

# Hob Green Primary School

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

## Inspection dates

21–22 May 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher's dedication and high expectations have been central to recent improvements of the school.
- An inclusive and nurturing environment is evident within the school. Staff are attentive and support pupils' emotional well-being effectively.
- Since July 2018, outcomes have risen. Pupils' starting points on entry to the school are typically low. Good teaching enables them to make good progress.
- Leaders are developing the curriculum. Strong examples can be seen of where this is working well in science and computing.
- The teaching of reading has improved. Pupils develop their skills through a wide range of texts, and their progress is carefully monitored by staff.
- The teaching of mathematics is improving. Pupils are now given opportunities to use and apply their mathematical skills, solve problems and reason.
- Because teaching sometimes lacks challenge, the proportion of pupils reaching higher standards in reading, writing and mathematics across the school is below the national average.
- Pupils behave well in lessons and at social times. They are keen to learn but sometimes they do not take enough care with presenting their work.
- Early years is well led. Staff in the early years are highly skilled. They provide a wealth of learning opportunities for children within an attractive and stimulating environment.
- The pupil premium is put to good use. Disadvantaged pupils benefit from the school's strategies.
- The use of the physical education (PE) and sport premium funding has only been partially effective. Too few pupils learn to swim by the time they leave the school.
- The Trust Improvement Board (TIB) of DRB Ignite Multi Academy Trust (MAT) provides appropriate challenge for school leaders.
- Although leaders provide good training, staff would benefit from more opportunities to learn from others' good practice to improve their own.
- The speech and language base at the school provides high-quality provision for those with additional communication needs.
- The safeguarding culture within school is effective.

## Full report

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

- Improve the quality of teaching, learning and assessment so that pupils' progress across a range of subjects is consistently strong and pupils are given the opportunity to learn at greater depth and achieve higher standards by:
  - ensuring that leaders continue to provide high-quality training in aspects of teaching that are still not as good as they could be and provide opportunities for staff to learn from good practice in other schools
  - fully embedding the improvement strategies put in place
  - leaders and staff planning for and providing tasks that give greater challenge especially for the most able
  - adopting a consistent approach to the teaching of handwriting and having consistent expectations in terms of presentation in books.
- Trustees and leaders should ensure that the PE and sports funding is used more wisely and pupils are given better opportunities to learn to swim.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since the school opened as an academy, the DRB Ignite Multi Academy Trust (MAT) has played a pivotal role in improving the school. The headteacher is dedicated to the school and has high expectations of what pupils can and should achieve. He and the deputy headteacher make a strong team and have a firm and thorough understanding of the quality of teaching across the school. They are ably supported by the school's director for learning who is employed by the trust.
- Leaders have created a positive culture of mutual support and improvement among staff. Staff share a clear sense of direction and a desire to get the best out of pupils, both academically and socially. They are proud to work at the school and feel leaders support their development through a range of training opportunities. There are still aspects of teachers' practice that could improve, especially those relating to providing pupils with greater challenge and the desire to improve their work.
- The school's self-evaluation is accurate and focused. Leaders use the detailed information they have about pupils' progress to identify strengths and put in place relevant priorities for improvement.
- Pupils enjoy some of the wider curriculum opportunities. This reflects leaders' commitment to developing the school curriculum. Progression of learning in science and computing is a notable strength. Pupils say computing is one of their favourite subjects. The school's work to develop pupils' spiritual, moral, social and cultural awareness is strong.
- Only a small percentage of pupils are able to swim 25 metres competently by the time they leave Year 6. The school is currently looking at ways to address this, and is looking at better ways to make use of its PE and sports funding to ensure a range of sustainable activities are available for current and future pupils.

### Governance of the school

- DRB Ignite MAT and the TIB receive clear and accurate information about the performance of different groups of pupils. This has enabled them to ask challenging questions when outcomes for pupils have been low.
- The TIB members are knowledgeable about their roles and take their responsibilities seriously. They know that part of their core work is to ensure that outcomes are raised for all pupils.

### Safeguarding

- The arrangements for safeguarding are effective.
- Staff and trustees are vigilant in their duty of care. Any unexplained absences from school are followed up quickly, and staff report concerns about safety to the right people.
- Leaders carry out all the correct employment checks on school staff and make sure that all members of staff receive regular safeguarding training. Many staff have first aid

training.

- Access to the school site by visitors is controlled and pupils and staff know to challenge anyone not wearing the correct identification.
- Medicines are stored in the correct places.

### **Quality of teaching, learning and assessment**

**Good**

- The quality of teaching at the school has improved. Over the past year, the staff team has focused on getting the basics of reading, writing and mathematics right. DRB Ignite Multi Academy Trust has employed the services of an external adviser and has ensured that staff receive training courses targeted to their development needs. A number of improvement strategies have been put in place.
- The teaching of reading has had a significant focus. Pupils are now reading much more regularly. In key stage 2, pupils access age-appropriate texts that stretch their understanding and knowledge. For example, Year 5 pupils have studied 'Warhorse' by Michael Morpurgo.
- Teachers also make sure that pupils practise writing at length. However, pupils' handwriting and presentation are inconsistent and, at times, untidy because teachers do not show that they expect better.
- The teaching of mathematics is also improving. Pupils have more opportunities to solve a range of problems, describe patterns and rules and find all possibilities.
- Teaching assistants play an important role in classrooms. They ask incisive questions that guide pupils' learning.
- Evidence in books shows that pupils are able to transfer their literacy and mathematics skills to other areas of the curriculum.
- Pupils are taught a range of computing skills, including film making, and designing objects for 3-D printing.
- Pupils have the opportunity to receive vocal coaching and learn to play a range of musical instruments showcasing their talents through regular performances.
- The school's speech and language base provides a safe, nurturing environment for pupils with specific communication needs. Pupils in the base are well supported by appropriately experienced staff.
- Although teachers benefit from good-quality professional development, more opportunities to see good practice by other teachers would help staff develop and improve their practice further so that they could offer greater challenge and match of work to pupils and especially to the most able.

### **Personal development, behaviour and welfare**

**Good**

## Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The pupils' safeguarding board, peer mediators and the school council help pupils to learn about the importance of keeping everyone safe and enable pupils to have a voice within the school.
- Pupils have the opportunity to take part in both lunchtime and after-school clubs that include gymnastics, choir and football.
- The on-site forest school area is fully utilised by pupils at the school. It encourages an understanding of safety and develops teamwork and cooperation. It also provides pupils with opportunities to learn outside the classroom.
- Pupils are taught how to keep themselves safe, including Bikeability training, encouraging safe cycling and road use. They know about keeping themselves safe online and are familiar with the school's systems for filtering inappropriate use and content. Visits by the NSPCC and the school nurse help pupils to understand the importance of healthy relationships.

## Behaviour

- The behaviour of pupils is good.
- The vast majority of pupils' conduct in lessons and at social times is calm and orderly. They move around school sensibly and are polite when talking to adults.
- The school's nurture lead and parent-participation officer provide effective support for children and families at the school. The school's nurture programme has helped secure improvements to behaviour over time.
- Historically absence rates and persistent absence have been above national averages. However, the school's red-hot approach to absence ensures that parents understand that every day counts. Current attendance figures are in line with national percentages.

## Outcomes for pupils

### Good

- Standards are rising, and current pupils are doing well. A relatively high proportion of children enter school with skills below a level that is typical for their age. Good teaching enables children to progress well as they move through the early years. In 2018 the percentage of children achieving a good level of development was above national figures.
- In 2018, the proportion of pupils attaining the expected standard in the Year 1 phonics check was in line with the national average. The large majority of current Year 1 pupils are making good progress in developing their phonic skills.
- At the end of key stage 1, standards in reading and mathematics are above national averages and writing is in line with national averages. Pupils are making strong progress from their starting points.
- The proportion of pupils attaining the expected standards in reading, writing and mathematics at the end of key stage 2 has been below the national average for the

last two years. This was a reflection of the gaps in pupils' knowledge due to previous weaknesses in teaching the curriculum. However, while historically attainment has been low, pupils' books show an improving picture. Pupils currently in the school have had more time to benefit from improved teaching and are now making good progress. However, the proportion of the most-able pupils attaining the higher standards in reading, writing and mathematics at the end of key stage 2 remains below national averages.

- Pupils with special educational needs and/or disabilities (SEND) receive effective teaching and support, which are regularly reviewed and adapted to meet their changing needs. Consequently, they make good progress.
- Disadvantaged pupils do well across the school. The school's assessment information shows that disadvantaged pupils make good progress and sometimes outperform their classmates.
- Work in pupils' exercise books shows that their knowledge and skills are developing well in other subjects. This is particularly the case in science and computing. Leaders acknowledge there are still further curriculum developments that need to be made. They have good plans in place to address this.

### Early years provision

**Good**

- Relationships between staff and children in the early years are a strength. Many children prior to entering the Nursery join the school for 'Time for twos' and this helps transition from home into the Nursery class.
- A high number of children enter early years with skills, knowledge and understanding that are below the levels typical for their age. Strong subject knowledge and good teaching from both teachers and teaching assistants enable children to progress well across the different areas of learning. Basic skills such as phonics are taught well.
- Staff are constantly seeking ways to develop children's language and communication skills. Classrooms are set up to prompt questions and discussions, and adults offer lots of encouraging words that build children's confidence. In class role-play areas, children can be veterinary surgeons and make telephone calls to pet owners. One child was observed talking reassuringly to a soft toy puppy and placing a sticking plaster on it.
- Learning environments are bright and attractive, and learning occurs both inside and outside of the classroom in the extensive space the school enjoys. Two children were observed rocking on a see-saw seeing how high they could go, taking risks, cooperating, communicating with each other with obvious enjoyment on their faces.
- The early years leader has a good understanding of the provision. She supports staff well and has a clear view of the progress children need to make. Parents are welcomed and encouraged to support their child's learning through online responses to updates about their child's progress. These updates are sent to parents in the form of photographs with information about their child's progress in areas of the early years curriculum.
- Children make good progress, with the proportion of children achieving a good level of development above the national average in 2018.
- All of the statutory welfare requirements are met. Children are kept safe at school.



## School details

Unique reference number	143196
Local authority	Dudley
Inspection number	10099800

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

Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	285
Appropriate authority	Board of trustees
Chief executive officer	Rob Bowater
Executive headteacher	Stuart Brown
Telephone number	01384 816 730
Website	<a href="http://www.hob-green.dudley.sch.uk/">www.hob-green.dudley.sch.uk/</a>
Email address	<a href="mailto:data@hob-green.dudley.sch.uk">data@hob-green.dudley.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The proportion of pupils with SEND at the school is above the national average due to the school having a specialist speech and language base on site.
- Hob Green Primary School converted to become an academy on 21 November 2016. When its predecessor school, Hob Green Primary School, was last inspected by Ofsted it was judged to be good overall.
- The school is in the DRB Ignite Multi Academy trust. The MAT's board of trustees is responsible for setting the strategic direction of the MAT's schools. The trustees employ a chief executive officer (CEO) to oversee and work with all of the MAT's schools.
- The executive headteacher divides his time between two schools, the other of which is also part of the MAT. The deputy headteacher provides day-to-day operational leadership at Hob Green Primary.



## Information about this inspection

- The inspectors observed teaching and learning in all classes. Inspectors also examined pupils' work in books and on display, and considered the school's test and assessment information.
- Inspectors observed pupils' behaviour and the school's routines at the beginning and end of the school day. They also observed pupils in lessons, at lunchtimes and when they were moving about the school site.
- By the end of the inspection, there were seven responses to Ofsted's online questionnaire, Parent View, and seven free-text responses. The inspection team considered these and the school's own questionnaire. Inspectors also spoke with parents during the inspection. In addition, the inspectors spoke with pupils, school leaders, trustees and the CEO of the MAT. Inspectors also looked at the 35 responses to Ofsted's online questionnaire for staff.
- Inspectors examined school documents. These included: information about pupils' progress and attainment, evaluations of the school's performance and several policy statements. Records relating to leadership, governance, staff training, SEND, early years, attendance, safety, safeguarding and the quality of teaching were scrutinised. The school's website was also checked.

## Inspection team

Heather Phillips, lead inspector	Her Majesty's Inspector
Sarah Ashley	Ofsted Inspector
Elizabeth Ellis-Martin	Ofsted Inspector

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