

# Hob Moor Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	133609
<b>Local Authority</b>	York
<b>Inspection number</b>	323200
<b>Inspection dates</b>	9–10 December 2008
<b>Reporting inspector</b>	Christine Harrison

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	314
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Nick Smart
<b>Headteacher</b>	Mrs Angela Charlton
<b>Date of previous school inspection</b>	9 October 2007
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Green Lane Acomb York North Yorkshire YO24 4PS

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<b>Age group</b>	3–11
<b>Inspection dates</b>	9–10 December 2008
<b>Inspection number</b>	323200

**Telephone number**  
**Fax number**

01904 555000  
01904 555031

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## Introduction

When Hob Moor Community Primary School was inspected in October 2007, it was given a Notice to Improve. The areas for improvement related to: pupils' standards and achievement at Key Stage 1, standards in science at Key Stage 2 and pupils' personal development and well-being. It subsequently received a monitoring visit in May 2008 when it was judged to be making satisfactory progress against these issues.

The inspection was carried out by three Additional Inspectors.

## Description of the school

This school is larger than average. It serves a former traditional village to the south west of York city centre. Many pupils come from areas of significant disadvantage and the proportion of pupils eligible for free school meals is almost twice the national average. Almost all pupils are of White British heritage and all speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is above average. The school provides for the Early Years Foundation Stage (EYFS) in a single, integrated Nursery and Reception class. A new headteacher took up her post in January 2008 and, in April an experienced deputy headteacher joined the school on a temporary basis. The school shares its building with a primary special school and, on the same site, there is a Sure Start facility, a day nursery and an out-of-school club, none of which formed part of this inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

This is a satisfactory and improving school. Since the previous inspection, the school has made good progress. Behaviour and attendance are now both satisfactory. This improvement is particularly significant and provides an essential basis for further improvements in pupils' progress. More pupils now attend school regularly and, therefore, have uninterrupted opportunities to develop their skills and understanding. Pupils also behave appropriately in lessons so that teachers can concentrate more on pupils' learning and less on the management of behaviour.

Pupils arrive in school with skills that are lower than those expected for their age. They leave Year 6 with standards that are similarly below the national average. Hence, pupils' achievement is satisfactory overall, mainly as a result of the satisfactory teaching and learning that they experience. Pupils with learning difficulties and/or disabilities make satisfactory progress alongside others in their class.

Although the quality of teaching and learning remains satisfactory overall, as it was at the time of the previous inspection, there are, nevertheless, important areas of improvement. Teachers now manage pupils well so that satisfactory behaviour is maintained. The teaching of science has improved dramatically and has already been successful in bringing standards in science up to match those in English and mathematics. Teachers' marking is better than it was and pupils often receive helpful suggestions as to how their work could be improved. However, some weaknesses in teaching remain. The pace of learning is often slightly slow or the activities not particularly engaging. In these circumstances, pupils' concentration lapses and they do not learn as effectively as they might. This slower pace of lessons has a bigger impact on more able pupils and limits their progress. Evidence in school demonstrates that in 2008, pupils of higher ability in Year 6 did not achieve as well as others. Although inspection findings indicate that these pupils are now making broadly satisfactory progress, they still do not learn as quickly as they might.

The good curriculum now contributes significantly to improvements in pupils' progress. The curriculum for Years 1 and 2 provides a greater focus on learning and, across the age range, science is taught as a separate subject with much more practical and investigative work. Pupils also benefit from the good care, guidance and support they receive. The school provides very good pastoral care for all pupils, including the most vulnerable. The new system for tracking pupils' progress is being used effectively to identify any underachievement and plan strategies to get pupils back on track. More visitors to the school are helping to broaden pupils' experience and raise their aspirations for the future. Together with pupils' improving skills and attitudes, this is helping to prepare them satisfactorily for the next stage of their education and future careers.

Pupils' personal development has improved and is now satisfactory. Assemblies play an important part in helping pupils to understand their rights and responsibilities. The school is calm and orderly, with frequent whispers of 'good walking' from staff to encourage pupils as they move carefully from one part of the school to another. Pupils enjoy coming to school and say that they feel safe. They understand the need to follow a safe and healthy lifestyle. Opportunities for pupils to take responsibility are satisfactory and increasing.

Leadership and management of the school are good. The headteacher, ably supported by her deputy headteacher, has rigorously evaluated everything that the school does. All assessments and monitoring activities have been thoroughly checked with local authority advisers so that they are accurate and reliable. She has then taken action quickly to overcome any identified weaknesses. Not all the improvements have yet had a full impact in raising pupils' standards but they are already, after less than a year, ensuring that all aspects of the school are at least satisfactory. This track record of rapid improvement indicates the school's good capacity for further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

Children enter Nursery with skills that are lower than those typically expected for their age, especially in their personal and language development. They make satisfactory progress and leave Reception with understanding and skills that remain below average. The school has worked hard to implement the new EYFS curriculum and much has been achieved with help from the local authority, though there is still work to be done. Children are well cared for and the management and organisation of the EYFS unit successfully promotes their independence and social skills. Parents are pleased with work of the EYFS and feel welcome and well informed about how their children are getting on. The setting provides a variety of activities in all areas of learning, though planning does not always provide enough focus on what children are expected to learn. The school has devised a simple system of assessing the progress of each child by recording their observations in written and photographic format but these helpful observations are not yet used to best effect to plan suitable work. Children have good opportunities to decide for themselves the activities they will pursue from the range on offer, but there are too many activities going on simultaneously. This means staff are sometimes simply servicing activities instead of engaging fully with children to promote learning and language.

### **What the school should do to improve further**

- Raise standards throughout the school, particularly for more able pupils.
- Improve the quality of teaching, especially by ensuring that lessons move at a quicker pace, so that pupils concentrate fully and learning is consistently good.
- Increase the learning opportunities for children in the EYFS through greater use of assessment and better structuring of planned activities.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards are below average but achievement is satisfactory. These aspects are significantly better than they were at the time of the previous inspection. Key Stage 1 assessments for 2008 show that standards were low, though they were broadly average when compared with those for pupils from similar backgrounds nationally. The improvements in the Key Stage 1 curriculum and in the quality of teaching had come too late to have a significant impact on standards in 2008. These improvements are now securely in place and pupils' progress in the current Years 1 and 2 is satisfactory. Evidence in school of the standards reached by pupils in Key Stage 2 in

2008 shows an improvement on previous years for most pupils, though not for those of higher ability. The school makes good use of targets which, although some are very challenging indeed, are contributing to the change in culture within the school and making teachers aware of just how much pupils might achieve.

Pupils' standards in writing are not as good as they are in other subjects across the age range. However, the school has already taken effective action to ensure that pupils now make satisfactory progress in writing, both by sharpening assessment to identify weaknesses and in involving story tellers to fire pupils' imagination and inspire them to write. Pupils' presentation of their work is still not as good as it should be, but their enthusiasm for the new handwriting activities is an encouraging sign that pupils are now taking more pride in their work.

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

### **Grade: 3**

Personal development has improved since the previous inspection when it was judged to be inadequate. Behaviour is better than it was and the number of incidents of inappropriate behaviour has been much reduced. Pupils' spiritual, moral, social and cultural development is satisfactory and continues to improve, particularly in pupils' increasing understanding of worldwide issues. Pupils' empathy with the difficulties faced by pupils in the partner special school continues to be an impressive feature of their attitudes. The school council provides an opportunity for pupils to put their ideas forward but pupils say, and inspectors agree, that this is not as effective as it could be in enabling them to contribute to the school's development. Pupils enjoy an increasing number of opportunities to take responsibility, notably in becoming play leaders and selling fruit at break.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers work hard to maintain high standards of behaviour, using much positive encouragement and the newly developed behaviour policy. As a result, pupils are generally attentive and usually enjoy their learning. Good relationships with teachers and teaching assistants give pupils confidence to contribute to lessons, particularly when answering questions and giving their opinion. In most classes, teachers place a strong emphasis on developing pupils' basic skills of speaking and listening and regular opportunities are provided for pupils to work with partners or in small groups. Most teachers are skilful in questioning pupils about what they know and understand, and use this information to develop their thinking and learning. In the better lessons, work is carefully planned to match the needs and abilities of all pupils; they are encouraged to think and make predictions and they are actively involved in their learning. In these lessons, the pace is brisk and all pupils are challenged, as, for example, in a Year 2 science lesson, where pupils were involved in problem solving using electrical circuits. However, in less successful lessons, the pace is often rather slow, pupils have little opportunity to be actively involved and their attention wanders.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum meets statutory requirements and much work has been done recently to ensure it motivates and stimulates pupils. Following a recent review, science has been given appropriate

emphasis and pupils now have opportunities to develop their investigative skills. Two science weeks have been held to interest pupils further, and this has resulted in pupils making better progress in this subject, together with the increased involvement of parents. The curriculum in Key Stage 1 has also been revised to accelerate pupils' learning. Opportunities for pupils to practise their writing skills are identified in other subjects, and innovative approaches to stimulate pupils' interest such as 'The princess who could not play' have played a major role in inspiring pupils to produce imaginative work of high quality. The introduction of newly published material into the curriculum for personal, social and health education has had a positive impact on pupils' personal development and on their attitudes to learning. Pupils make regular visits to places of interest in the community, including their own locality and the Railway Museum as part of a Victorian theme. Visitors to the school, as part of Healthy Schools Week, have included a doctor, dentist and fitness coach. Links with children from a children's home in India, provide pupils with a greater understanding of global issues. The school's plans to promote community cohesion are at an early stage of development, particularly in developing pupils' understanding of the different cultures represented in Britain today. Nevertheless, action is being taken and the curriculum is good overall. The many extra-curricular activities, including various opportunities in sport and the arts, are popular and well attended.

## **Care, guidance and support**

### **Grade: 2**

The school has robust systems, in accordance with statutory requirements, to ensure the care of all its pupils. Arrangements for safeguarding and for ensuring health and safety are good. The close relationship with Hob Moor Oaks Special School works to the benefit of pupils from both schools, through a sharing of resources and the development of understanding of others' needs. Strong links with a range of outside agencies ensure that the welfare of vulnerable pupils is always paramount. Systems are in place to promote good behaviour and a range of strategies, including good work and celebration assemblies and the 'Cool Class Award', successfully encourage pupils to adopt a sensible and considerate approach to their classmates.

Newly introduced tracking systems give teachers accurate information about how well pupils are doing but this is not yet being used to full effect in planning to meet the needs of all pupils across the school. Pupils with learning difficulties and/or disabilities are quickly identified, often as they enter school, and are given additional support through a wide range of intervention programmes, carried out by a skilled group of support staff. Pupils' progress is carefully measured to check that additional support is effective. Parents are generally appreciative of the efforts the school makes to look after their children. They are increasingly involved in working with the school to help their children learn, through reading records and home/school planners, for example. Some make good use of a growing number of family learning programmes, which the school has arranged for their benefit.

## **Leadership and management**

### **Grade: 2**

The school is modest in its evaluation of leadership and management and judges them to be satisfactory. Inspectors disagree because good leadership has been successful in enabling the school to make important improvements in a very short time. All the recent improvements are based on thorough self-evaluation by the school. For example, the headteacher quickly realised that assessments in the EYFS had not been as accurate as they should have been and that



progress in that stage was not as good as had been previously thought. Following this, and similar evaluations across the school, the headteacher has succeeded in gaining the support of the whole staff for the necessary improvements. Action has been taken on many fronts and the results are beginning to show. Other leaders within the school are beginning to take an active role in monitoring and ensuring quality within individual subjects. However, these arrangements are new and not yet having a full impact on the quality of pupils' experience or their progress. The governance of the school is much improved since the previous inspection. Further training has been provided, particularly in interpreting data, so that governors are now in a better position to ask important questions. They now provide challenge, as well as enthusiastic support, for the school.

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**Annex A**

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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**Overall effectiveness**

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

**Achievement and standards**

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

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

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Hob Moor Community Primary School, York, YO24 4PS

Most of you will remember that the school was inspected in October 2007. At that time, inspectors found that the school was not doing as well as it should and they gave it a 'Notice to Improve'. As you know, my colleagues and I visited the school this week to find out if things had improved. Thank you very much for making us so welcome and for making our visit so interesting and enjoyable. In particular, thank you to those of you who talked to us and told us what you thought about the school.

You will be pleased to know that the school is now providing you with a satisfactory education. As you told us, and I agree, many things are now much better than they were before. In particular, more of you attend school regularly and your behaviour has improved. You now make satisfactory progress in your work. I was particularly impressed by your kindness and understanding when you work or play with the children from the special school that shares the school building.

Although the school no longer needs a 'Notice to Improve', there are still some things which could be better. For example, children in the Nursery and Reception class need better opportunities to learn from the many activities they enjoy. For the rest of you, the standards that you reach in your work could be higher, particularly for those of you who find learning easier. I have asked teachers to help you reach these higher standards by moving lessons on more quickly. I hope you will play your part by trying really hard and concentrating even more on what you are learning.

Again, thank you for making our visit to the school so memorable. I shall especially remember the Assembly where everybody had a chance to think about the difference between what we need and what we want. Year 3 did so well with their presentations and the African song was lovely.

I wish you all every success in the future.