- Children in the Early Years Foundation Stage make good progress particularly in their social development because they have access to a wide range of learning experiences both indoors and outdoors, as well as to specialist teaching tailored to their individual needs in small groups.
- In Key Stages 1 and 2, pupils make good progress because their needs are carefully assessed and all staff are highly skilful and understand clearly how pupils can be as involved as possible in the activities planned for them. The most able pupils benefit from being able to learn alongside their mainstream peers and a very few pupils reach national expectations in mathematics or science at the end of Key Stage 2. Most pupils are clear about how well they have done and how to improve.
- The vast majority of parents who responded to the recent school survey strongly agree that pupils make good progress.

The quality of teaching is good

- The percentage of good teaching has risen consistently since the last inspection. Almost all lessons observed during the inspection were good and often outstanding. Teaching enables most pupils to make good progress and occasionally to make outstanding progress in communication and personal development.
- Information and communication technology (ICT) is used well to enable pupils to be fully involved in the activities planned for them and thus to keep their interest, for example, tablet computers and interactive whiteboards are often operated by pupils.
- The teaching of communication and reading is a strong and successful feature because teachers have a good knowledge and understanding of this subject. However, the teaching of reading for meaning is not as sharp because opportunities for pupils to develop skills at all times are sometimes missed. This is because an assessment scale identifying small steps of progress is not yet in use for pupils of all abilities.
- Teaching assistants and other adults contribute significantly to pupils' achievement through good support, for example, by working closely with individual pupils.
- The school is continuously improving teaching, for example, by encouraging teachers to sharply focus their assessment of pupils' progress and potential so that planned activities can always

carefully build each individual's learning needs, especially the early identification of what will be the most effective means of communication for that pupil.

- Parents agree strongly that their children are well taught and are particularly pleased by their progress in personal development and communication skills.

The behaviour and safety of pupils are good

- The atmosphere in school is one of everyone helping each other to feel secure and achieve the best they can in everything. Pupils from both schools attach great value to friendship because they understand very clearly what this is and how important it is. This makes a significant contribution to achievement because pupils' attitudes to learning are strengthened.
- Relationships between staff and pupils are strong and an opportunity to say something kind or give praise is never missed. This contributes to pupils' understanding clearly the correct way to behave. Pupils know that they always have the chance to start again and 'get it right'.
- Pupils indicate that they feel very safe and that there is no bullying and parents agree with this view. The process used by the school to deal with any issues that do arise is very effective because great care is taken by all staff to explore what has happened and to seek ways in which changes can be made to put things right.
- Lessons learned by the school and by pupils from interrogation of incidents is very effective in everyone having a consistent approach when dealing with any challenges faced. Parents are always fully involved in the process so that they can contribute to improvement.
- Pupils learn to keep themselves and others safe when they are involved in learning experiences out in the community. For example, taking care when crossing the road. Pupils are encouraged to take responsibility for each other's well being whenever they can.
- As pupils progress through the school, they build up an ever-increasing understanding of how to deal with the world around them. In the past, the time taken for some pupils to achieve this slowed the progress in class of a few other pupils. This has now been resolved through the provision of an additional class.
- Attendance is broadly average because pupils attend when they can. However, the school knows that it needs to continue to raise the importance of attendance with parents and those pupils who can come to school.

The leadership and management are good

- The federation Executive Principal is a highly effective leader who has been pivotal in the improvement of both schools. In conjunction with the clear plan for the future of the governing body and the talent of the acting headteacher, they ensure that improving the quality of teaching is a top priority.
- The leadership of teaching and performance is highly effective. Procedures to check the quality of teaching are very extensive and very thorough and lead to very sharply-focused plans for improvement. They enable senior leaders to provide detailed coaching to support teachers in improving their practice. There is a good link between teachers' performance and their progress along the pay scales.
- The school's system for keeping an eye on how well pupils are doing is meticulous. They ensure that any pupil at risk of underachieving is quickly identified and support is put in place to ensure that they quickly catch up and do not fall further behind. However, the restructured team of subject leaders is as yet not as sharply focused enough on achievement as they have been in the past.
- Staff work very well together as a team, sharing their ideas about the best ways to ensure that pupils achieve as much as they can. Leaders ensure that additional funds, such as the pupil premium, are used to good effect by providing additional opportunities for eligible pupils. It is

clear that the funding is making a positive difference. Inclusion of all pupils in all experiences is ably led by the inclusion coordinator and reflects the school's commitment to ensuring every pupil has an equal opportunity.

- The school has an accurate view of its own performance. Improvement plans are very effective because they are linked to training, reviewed carefully and contributed to by everyone. They reflect the clear plan for the future set out by the governing body.
- Pupils' spiritual, moral, social and cultural development is outstanding because partnership with the primary school enables high quality joint musical performances. The school choir is very impressive and enjoyed by all.
- The curriculum is enriched by many clubs. Additional sports clubs have been possible as a result of the extra Primary School Sports development funding provided by the government. Programmes of study meet the wide range of physical, communication and learning needs of the pupils. Partnerships are very well developed and that with health service personnel makes a significant contribution to pupils' physical well-being.
- The local authority is also a strong partner and recognises the progress made by the school. They have worked together with the governing body to appoint a new Principal in full accord with their plan for the development of the two schools together.
- The vast majority of parents who responded on Parent View would recommend the school to another parent. Partnership with parents is excellent, as a result of good communication between home and school.
- **The governance of the school:**
 - The governing body contributes exceptionally well to the leadership of the school because it has been very well led over a long period of time and members are experts in governance. Governors ensure that they ask searching questions of reports they receive from staff and they gain first-hand evidence through the involvement they have with pupils, parents and staff. They hold leaders stringently to account for the progress of the pupils and school improvement based on this information. Governors manage the budget very effectively and make sure that all safeguarding procedures are very rigorous and fully meet requirements. They are clear about how the pupil premium is spent and can identify the positive effect this is having on eligible pupils. Governors are fully included in information about how well teachers are performing and know about the quality of teaching and how this links to pay.

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	134728
Local authority	York
Inspection number	425721

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

Type of school	Special
School category	Community special
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	69
Appropriate authority	The governing body
Chair	Nicholas Smart
Headteacher	Susan Coulter (Acting Headteacher)
Date of previous school inspection	16 November 2010
Telephone number	01904 555000
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