

# Hall Green Primary School

Westminster Road, West Bromwich, B71 2JQ

**Inspection dates** 16–17 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- From starting points well-below expectations for their age, pupils' attainment and achievement have improved well since the last inspection. Most are reaching the standards expected for their age in reading, writing and mathematics.
- Teaching is good and sometimes better because teachers know their pupils well and adapt their learning to their particular needs. Teachers and pupils get on very well together.
- Children get off to a good start in the Nursery and Reception class, especially those with little experience of prior learning.
- Pupils' behaviour is good in school and outside and they have enthusiastic and positive attitudes to learning.
- Staff are very caring, and make sure that pupils are kept safe at all times.
- The headteacher leads the school effectively, and knows all the pupils well. She is strongly supported by the deputy headteacher and a very highly motivated staff.
- The governing body is much improved, and has a good knowledge of the schools' strengths and priorities. They ensure that the pupil premium funding is spent to good effect.
- The school has excellent relations with the parents and provides a number of facilities and activities to encourage their participation in their children's education.

### It is not yet an outstanding school because

- Too few pupils reach above-average levels in reading, writing and mathematics both at the end of Year 2 and when they leave the school at the end of Year 6.
- Teachers' questioning is not consistently challenging and does not sufficiently encourage the development of pupils' thinking and speaking skills.
- Whilst pupils develop their basic skills in numeracy and literacy well, they do not have enough opportunities to develop their independent learning skills.

## Information about this inspection

- Inspectors observed 25 lessons taught by 16 teachers. Seven of these lessons were observed jointly with the headteacher or deputy headteacher.
- Meetings were held with the headteacher, deputy headteacher, other members of the management team, two governors and a representative of the local authority.
- Inspectors observed the school's work. They examined the school's development plans, checks on how well it is doing, safeguarding arrangements, health and safety records, school policies and a range of pupils' work and information about their progress.
- Inspectors took account of 18 responses to the online Parent View survey. They also held informal discussions with parents on a number of occasions.

## Inspection team

Rodney Braithwaite, Lead inspector

Additional Inspector

Stuart Ransom

Additional Inspector

Jenny Edginton

Additional Inspector

## Full report

### Information about this school

- Hall Green Primary School is larger than the average-sized primary school.
- The large majority of pupils are White British and about a third of pupils come from a range of other ethnic heritages. A small but increasing number of pupils speak English as an additional language.
- More than a quarter of the pupils do not start at the school at the usual time of entry.
- The proportion of disabled pupils and those who have special educational needs is above average. The proportion supported by school action or a statement of special educational needs is average.
- Well over half of the pupils are supported through the pupil premium. This is additional government funding for particular groups including children in the care of the local authority and pupils known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- The school is organised into 14 single-year classes and a Nursery.
- There have been some changes of staff since the last inspection 18 months ago.

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

- Ensure that more pupils than at present reach standards above average or even better, in reading, writing and mathematics at the end of Year 2 and Year 6.
- In order to move teaching and pupils' achievement to become outstanding:
  - train teachers so that they consistently ask questions which raise the speaking and thinking skills of pupils in their explanations of learning
  - encourage teachers to give more opportunities to pupils to work independently and develop self-confidence so that they do not rely wholly on teachers' instructions.

## Inspection judgements

### The achievement of pupils is good

- Children start in the Nursery with skills well below those expected for their age, being particularly low in their language and personal and social skills. Nearly all make good progress in Nursery and Reception although their attainment is below average in reading, writing and mathematics by the end of Key Stage 1.
- Standards and achievement in the Early Years Foundation Stage and Years 1 and 2 are now rising more quickly as a result of greatly increased teaching resources for particular groups and individuals and for the excellent learning of all pupils of letters and sounds (phonics). This is greatly helping their language development and their reading.
- Pupils make good and sometimes outstanding progress in all year groups in Key Stage 2. Significantly higher numbers of pupils make better than the expected progress made by all pupils nationally. By the end of Year 6 standards are similar and in some cases above national averages and have been for the last two years.
- Although achievement is good, it is not yet outstanding because too few pupils are reaching above average levels at either the end of Year 2 or Year 6, especially in writing.
- Achievement is good for all groups of pupils. This includes pupils from minority ethnic groups, as well as disabled pupils and those who have special educational needs. Pupils who speak English as an additional language achieve particularly well.
- Most pupils who are supported through the pupil premium make good progress. The progress made by these pupils is better than that made by other pupils in English and mathematics. In 2012 their attainment at the end of Year 6 was two terms behind their classmates in both English and mathematics. School data shows that this gap is closing quickly and these pupils are achieving better than similar pupils nationally.
- These pupils have improved because of the introduction of extra well-focused teaching and individual support, based upon a good understanding of their individual needs. This was exemplified in the two Year 6 classes where all pupils received help, guidance and demonstrations from the teachers and learning support practitioners, in role-playing and freeze framing life on Captain Cook's ship.
- Pupils enjoy reading, more so as their understanding of phonics has improved so much. They have many opportunities to read to adults in school and their reading logs confirm adult support.
- Pupils achieve well across a range of other subjects including art, music and physical education. Pupils are especially proud of their achievements in competitive sport against other schools. The school is already benefitting from the new sports funding, which has resulted in extra clubs run by specialist coaches.

### The quality of teaching is good

- Teaching is good and occasionally outstanding. It is best when teachers have high expectations of their pupils, set challenging tasks and time targets and involve pupils continually in their learning.

- An example of this was seen in a Year 5 class, when firstly pupils were encouraged through a paired game with playing cards to learn their tables rapidly. They then enjoyed challenges relating to school issues which involved adding and subtracting money to two decimal places. Learning was brisk and enthusiastic.
- There is not yet sufficient outstanding teaching to ensure that all pupils capable of reaching above average levels in English and mathematics, both at the end of Year 2 and Year 6, actually do so. Teachers have done well to guide pupils' achievements to the levels they are at present, but school leaders accept that more is possible.
- Teachers have a much clearer understanding of the extensive range of data which they produce regularly and enable them to tailor learning to specific groups and individuals. Their collaboration with their very competent and proactive learning support practitioners has, as a result, been very effective in providing support for all learning groups. This has led to strong gains in basic literacy and numeracy skills for many pupils.
- Although teachers question pupils regularly on their learning, some of them do not encourage better speaking and thinking skills enough. Too many questions only require one word answers and teachers miss opportunities to extend pupils' speaking.
- Teachers encourage the use of literacy and numeracy skills across the curriculum, but many pupils are dependent on teachers' support and guidance and few are encouraged to work on tasks independently.
- Many pupils have a good understanding of what levels they are working at and what their learning targets are. Teachers also encourage them through good marking and in lessons to assess their own work and understanding.
- In the Early Years Foundation Stage teaching is effective because adults know their children well and plan work for the needs of each individual. They balance the work carefully between focused tasks and activities children select themselves. This was seen in a phonics lesson in a Reception class when the teacher was careful to give words for children to sound and read which matched each one's ability.
- Parent responses all indicate satisfaction with the teaching their children receive.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour is good. They know what the school expects of them and say that bad behaviour is always dealt with quickly by staff. A younger pupil explained, 'Being here is all about being good, listening and respect'. There has been only one exclusion in the last three years.
- Pupils behave safely in the large building and playground. This was seen on a very wet day during the inspection when pupils moved calmly around the school all day and across to the dinner hall in an orderly manner and with no fuss.
- Pupils have good attitudes to learning and name many memorable events in their time in school. Older pupils recall with pleasure the alien spaceship arriving in school, learning to write their name in Nursery and getting to the finals of the local schools' 'Book Quiz' competition.

- Children in the Nursery and Reception quickly learn new skills in playing, sharing, making choices and speaking simple sentences to each other and adults. Their behaviour and safety benefit from the regular opportunities they have to work and play together, especially in the large outdoor area.
- Behaviour is not yet outstanding because there remains a small number of pupils whose attendance is persistently low. The school has worked hard and successfully to raise attendance from traditionally low levels so that although still just below average it has improved markedly in the last two years. Leaders have introduced a number of innovative ideas to help improvement including the weekly draw for the 'Golden £5' for 100% attendance.
- Behaviour in lessons is nearly always good or better because pupils receive good challenge in their learning. If that falters, then a few occasionally lose concentration and become distracted.
- Pupils report little bullying. They do comment though that 'Football causes fights', but as a boy in Year 6 wisely explained, 'In every school you get bullying; you can't avoid it even where there is no tolerance'. Pupils have learned about, and show good awareness of, the dangers of bullying through the internet and mobile phones.
- There is good racial harmony in the school where pupils are from a wide range of different background and cultures.
- A particular strength of the school is its wide and effective links to external professionals and services which support the school in meeting the needs of pupils and families whose circumstances make them the most vulnerable. The school's family support worker is a vital part of this network.
- Parents and staff indicated unanimously, through questionnaires and discussion during the inspection, that behaviour is good and well-managed.

### **The leadership and management are good**

- The headteacher, strongly supported by the deputy headteacher, has led improvement thoughtfully and decisively and with much success since the last inspection. Good improvement has been made in pupils' standards of writing, driven by the well-focused development of teachers' skills and better marking of pupils' work.
- Effective improvement has been made in improving the reading and phonic skills of children and pupils in the Early Years Foundation Stage and Key Stage 1. Leaders have also improved the attendance of persistent absentees and continue to do so by reaching out to parents and offering exciting and rewarding learning activities to their children.
- Leadership and management are not outstanding however because too few pupils are reaching higher levels in their attainment because there is not enough outstanding teaching.
- There is excellent morale amongst the staff who share the determination of leaders to improve performance and give everyone 'A Chance to Shine'. This is reflected by the good behaviour and attitudes of the pupils.
- The school has an accurate view of its work. Its improvement programme has contributed well

to the good progress of the last two years in pupils' achievement and a much clearer picture of their individual needs.

- The checking of teaching and learning, mainly by the two senior leaders, is rigorous and helpful. Teachers are given regular guidance on how to improve their skills and appreciate the opportunities they have for their personal and professional development. This is all closely linked to school improvement priorities and teachers' personal targets.
- Other school leaders, notably in literacy and numeracy, make significant contributions to the leadership of the school. However, the school knows that some of them carry a heavy load of responsibilities and is introducing ways in which other staff can be trained to lead.
- School leaders have broadened the range of learning activities across all subjects and this has contributed well to pupils' good behaviour as well as the school's promotion of pupils' spiritual, moral, social and cultural education. This is helping pupils to develop much better levels of self-esteem and self-control.
- The spending of the pupil premium is carefully checked. Funding is allocated to the provision of extra teaching staff and improved resources, especially for numeracy and literacy. It is also used to support a number of enrichment activities, in and out of school, which they might not otherwise have.
- School leaders promote equal opportunities and cooperative relationships effectively. This ensures there is no discrimination through gender, ethnic heritage, disability or special educational needs.
- The school works very closely with the local authority which has provided excellent support in the last few years. This has been highly productive in helping the school's consistent improvement.
- A strength of the school is its excellent relationship with parents. They are very positive about all aspects of the school, and would unanimously recommend it to other prospective parents. The school provides a parent room, and offers regular social and information meetings which many parents attend.
- **The governance of the school:**
  - Governance has improved since the last inspection. Governors are taking a more active role in challenging leaders and have a good knowledge of the school, its particular needs and its overall performance. Governors have taken the opportunities offered in a number of training courses and are often in school to judge its performance for themselves. They are rigorous in setting performance targets for the headteacher and have developed a much greater understanding of policy guidelines for the pay progression of staff, especially relating to the quality of teaching in the school and its impact on the achievement of pupils. Governors ensure that safeguarding arrangements meet requirements and that school policies are regularly reviewed.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	103977
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	426946

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

<b>Type of school</b>	Select
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	430
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sandra Hughes
<b>Headteacher</b>	Kim Heng
<b>Date of previous school inspection</b>	24 January 2012
<b>Telephone number</b>	0121 588 2080
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