

Hodge Hill Primary School

Inspection report

Unique Reference Number	134673
Local Authority	Birmingham
Inspection number	341493
Inspection dates	11–12 May 2010
Reporting inspector	John Eadie

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	542
Appropriate authority	The governing body
Chair	Mrs Anne Pavey
Headteacher	Mrs Martine Woods
Date of previous school inspection	21 February 2007
School address	Twycross Grove Hodge Hill Birmingham
Telephone number	0121 464 2189
Fax number	0121 464 8252
Email address	mwoods@hodgehillprimary.bham.sch.uk

Age group	4–11
Inspection dates	11–12 May 2010
Inspection number	341493

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 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 rates 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 08456 404045, or email 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 documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by four additional inspectors. Inspectors visited 33 lessons and saw all 21 teachers at least once. Meetings were held with two governors; staff, both individually and in groups; pupils, both formally and informally; and parents. Inspectors observed the school's work and looked at a range of documentation, including safeguarding policies and procedures, racial equality and anti-bullying policies, tracking information showing the progress that pupils are making and minutes of governing body meetings. The questionnaires completed by staff, a sample of pupils in Years 3 to 6 and 69 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The progress of pupils in Years 3 to 6, to see if it has improved and is now at least satisfactory.
- The progress of pupils of lower or middle ability, to see whether they are making similar progress to the more able pupils.
- The progress of girls compared with boys.
- The effectiveness of the school's initiatives to raise standards and improve pupils' progress in mathematics.

Information about the school

The majority of pupils at this large school are of Pakistani origin and most of the rest are from other Asian heritages. A very small minority are White British and there are a few representing other ethnic groups. A large majority of the pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average and these pupils mostly have specific or moderate learning difficulties. The school shares a site with a girls' school, a secondary school, a school for pupils with hearing impairment and a privately run nursery.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

There have been significant improvements since the last inspection and the school is moving forward well. The main reason for the improvements is the clear aspiration for the school of the headteacher. She is ably supported in driving improvement by a strong senior leadership team and effective phase leaders. Their ambition is communicated well to all staff and there is a concerted effort to continue to improve. However, governors are not sufficiently aware of their roles and responsibilities and there is an imbalance between their support and their levels of challenge. Governors' support and their management of finances are inadequate. They are carrying forward significant sums when the school is in need of further resources to aid pupils' learning.

Although pupils' progress is still satisfactory overall, there have been good improvements. For example, children in the Early Years Foundation Stage and pupils in Years 1 and 2 are making good progress, and progress in writing and mathematics has improved in Years 3 to 6. This shows the effectiveness of the school's initiatives as these two subjects are focuses for improvement. Pupils in Years 3 to 6 are now making satisfactory progress overall and this is improving quite rapidly. All groups of pupils, including those who speak English as an additional language and those with special educational needs and/or disabilities, are making similar progress.

A key strength of the school is the care, guidance and support provided for pupils. This is now good. This has resulted in improvements in many aspects of pupils' personal development. For instance, they are now adopting healthy lifestyles well and make a significant contribution both to the smooth running of the school and to the needs of the wider community. Pupils are polite and helpful, both to adults and to other pupils, and they behave well.

A further improvement has been in the quality of the curriculum. It is now meeting the needs of pupils far more closely and is good overall. For instance, the school identified that some pupils of lower and middle ability were not making the progress of which they were capable. Good initiatives have been put in place and these pupils are now making similar progress to their classmates. Differences in performance between boys and girls in some year groups were also identified and this has been addressed well and they are now making similar progress. Some good links are made between subjects and first hand experiences, from visits for example, are used well to stimulate learning. Pupils say that their lessons are interesting and they thoroughly enjoy school. A parent exemplified this well by saying, 'My children come home telling me that they love school.' The school is a bright, welcoming environment, with a wide range of displays celebrating the pupils' work and cultures, and providing opportunities for incidental learning.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The quality of teaching has improved due to rigorous monitoring, and many lessons observed were good. However, there are still some inconsistencies as best practice is not sufficiently shared. For example, teachers do not have sufficient opportunities to observe good practice or to share successful ideas with colleagues. There are also inconsistencies in the way that pupils are helped to make faster progress. In some classes, particularly in writing, teachers give clear guidance on what pupils need to learn next. However, this is not always the case and, particularly in mathematics, teachers do not always know exactly what skills pupils have already mastered and cannot therefore point them to their next steps in learning. Teachers' marking does not often help in the process of helping pupils move forward.

Leaders and managers have built an accurate picture of the effectiveness of the school through rigorous self-evaluation, and the governing body shares this knowledge. The improvements noted, along with the concerted desire by all in the school to continue to move forward, indicate that the school has a good capacity to continue to improve.

What does the school need to do to improve further?

- Raise standards and improve pupils' progress, particularly in mathematics, by:
 - ensuring that teachers consistently maintain an accurate record of each pupil's prior learning
 - using this information to set clear next steps in learning for each pupil
 - ensuring that teachers refer to these next steps and give pupils clear guidance on how they can improve, when marking pupils' work.
- Improve the consistency of teaching so that it is uniformly good or better by:
 - ensuring that further opportunities are provided for the best practice in the school to be shared with other staff
 - providing more opportunities for teachers to work together and share ideas.
- Ensure that all governors receive training in and fully understand their roles and responsibilities by December 31 2010 and use effectively the funds available to provide further resources to promote pupils' progress and well-being.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Children start school with limited skills and knowledge. Their attainment by the time they leave is below average overall, though it is improving and approaching average in English and mathematics.

Learning in lessons is typified by enthusiasm and hard work. Even when lessons are less stimulating, a desire to learn is still evident. In some lessons observed, learning was excellent such as in a mathematics lesson in Year 5. In this lesson, pupils were enthused

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

while working out the perimeters of cages, linked to their visit to a zoo the previous day. The interest and engagement ensured that learning was extended rapidly. In many lessons seen, learning was good, due to regular changes of activity and the focus on the needs of the pupils. For instance in a number of mathematics sessions for older pupils, the whole class sections of lessons were often very brief indeed, so enabling pupils to work at tasks that suited their needs. Where learning was less effective, whilst still being satisfactory, time was not used well. For instance, pupils spent time unnecessarily copying work out or sat too long on the carpet listening rather than actively learning. Pupils' spiritual, moral, social and cultural development is good overall. They have a keen sense of right and wrong and of their responsibilities towards society. Although they have quite good knowledge of societies from around the world, their awareness of the range of cultures represented in Great Britain is less well developed. The school has recognised this and has plans in place to address it. Pupils are developing a good breadth of skills that will help them in their continued learning, for instance working independently or in teams. However, their development of basic literacy, numeracy and information and communication technology skills in preparation for their future is only satisfactory.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

How effective is the provision?

Most of the teaching observed during the inspection was good, but it is inconsistent and too much is only satisfactory. However, evidence shows that in a number of cases, rigorous monitoring and support have improved the quality of teaching. A particularly effective innovation has been the extra support provided in Year 6 for English and mathematics. This has meant that pupils are effectively being taught in small groups and teachers are therefore better able to match the work closely to their needs. Good use was made in these lessons of teaching assistants and support teachers to enhance learning even further. A great deal of data is gathered to establish the progress that different groups are making. This is used effectively to address weaknesses and help pupils in danger of falling behind. However, teachers are not always able to give pupils precise information on how they can improve their work as they do not have clear records of what has already been learnt. Changes to the curriculum have also improved the progress of different groups as it is now much more relevant to the needs of the pupils. A good number of visits are arranged so that pupils can use these first-hand experiences to give immediacy to their writing for instance.

The school has worked hard to enable pupils who might have barriers to their learning to achieve as well as their classmates. Good use is made of outside agencies when appropriate and the provision for pupils with special educational needs and/or disabilities is well organised. However, provision for them is inconsistent in class as the good plans made for their learning are not always at the forefront of teacher's planning. Teaching assistants support pupils well and bilingual assistants make a considerable contribution to the learning of English for those at early stages. However, there are too few teaching assistants for this provision to be consistent through the school. A lack of resources also adversely affects learning on occasions. For example, in one English lesson observed, there were too few laptops for the pupils to make the progress of which they were capable.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school's self-evaluation is accurate and honest. It is based on thorough analysis of data and careful monitoring. However, at present this process does not fully involve staff at all levels or governors. The resulting school improvement plan has identified the

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

correct areas for development, which are being addressed well. The effectiveness of measures taken can be seen in improving standards and accelerating pupils' progress. Staff are particularly positive about the arrangements made for their professional development and generally feel involved in what the school is trying to achieve. The headteacher is a firm believer in distributed leadership and there is clear sense of corporate vision for the future of the school.

The governing body is not sufficiently involved in monitoring and evaluation and its meetings are often poorly attended. A large majority of staff said, on their questionnaires, that they strongly disagree that the governors are doing an effective job. The only member of the governing body trained in safer recruitment is the headteacher, despite her regular encouragement to other governors to complete this training. The governing body is also not supporting managers effectively in financial management. Due to staffing changes, funds have been saved and the school is working to a significant surplus. However, this is not being spent on additional, much-needed resources to aid learning, such as further teaching assistants and laptops.

Equality of opportunity is high on the school's agenda as can be seen in the success of the work that has been done to iron out differences between the achievement of different groups. Safeguarding is also a priority and there are thorough policies and procedures to ensure the safety and security of pupils and staff. An overwhelming majority of parents regard the school as keeping their child safe and a very large majority of pupils agreed that they feel safe. The promotion of community cohesion is good as a thorough audit has been carried out and a good action plan prepared to address areas for development. This action plan has resulted in improvements, for example to the pupils' awareness of different races and religions.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	4

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. They start with levels of skills and knowledge much lower than might be expected for their age and make good progress. By the time they start in Year 1, the majority have reached expected levels though a significant minority are still some way behind. Many are still struggling with early writing and calculating skills for instance. Their personal development is good and is a high priority for staff from even before they start, when home visits are arranged. Strong links have been established with parents to help them support their children's learning at home. Bilingual assistants provide particularly good support for children who speak little English and their spoken English develops well.

Imaginative teaching engages the children well. For instance they thoroughly enjoy the wide range of activities on offer based around the current topic of pirates. Thorough assessment means that steps in learning are recognised and developed and activities are matched to children's needs. This leads to a confidence in children's learning, as was seen for example when they were developing phonic or counting skills. Adults are good at developing children's speaking skills, which particularly helps those who do not speak English at home. The planning has recently been reorganised to involve more activities which children choose for themselves and this is beginning to have an impact in children's improved independent learning.

The classrooms and the very spacious outdoor area are well planned and equipped and contain a wide range of stimuli to learning. The coordinator leads a strong team of committed and enthusiastic staff. All are involved in planning and the leader knows what needs to be done to further improve provision. For example, links have recently been established with the adjacent private nursery to ensure more consistency of provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was a limited number of returns to the questionnaire but a very large majority of parents and carers who responded were very positive. The only significant concern was that parents consider that the school does not take account of their concerns and suggestions. Evidence from the inspection is that the school is very ready to listen and has taken action as a result of parents' and carers' views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hodge Hill Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 69 completed questionnaires by the end of the on-site inspection. In total, there are 542 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	46	33	48	4	6	0	0
The school keeps my child safe	30	43	36	52	0	0	1	1
The school informs me about my child's progress	24	35	42	61	0	0	0	0
My child is making enough progress at this school	23	33	39	57	4	6	2	3
The teaching is good at this school	17	25	45	65	4	6	2	3
The school helps me to support my child's learning	18	26	49	71	1	1	0	0
The school helps my child to have a healthy lifestyle	23	33	41	59	4	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	30	34	49	4	6	0	0
The school meets my child's particular needs	18	26	42	61	6	9	0	0
The school deals effectively with unacceptable behaviour	18	26	42	61	4	6	1	1
The school takes account of my suggestions and concerns	10	14	46	67	6	9	3	4
The school is led and managed effectively	19	28	44	64	3	4	1	1
Overall, I am happy with my child's experience at this school	22	32	42	61	3	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 May 2010

Dear Pupils

Inspection of Hodge Hill Primary School, Birmingham, B36 8LD

Thank you so much for welcoming us so warmly to your school when we visited recently. We were really impressed with how polite and well-behaved you were and how hard you work. You told us that you enjoy school and we are not surprised as, although it is giving you a satisfactory education at present, several things have changed and it is improving well.

These are some of the things we found about your school.

You are making satisfactory progress overall, although this is improving and those of you in Reception and Years 1 and 2 are making good progress. Your progress is also improving in writing and mathematics in Years 3 to 6.

You are developing well into responsible and caring young people who know how to keep yourselves safe and lead a healthy lifestyle.

Teaching is satisfactory, although it is improving and many of your lessons are good or even outstanding.

The activities planned for your lessons (we call this the curriculum) are interesting and all the visits really help you to improve your learning.

All adults take good care of you and we were particularly impressed with the work of the bilingual assistants who help those of you who are learning English.

Your headteacher and other staff have good plans to make your school even better.

These are the things we have suggested that your school needs to improve.

You need to be given clearer guidance on how you can improve your work. To do this, teachers need to find out exactly what you have learnt already and then tell you the next steps in your learning and include these when they mark your work.

We want all of your lessons to be as good as the best and we think your teachers need to share their good ideas so that this can happen.

The governors of your school need more training in what they need to do to help the school improve.

We know you will help by continuing to work hard and by asking your teachers how you can improve. Best wishes for the future.

Yours sincerely

John Eadie

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.