



# Hob Green Primary School

## Inspection Report

**Unique Reference Number** 103833  
**LEA** Dudley  
**Inspection number** 277006  
**Inspection dates** 18 January 2006 to 19 January 2006  
**Reporting inspector** Linda Rockey HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Hob Green Road
<b>School category</b>	Community		Stourbridge
<b>Age range of pupils</b>	3 to 11		West Midlands DY9 9EX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01384 816730
<b>Number on roll</b>	350	<b>Fax number</b>	01384 816731
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs O D Calder
<b>Date of previous inspection</b>	11 September 2000	<b>Headteacher</b>	Mrs Jan Kilvert

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 18 January 2006 - 19 January 2006	<b>Inspection number</b> 277006
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Hob Green Primary School is situated close to Stourbridge in the West Midlands. Most children are from a White British background. Over the past three years the number of children on roll has fallen significantly. The proportion of children known to be eligible for free school meals is above the national average. The school has an individual needs unit, which caters for children from different areas of Dudley with specific learning difficulties. The number of children with special educational needs in the school is above that found nationally. It has the Activemark and the headteacher recently gained a Health Promoting School Special Recognition Award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Hob Green Primary School provides a satisfactory education. The school has a number of strengths as well as areas to improve. It places a high priority on developing children's personal, social and emotional skills. As soon as they start in Nursery, children are welcomed into an inclusive atmosphere and are well cared for by a committed team of staff and they make good progress in the Foundation Stage. Children's personal development and well-being are a strength of the school.

Standards by the end of Year 6 are broadly average and overall, children make satisfactory progress as they move through the school. However, children could do better in reading and mathematics in Years 1 and 2. Teaching and learning are satisfactory overall with pockets of good and outstanding teaching in some areas. The school has a wealth of assessment information but this is not used sufficiently well to track children's progress. The curriculum is sound with a range of enrichment activities, which add enjoyment to the children's learning.

The quality of leadership and management are satisfactory. The leadership is committed to the school's development. It is aware that systems for monitoring the school's performance need tightening and self-evaluation improved because the school has a more positive view of itself than the inspection reveals. Governors are supportive but do not hold the school sufficiently to account. The school gives satisfactory value for money. Recent significant improvements in English and mathematics at the end of Year 6 demonstrate the school's capacity to improve further.

### What the school should do to improve further

- Raise standards in reading and mathematics in Years 1 and 2 by ensuring that expectations are high enough for all children.
- Improve the quality and consistency of teaching by sharing effective practice; moving more of the satisfactory lessons to good ones.
- Sharpen the school's improvement planning to ensure that standards in Years 1 and 2 improve rapidly enough and ensure that governors take more accountability for improvement.
- Improve monitoring and evaluation, and ensure all staff use assessment information more effectively to keep a closer track of children's progress.

## Achievement and standards

### Grade: 3

When they start in the Nursery, children's knowledge and skills are below these expected for their age. In particular, their personal, social and emotional and communication skills are underdeveloped. They make good progress, especially in their personal, social and emotional development and the majority reach the levels expected at the end of the Reception Year. By the time children leave the school standards are average and their achievement is satisfactory. However, children make better progress in Years 3 to 6 than they do in Years 1 and 2. For example, 2005 results show that

Year 6 children made exceptionally good progress in English whereas in Year 2 they show that more could have been expected of children in reading and mathematics.

The school is aware of the need to be more rigorous in its assessment procedures and understanding of data. It is now addressing this issue.

Children with learning difficulties and vulnerable children throughout the school are well supported and make good progress.

## **Personal development and well-being**

### **Grade: 2**

Children's personal development and well-being are good. Spiritual, moral, social and cultural development is good overall; children know right from wrong and relate well to each other. Their understanding of different cultures and beliefs is now satisfactory, which is an improvement since the time of the previous inspection.

Attendance is below average, but it is showing signs of improvement owing to the school's rigorous procedures. Children enjoy school, they are polite and courteous, and their attitudes and behaviour are good. They feel safe in school, and report that there is little bullying. They are confident in the support of staff should any problems arise.

Children are aware of the need to adopt healthy lifestyles. In Year 6, children were keen to debate the issue of smoking in public places. They are also clear about the need for a healthy diet and physical activity. They appreciate the range of sporting activities provided during lessons and after school.

Children make a satisfactory contribution to school life; they take on responsibilities willingly and conscientiously. The school council is active, and counts amongst its achievements the introduction of the indoor play club. They are aware of the needs of the wider community, and they readily take part in fund raising for charity. The range of activities provided in school, such as handling money, mock interviews with the headteacher and lessons about voting and the role of Parliament, prepares children well for the next stage of education as well as later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. The headteacher has an accurate view of the strengths and weaknesses of teaching across the school. Some teaching is good and two outstanding lessons were seen in Year 6. In the best lessons teachers' expectations are high and work is pitched at the right level and builds on what the children already know and can do. Teachers are clear about what they want the children to learn and make it clear to them. They use effective questioning to check children's understanding. Lessons are well paced and organised. As a result, children are motivated, try hard and make progress in their learning. In one outstanding lesson the

teacher used a range of lively activities to develop children's mathematical understanding of fractions, percentages and decimals, making good use of the interactive whiteboard to reinforce learning. Children responded with obvious enthusiasm and enjoyment.

In less effective lessons, expectations are not as high. Children spend too long listening to the teacher before they start work. Tasks are not always well matched to children's different and wide-ranging learning needs. Work is not sufficiently challenging and teachers do not use a sufficient variety of activities to help children to move their learning on. Children are beginning to use their own assessment records to identify their individual targets and needs. Teachers mark children's work regularly but not all give sufficient help to show them how or what to improve.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory overall with significant strengths. Inspectors do not agree with the school's more positive view in this area. This is because the curriculum in Years 1 and 2 could better cater for children's needs in reading and mathematics. Teachers make good use of visits and visitors to enrich the curriculum, including a Year 4 residential visit. Children with special needs are well supported by the work identified in their individual plans. They receive appropriate help from class teachers, teaching assistants and the work of the Individual Needs Centre. Several parents commented on the dedication of staff in meeting the specific special needs of their children. The school has identified the need to provide further opportunities for links between different subjects. There is a suitable range of after-school activities and clubs, which provide added interest and enjoyment to children's learning.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, guidance and support shown towards children is good. They are well known to staff and receive good personal and social care in a safe and secure environment. There is good support for vulnerable children and those who have learning difficulties so that they are fully included in school activities. Children say they feel safe in school and parents wholeheartedly agree that their children are well looked after. Health and safety procedures are efficient and child protection measures meet requirements effectively. A wealth of assessment information is available; this could be used more effectively to track children's progress. The help given to children by skilled teaching assistants is well organised. Special educational needs are identified early, including gifted and talented children and individual plans contain targets that are appropriate and achievable. The school makes good use of specialist help from outside agencies.

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## Leadership and management

### Grade: 3

The headteacher, together with her committed and hard working staff team, have successfully created a warm, caring and welcoming atmosphere. Parents and the local community hold the school in high regard. Management is satisfactory, but is better for Years 3 to 6 than for Years 1 and 2. This is demonstrated in the improving picture in the 2005 national results at the end of Year 6, brought about by the direct action of subject leaders, and shows that the school has the capacity to improve further.

There have been unavoidable staffing issues in Years 1 and 2. This has been addressed recently and improvement is now occurring with the good support from the newly formed learning and teaching team. Since September 2005, the school's improvement plan has identified reading skills as an area to tackle. However, the plan as yet lacks the necessary urgency to ensure that there is rapid improvement in standards by the end of Year 2. It is not clear for example, how progress towards improved reading skills will be achieved.

The school reviews its own performance, but the monitoring and evaluation of the work are not focused enough to secure rapid improvement. It has a lot of data about how children are performing but this information is not shared or understood well enough by staff and governors. This is one reason why the school has not arrested the declining trend in Year 2 results. The governors are supportive and have a sound understanding of the strengths and weaknesses of the school. However, they do not make sufficient demand for swift improvement.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Hob Green Primary School Hob Green Road Pedmore Fields Stourbridge West Midlands DY9 9EX

January 2006

Dear Children

Thank you for welcoming us when we visited Hob Green School. We enjoyed talking to you and visiting your lessons.

These are the things we thought were good about your school

- You are all very polite and friendly.
- Your behaviour in class and around the school is good.
- Mr James liked talking to the school council and was pleased to hear about the indoor play club.
- You said that you feel safe and secure and there is always someone you can go to for help.
- The adults who look after you work hard to make sure everyone is included in all the activities.
- You have a lot of interesting clubs and after school activities to take part in.

These are the things we said the school needs to improve

- We think that some of you could do better in reading and mathematics, especially in Years 1 and 2.
- Some of your lessons could be better and we have suggested that teachers show each other their best lessons.
- We have asked the teachers to keep a closer eye on how well you are doing.
- We think Mrs Kilvert, the staff and governors should keep a more detailed check on how well the school is doing, to help them make things better still.

Lots of you are doing well with your learning - keep up the hard work!

With our best wishes

Linda Rockey HMI Tony Green AI Martin James AI