

# Hodge Hill Primary School

Twycross Grove, Hodge Hill, Birmingham, B36 8LD

**Inspection dates** 10–11 February 2015

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

## Summary of key findings for parents and pupils

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

- Since the previous inspection, pupils' progress in reading, writing and mathematics has not been consistently good.
- Pupils do not build sufficiently well on their good achievement in the early years, or on the standards they reach at the end of Year 2.
- The quality of teaching, although improving, is not yet consistently good enough across the school to support good achievement.
- Marking is not always effective in helping pupils to improve their work.
- Work is occasionally not set at the right level of difficulty for some pupils who are disabled or have special educational needs, or are less able.
- Pupils are not always moved on quickly enough, even when they understand and can do the work set for them in lessons.
- Teachers and other adults do not routinely ask pupils questions that make them think hard about their work.

### The school has the following strengths

- The headteacher gives clear direction to the work of the school. Together with the other leaders and the governors, she is having a very positive impact on improving teaching and raising achievement as the school expands with many new staff.
- Attainment at the end of Key Stages 1 and 2 has risen since the previous inspection.
- Children achieve well in the early years, where good teaching is well established. Adults provide a caring and nurturing environment.
- Reading is taught well. Pupils did well in the latest Year 1 check on their understanding of phonics (the links between letters and the sounds they make).
- Behaviour is good and pupils feel very safe in school. Staff strongly encourage pupils to show respect for adults and each other.

## Information about this inspection

- The inspectors observed teaching in all classes. They saw 40 part-lessons, 10 of which were jointly observed with the headteacher or senior leaders.
- Meetings were held with pupils, the headteacher, other staff with leadership responsibilities and members of the governing body. Inspectors also spoke to a representative of the local authority.
- Inspectors took account of the 17 responses to the online questionnaire (Parent View) and survey information collected by the school. They also spoke informally to parents as they brought their children to school.
- Responses to the inspection questionnaire were received from 28 staff, and their views were taken into account.
- Inspectors listened to pupils read, talked to them about their learning and reviewed the work in their books.
- Inspectors reviewed a number of documents, including the school’s checks on how well it is doing, the school improvement plan, data on pupils’ current progress, leaders’ reports following lesson observations, and records relating to behaviour, attendance and safeguarding.

## Inspection team

Heather Simpson, Lead inspector	Additional Inspector
Alexandra Hardy	Additional Inspector
Andrew Orgill	Additional Inspector
Sarah Davey	Additional Inspector

## Full report

### Information about this school

- Hodge Hill is much larger than the average-sized primary school. It is partway through a programme of expansion which will be complete by 2017. Consequently, the number of pupils is much higher than at the time of the previous inspection.
- Since September 2014, there have been substantial changes to staffing with 16 teachers joining the school, including 11 newly qualified teachers and two trainees. This is as a result of the increased expansion and staff being promoted to posts in other schools.
- The early years provision comprises four Reception classes, which children attend full-time.
- Almost all pupils are from minority ethnic backgrounds, and over three quarters are of Pakistani heritage. Many pupils speak two languages, English and their heritage language, but a small number are still in the early stages of speaking English.
- The proportion of disadvantaged pupils supported through the pupil premium is similar to the national average. This is additional funding for pupils who are known to be eligible for free school meals or in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs is also broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The governing body manages a breakfast club.

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

- Improve teaching and thereby accelerate pupils' progress by making sure that teachers:
  - use all available information to plan and set work that ensures all groups of pupils make rapid progress, including disabled pupils and those who have special educational needs, and the least able
  - adapt the difficulty of tasks as needed during lessons to keep pupils challenged
  - ask probing questions to develop and extend pupils' thinking
  - give pupils precise and clear guidance through marking on how to improve their work further.

## Inspection judgements

### The leadership and management are good

- The headteacher provides strong and very focused leadership. She has created a highly-skilled leadership team who collectively work hard to support their colleagues and improve the quality of teaching and achievement. Together, leaders and staff have successfully created a culture of good behaviour and positive attitudes to learning. This has been particularly important as the school expands with a lot of new staff.
- Although achievement and teaching are not yet securely good, they are rapidly improving. Training and initiatives introduced are having a positive impact on standards and the progress made by current pupils is accelerating. For example, a new scheme to teach reading has led to more pupils reaching the level required in the Year 1 phonics check and also the higher levels at the end of Year 2.
- Leaders have ensured that staff receive good-quality training and regular support to help develop their skills even further. For example, members of the senior leadership team work alongside those who are newly qualified or new to the school, sometimes on a daily basis, so that they acquire the expertise needed quickly.
- Leaders at all levels have a clear understanding of the strengths and relative weaknesses within the areas they are responsible for. They use information on pupils' attainment and progress to generate detailed and effective action plans. For example, leaders are trying out a system of setting targets to accelerate progress for pupils, including those who have special educational needs. They have also worked closely with parents to show them how to help their children further.
- The school's systems for assessing, recording and analysing pupils' attainment and progress are detailed and accurate. Together with rigorous checking of teaching and its impact on pupils' progress, they identify where further support is needed, including for any pupils who may have difficulty living up to the school's expectations for good behaviour.
- Challenging annual targets are set for teachers and teaching assistants, based on the school's main improvement priorities. The teachers' targets are linked to their pupils' achievement, and only teachers whose pupils make good progress receive pay increases.
- Pupils enjoy the way the 'innovation' curriculum is presented through themes and extended by visits and visitors that enrich their learning. Literacy is strongly promoted across the curriculum and pupils have a wide range of opportunities to read and write about different subjects. Leaders ensure that all pupils are able to take part in the range of activities offered, thus demonstrating their commitment to equal opportunities and ensuring that there is no discrimination.
- The cultural diversity of the school is celebrated, resulting in a very harmonious community. Various activities, including assemblies, religious education lessons and first-hand experience of democratic processes, explore pupils' different faiths and cultures as well as help pupils to develop a strong understanding of British values. All classes compile 'learning journals' with photographs of activities and events which show the wide range of activities pupils engage in and reinforce their spiritual, moral, social and cultural development, for example, learning about Diwali and the meaning behind Remembrance Day. This helps to prepare pupils well for life in modern Britain.
- The school has good links with parents. They are warmly invited into the school for a range of activities, including coffee mornings, workshops and meetings with staff. The 'stop and drop' system at the start of the day is highly effective as this allows parents to drop children off at the gate knowing they will be escorted safely into school by a member of staff.
- The pupil premium funding is used well to support disadvantaged pupils. Published data and school's own records show that the gaps in their attainment, compared to others in the school and nationally, are closing rapidly.

- Sports premium funding is used to develop the range of physical education opportunities available to pupils, especially girls, and also to help improve the quality of teaching, especially for those new to the profession. As a result more pupils participate in sport competitions and clubs, and staff confidence and expertise have improved.
- The local authority has a positive view of the school and has confidence in the leadership team. As a result, it has provided only limited support since the school was last inspected.
- Leaders and governors make sure the school's arrangements for safeguarding pupils and staff are effective and meet all statutory requirements.
- **The governance of the school:**
  - Good governance contributes significantly to the school's improvement. Governors have a broad range of skills and expertise, which they put to good use to challenge leaders strongly but equally to give optimum support. They are not complacent and are determined to raise standards even further.
  - Governors receive regular and comprehensive reports from senior staff on how well the school is performing compared to other schools. They are familiar with published data and school information about the progress made by all groups of pupils, visit regularly, look at pupils' work and collect their views to make sure they are happy and achieving well. They know how the pupil premium and sports funding are used, and the impact this funding is having on the learning of eligible pupils.
  - The governors set challenging targets for the headteacher, and are kept fully informed about teachers' performance. As result, they have a clear understanding on the quality of teaching. They check that pay increases for teachers and leaders are only awarded where there is evidence that pupils are making good progress.
  - Governors attend regular training to keep their skills and expertise up to date. They manage finances well.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. This is equally true in lessons and at playtimes. Pupils have very positive attitudes to learning and are keen to do well. They show high levels of respect to all adults and to each other. Pupils are very polite, helpful and keen to discuss their work with visitors.
- School rules are well established and pupils know what is expected. They know all about the system of sanctions and rewards, and particularly like the 'points shop' where they can spend their reward points on prizes.
- The views of most parents, staff and pupils about behaviour are very positive. Good behaviour is established early on when children join the early years, as all adults have high expectations and act as good role models. Additional support and nurture help the very small number of pupils who have difficulty controlling their behaviour to do so more effectively.
- Pupils greatly enjoy the opportunities they are given to take responsibility and contribute their views. The 'pupil voice' is very strong in the school and leaders regularly involve pupils in decision-making. The school council members are elected democratically and independently organise charity events and competitions.
- The breakfast club provides a valuable resource for parents and a good start to the day for pupils who attend. All age groups socialise well together. As a result of having a good breakfast and access to well-managed practical activities, pupils are keen and ready to learn by the time lessons begin.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils feel very safe at school because they trust the adults working with them to help them deal with any problems.

- Pupils understand how to keep themselves safe, including when using the internet. They have a good understanding of the different types of bullying including verbal, physical and cyber bullying. They do not feel that bullying is an issue in their school, but say they know who to talk to if they feel upset and that any such issues are dealt with swiftly.
- Safeguarding policies and procedures are effective. Any accidents or behavioural incidents are carefully recorded and followed up efficiently by staff.
- Attendance is improving and is now average. This is as a result of effective actions taken by leaders and initiatives such as the 'Ollie the Owl' scheme. Pupils are rewarded for 100% attendance each half term with a treat or activity. During the inspection, over 500 pupils got to make balloon animals as a reward for attending school every day since the beginning of term.

### **The quality of teaching** requires improvement

- Although teaching is improving, it is not consistently good enough to ensure that all groups of pupils in all year groups make rapid progress during their time in the school.
- Not all teachers hold accurate expectations of what pupils can achieve. Occasionally, the work set is too difficult for least-able pupils and those who are disabled or have special educational needs. This holds back their progress. Sometimes too, pupils are not moved on promptly in lessons, even when they have already shown that they can do and understand the work set.
- Teachers' use of focused questions to probe pupils' understanding and challenge their thinking is developing across the school. It is good in some classes and in early years, but not yet a routine feature of lessons. Sometimes teachers accept brief responses when pupils could benefit from being expected to explain their answers more fully, especially those who are at the early stages of learning to speak English.
- Teachers mark pupils' books regularly and accurately, and pupils are encouraged to respond to comments made by their teachers. However, these comments are mostly additional questions to check pupils' understanding, rather than advice and guidance on how pupils can improve their work further.
- Teachers and other adults develop positive relationships with pupils. Teaching assistants provide valuable help to teachers both inside and outside the classroom. They work effectively to support all groups of pupils, including disadvantaged pupils and those who are disabled or have special educational needs, to make sure that they understand what they need to do and provide additional help if needed.
- Reading is taught well. Rates of progress are accelerating and attainment is rising, especially in Key Stage 1. Teachers plan regular opportunities for pupils to extend their writing skills in other curriculum areas, for example in topics such as the Greeks. Teachers take good account of pupils' different mathematical needs as they group pupils in Key Stage 2 in sets of ability. This allows the most-able pupils to be challenged at a higher level.
- Teachers have good subject knowledge and strongly promote sport, music and art, which helps develop pupils' cultural development. Other subjects are taught by specialist teachers, for example French, so that pupils learn the correct pronunciation and develop good accents.
- Classrooms are bright and well organised. Displays in classrooms provide useful prompts to help pupils remember key information and celebrate examples of good work.

### **The achievement of pupils** requires improvement

- Since the previous inspection, most pupils have not made sufficiently rapid progress in reading, writing and mathematics during their time in school. This is evidenced in the work in pupils' books over time and

published performance data.

- In 2014, attainment was well above the national average at the end of Year 2, and average at the end of Year 6. This shows that the improvements have not yet worked through to Key Stage 2. Even so, the school's own information shows that better progress is now being made in all year groups and standards are rising in both in Key Stages 1 and 2.
- The teaching of phonics (sounds and the letters they make) is highly effective. As a result, the proportion of pupils reaching the expected level in the most recent Year 1 screening check was above average. Younger pupils can successfully break down tricky words by using their knowledge of letters and sounds. Older pupils have very positive attitudes to reading and many read for pleasure.
- The progress of disabled pupils and those who have special educational needs requires improvement as too few make good progress over time. Published data show that those who left Year 6 in 2014 did not do as well as other groups, especially in reading. This was slightly misleading because many did not complete the test paper or missed reaching a Level 4 or 5 by only one mark. However, the school's own information also shows that this group is not yet progressing as rapidly as other pupils in the current Years 2 and 6 in reading and mathematics. Leaders are aware of this and already taking action to address it.
- The progress of disadvantaged pupils has required improvement in line with their classmates. However, effective management and use of the funding are now leading to gaps in their attainment closing rapidly. Disadvantaged pupils who left Year 6 in 2014 were only one term behind others in the school in writing and half a term behind in mathematics, with no gap in reading. The gap between disadvantaged pupils and other pupils nationally was just over one term in reading, writing and mathematics. Their comparative progress was similar in writing but lower in reading and mathematics.
- Although the progress of the most-able pupils has also required improvement over time, the proportion of pupils reaching the higher levels in Years 2 and 6 has increased, especially in writing and mathematics. This is because they work in ability sets across Key Stage 2 for mathematics and for literacy in Year 6. In lessons seen during the inspection, it was clear that they are being more effectively challenged.
- Pupils who are at an early stage of learning to speak English are well supported through an induction programme and additional adult help. They make similar progress to their peers. Pakistani pupils and those from other ethnic groups, including White British pupils, also make progress that is comparable to others in their class.

### The early years provision

is good

- Children achieve well in the early years. Good teaching is well established, which is why this aspect is judged to be better than the school's overall effectiveness. Many children start school with skills and knowledge that are lower than those typically seen in all areas. They make good progress, especially in communication and language, and the majority reach a good level of development. This is because children's needs are identified quickly and built upon, including providing additional support for those who are at the early stages of learning to speak English, or are disabled or have special educational needs. As a result, they are well prepared for Year 1.
- Children learn well as lessons are made interesting and fun. Staff make good use of the indoor and outdoor areas to support learning. For example, children were highly engaged and excited when they went on a 'bear hunt' in their playground and re-enacted the story using climbing equipment and other areas of the playground. At the same time, indoors, other children showed very high levels of concentration and perseverance when making binoculars to 'spot the bear' all by themselves.
- Children behave very well because they become engrossed in activities that motivate them to want to learn. They play happily together, share resources and quickly make friends with classmates. Whether they are learning indoors or outdoors, adults use good systems to ensure that children are safe.
- The setting is led and managed very effectively. The leader has a clear vision for further improvement and

a detailed action plan. Records of children's achievements are precise and detailed. Photographic evidence and examples of children's own work are captured and stored in individual 'learning journals'. Teachers track children's progress and carry out regular observations in order to plan work that builds on children's interests and abilities.

- Parents are encouraged to be involved in their child's learning and staff provide workshops to show parents how they can support their children at home. Good procedures support children's transfer from home to school and as a result, they settle quickly. Children's emotional health, safety and well-being are all catered for effectively owing to the high quality of nurturing and support.



## 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>	453762

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>	729
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anne Pavey
<b>Headteacher</b>	Laura Kearney
<b>Date of previous school inspection</b>	6 March 2013
<b>Telephone number</b>	0121 464 2189
<b>Fax number</b>	0121 464 8252
<b>Email address</b>	enquiry@hodgeapps.co.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 and 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 2015

