

Inspection of Hurst Hill Primary School

Paul Street, Hurst Hill, Coseley, Bilston, West Midlands WV14 9AJ

Inspection dates: 15 and 16 February 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

This is a well-organised school in which to work and learn. Pupils know that they are expected to do their best, behave well and help others. The rules are fair, and adults make sure that everyone is kept safe.

Many subjects are taught each week and lessons are calm and purposeful. Pupils learn lots of new things in all subjects. In some subjects, staff could do more to make sure that pupils remember the right things.

The school's values include honesty and respect. These guide pupils' behaviour. If any poor behaviour or bullying happens, then staff sort it out quickly. Pupils, too, have a part to play in running the school. Older pupils help younger ones and pupil councillors help leaders to make decisions. In addition, staff often ask pupils what they think about school. This helps them find ways to improve things.

Pupils read every day. Teachers also read to the class and introduce pupils to lots of great books. Everyone is included in all that happens at school. If anyone needs extra help with learning or with their behaviour, then well-trained staff are on hand to support them.

What does the school do well and what does it need to do better?

Leaders have put effective systems in place to make sure that the school runs smoothly. Staff and pupils know what is expected from them. In turn, leaders make sure that they support everyone so that they can give their best. Pupils and staff say that they are happy at Hurst Hill Primary, and that the school's expectations are fair.

The school has a well-organised, efficient approach to teaching early reading. In Nursery, there are many speaking and listening activities that help pave the way for phonics teaching later on. In the Reception class and through into key stage 1 and beyond, staff are trained in how to teach phonics. The school has plenty of books that match the letter sounds that children learn in class. Pupils read these with adults in school and take books home. In addition, pupils can choose from a well-stocked library. Competitions, such as those that keep track of how many words pupils have read, also help to motivate and reward regular reading. In all classes, teachers read aloud to pupils. They also weave reading into different subjects. Most of the time, this is purposeful. Sometimes, however, the choice of reading material to support learning about aspects of English could be better.

Just as with reading, early years classes do much to develop children's knowledge of number. This means that most are ready for the national curriculum when they move into key stage 1. The disruptions caused by the pandemic have interfered with pupils' progress, but staff know where pupils need to catch up and have put support in place. Funding to help pupils to keep up is being used for the right things.

In other subjects, leaders provide careful guidance about what to teach. They also make sure that different subjects are taught regularly, and that staff have the resources to help them teach well. In music, for example, the school has adopted a well-sequenced scheme that makes sure the right knowledge is taught, used and understood. Consequently, pupils are able to listen to, read, record and compose music using the right language and rules. Looking ahead, in several subjects, leaders could now do more to identify which particular knowledge and concepts to emphasise and revisit so that pupils remember crucial content.

Pupils with special educational needs and/or disabilities benefit from the school's inclusive nature. They get extra help, sometimes with input from external experts. This enables them to make the most of lessons.

Pupils help out by doing special jobs, such as well-being ambassadors. In these roles, they help younger children to get the hang of school and check that they are okay. Staff regularly ask pupils about their ideas for improving school life. In addition, the election of a pupil-led school council supports the school's work on democracy, and gives pupils a say in decision-making. Now that COVID-19 restrictions have eased, after-school clubs and educational trips have started again. These support pupils' learning in class, broaden their interests and help them learn about the wider world.

Trust leaders have created effective structures for governance. These ensure that governors and trust leaders have the information they need to support staff and steer school improvement. This, together with committed leadership in school, mean that the school has continued to improve since opening as an academy.

Safeguarding

The arrangements for safeguarding are effective.

The school does much to help pupils understand the importance of healthy relationships. Staff make sure that pupils know the difference between right and wrong, and how to ask for help if they need it. In addition, staff know how to spot whether something might be wrong. When staff have any concerns, they tell the right people. The school has well-established systems that guide staff to follow the correct procedures. The school teaches pupils how to act responsibly in different situations, including when online.

The required checks on staff and visitors are carried out and recorded correctly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In foundation subjects, curriculum guidance identifies what should be taught and when. However, leaders could do more to identify which particular knowledge and concepts to emphasise and revisit more frequently. The purpose of this is to

ensure that pupils remember crucial subject-specific content and gain a deeper understanding of recurring themes in different subjects.

- Some of the materials chosen to support pupils' learning in English are not ideal. At times, texts are selected because they match a theme being covered in a class story book or topic. Sometimes, these choices are fit well with the planned learning intention. However, sometimes they do not. This means that both staff and pupils are not sure how to use them to best effect. Consequently, pupils do not focus on, or remember, the right things. Leaders should review the approach to selecting reading material used in English lessons so that teaching and resources support the intended learning with greater consistency.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 143537 |
| Local authority | Dudley |
| Inspection number | 10212191 |
| Type of school | Primary |
| School category | Academy sponsor-led |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 277 |
| Appropriate authority | Board of trustees |
| Chair of trust | Mark Simpson |
| Headteacher | Rebecca Keen |
| Website | www.hursthillprimaryschool.com |
| Date of previous inspection | Not previously inspected |

Information about this school

- The school is in the Hales Valley Trust. This is the school's first inspection since opening as an academy with the trust.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- During the inspection, inspectors carried out deep dives in the following subjects: reading, mathematics, history, music and art and design. In these subjects, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work. Inspectors also looked at the curriculum in some other subjects in less detail to check how they were organised and taught.

- The inspectors noted 2019 performance data about the school and looked at school documents. These included information about behaviour, the curriculum, attendance and improvement planning. They also checked the school's website.
- The inspectors asked pupils, staff and leaders about safeguarding arrangements and safety routines. The lead inspector examined the record of employment checks on school staff and looked at other school records.
- The inspectors watched pupils' behaviour in class, at lunchtime, on the playground and at other times during the day.
- During the inspection, inspectors had formal meetings with the headteacher, other leaders, the chief executive officer of the Hales Valley Trust, other trust leaders, school staff and pupils.
- The inspectors talked informally with pupils and staff to gather general information about school life. In addition, they took account of the responses to Ofsted's surveys of staff's, pupils' and parents' and carers' views.

Inspection team

Martin Pye, lead inspector

Her Majesty's Inspector

Kirsty Foulkes

Her Majesty's Inspector

Khalid Din

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
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