

# Hockley Primary School

## Inspection report

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<b>Unique Reference Number</b>	115287
<b>Local Authority</b>	Essex
<b>Inspection number</b>	357726
<b>Inspection dates</b>	16–17 May 2011
<b>Reporting inspector</b>	Graham Preston

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

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	279
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Taylor
<b>Headteacher</b>	Melissa Heatherson
<b>Date of previous school inspection</b>	8 May 2011
<b>School address</b>	Chevening Gardens Hockley SS5 4UR
<b>Telephone number</b>	01702 202394
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## Introduction

This inspection was carried out by three additional inspectors. They observed 11 teachers in 21 lessons. Meetings were held with representatives of the governing body, groups of pupils and staff. Inspectors observed the school's work, and looked at documentation, including that relating to safeguarding practices, the school's self-evaluation and development planning, as well as 84 returned questionnaires from parents and carers and 112 pupils' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How far school data and other evidence indicate that pupils' standards and progress in mathematics have improved to match those achieved by pupils in English.
- The consistency of good teaching across all years, particularly in Years 3 to 6, and whether there has been sufficient progress in assessment practice to rate it any better than satisfactory.
- The progress made to improve the curriculum, particularly in terms of supporting pupils' cultural development.
- The extent to which recent changes in leadership and management, at both senior and middle leadership levels, are proving effective in driving school improvement.

## Information about the school

This is a larger-than-average primary school mainly serving the residential area of Hockley in Essex. Almost all pupils are of white British heritage and there are no pupils learning to speak English as a second language. The number of pupils known to be eligible for free school meals is below average. The school provides for an above-average proportion of pupils with special educational needs and/or disabilities including those with statements of special needs. A new headteacher was appointed in September 2010 and there has been considerable reorganisation in the senior and middle leadership of the school. The school has National Healthy Schools status and the Activemark award.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Hockley is a good school that has sustained its considerable strengths as a caring and inclusive 'family' school and begun to make significant improvements in provision under new school leadership. Consequently, standards continue to improve in what is a popular and oversubscribed school.

During their time in the school, pupils make good progress to reach above-average standards in English and mathematics by the time they leave. The outstanding care and support for pupils ensures that those with special educational needs and/or disabilities achieve as well as others.

Parents are very confident that their children are safe and pupils say they are supported very well, with an absence of any bullying or threat. Pupils like coming to school, as reflected in their above-average attendance, and they behave well in lessons and around the school. Pupils enjoy their lessons and have positive relationships with their teachers. They feel well supported in their learning but are not always clear about their progress. The school council is very active and the school regularly involves pupils in making decisions, for example, they were involved in the recent headteacher appointment and in devising safe playground rules. Consequently, pupils are confident and play an active part in school as helpers, class monitors and buddies to new pupils. These responsibilities, together with numerous opportunities for discussion and reflection in assemblies and lessons, ensure pupils' spiritual, moral and social development is good. Pupils have a satisfactory and developing understanding of other cultures that the school is working to strengthen.

Teachers and support staff in Years 1 to 6 work hard to ensure pupils' learning is interesting and purposeful. During the current school year, considerable progress has been made in providing more consistently good lesson planning and teaching. In English and mathematics, in particular, teachers share with pupils what they need to learn and how they can succeed. Pupils talk positively about the opportunities for science experiments, the use of information and communication technology (ICT), role-play activities and discussion. However, the rather small classrooms limit the full range of learning activities which quite often results in more teacher-led work at the expense of pupils working independently or on group tasks where learning support staff can be used most effectively. There is developing good practice in assessing pupils' work and linking it to the now good monitoring and recording of their progress, though this has yet to be developed fully across the school. New leadership and teaching in Reception have made a good start but have yet to significantly improve the otherwise satisfactory quality of provision and outcomes in the Early Years Foundation Stage. The development of the curriculum is another school priority and significant progress has been made in providing greater opportunities for numeracy and literacy across the subject areas. Full use is made

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of specialist support, including that from the local sports partnership and other schools, to provide enrichment in music, modern languages, drama, science and physical education. The school is making increasing use of the local community to promote community cohesion and the curriculum, through lessons and assemblies, helps pupils better appreciate other religions and cultures. The school is also developing links wider afield including plans to provide direct opportunities for pupils to experience the wider, diverse society represented in the United Kingdom. The outstanding care, guidance and support provided by the school is highly valued by parents and reflected in its success in supporting the higher-than-average proportion of pupils with specific learning and other needs.

All staff and the governing body have embraced the opportunity provided by new school leadership to play an active part in the further development of the school. Teachers and other staff, many long-serving, have taken on new and often additional responsibilities and participated in further professional training as part of the drive to further improve standards and provision. The impact of this has yet to be fully realised but improvements in teaching and learning and more accurate and detailed tracking of pupil progress, are already evident in improved pupil progress. The governing body now plays a much more active role in school improvement working with the head teacher and staff in rigorously monitoring and evaluating provision. This fresh impetus and its positive impact both demonstrate the school's good capacity for further improvement.

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

- Ensure teaching is consistently good or better by:
  - ensuring an appropriate balance of teacher-led, independent and group-centred learning activities within each lesson
  - establishing a much closer link between the tracking of progress and teachers' marking, that helps pupils and parents and carers know how pupils can improve against National Curriculum standards.
- Extend community cohesion by:
  - providing more learning opportunities and experiences that help pupils better appreciate the wider diversity within the United Kingdom
  - building on current overseas links to increase pupils' awareness of the wider world.
- Improve the Early Years Foundation Stage by:
  - planning more opportunities for children to make some decisions in their learning and more choices in the activities they do
  - improving the internal and external learning environment.

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

**2**

Standards have risen steadily since the last inspection, particularly in writing which was an area identified in the last report as needing improvement. Standards in reading, writing and mathematics are now all significantly above those locally and nationally. Pupils make good progress in Years 1 and 2 and mostly sustain this in later years, especially in English.

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In previous years, the rate of progress in mathematics has slowed in Years 3 to 6 but improved teaching has accelerated this, particularly for the more-able pupils who all achieve better-than-expected standards. This good progress is reflected in pupils' learning in lessons. In an upper-ability Year 6 class, exceptionally strong teaching was enabling pupils to make good progress in understanding statistical correlation and regression in anticipation of future study at secondary school. In a combined Year 1 and 2 class, the teacher, learning support assistant and parent volunteer were all used well to help pupils with different levels of ability and understanding to enjoy mathematics and learn how to work with decimals and use decimal places. Similarly well-targeted work in a combined Year 3 and 4 class enabled pupils to practise and develop their skills in persuasive writing.

Almost all pupils said they enjoy coming to school and this is reflected in their positive attitudes. They behave well and appreciate opportunities to be actively involved in varied activities. The school council is very active in raising funds for charity and promoting healthy lifestyles. There are very high participation levels in after-school sports and physical activities, which take full advantage of the adjoining woodland and nature reserve. The 'healthy living' week during the inspection was embraced by pupils who showed a good understanding of healthy drinks in a science lesson. Pupils are involved in the local community, including the church, and they respond well to work in lessons on different religions and other societies. Awareness of the wider society in this country is relatively less evident, though work is in hand to extend pupils' knowledge and understanding.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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## How effective is the provision?

Teachers have very positive relationships with pupils and all pupils in their questionnaire say they learn a lot in lessons. Teachers demonstrate strong subject knowledge and make effective use of ICT to provide interesting and successful lessons. Most use questioning well to develop and confirm pupils' understanding. The best lessons provide many valuable opportunities for pupils to work together and share ideas and make good use of learning support staff to support individual pupils and lead group activities. The better teaching has also fully-embraced developments in marking which show pupils how they can improve their work and National Curriculum levels. All staff are committed to improvements, though some have yet to adopt best practice fully.

The curriculum is in the process of being developed further but already has considerable strengths. Literacy and numeracy are promoted strongly and in the upper years these are taught in single-year ability groups to help ensure all pupils are sufficiently challenged. Pupils are appreciative of the way science and humanities are taught and value the wide range of enrichment that includes a large school orchestra and choir, residential visit to the Isle of Wight and many other sports, drama and other activities.

The school has a well-established reputation for the care of all pupils as well as an excellent track record of supporting vulnerable children and others with special needs. Numerous parents wrote in praise of this aspect including a number who transferred their child from other schools.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The school's caring ethos and the work it does in supporting the needs of all children to ensure they make good progress, illustrates its commitment to equality of opportunity and the reduction of discrimination. The positive impact of the new school leadership is evident in good staff morale and readiness to participate in change. The schools' varied curriculum and outstanding care are well-supported by its close links with the social and educational support agencies as well as other local schools and businesses.

The governing body is now a much more active force for improvement. It ensures that all legal requirements are met, including the important aspects of child protection. Safeguarding is secure and carefully monitored. The governing body is well-informed about child protection and the work of the school in supporting vulnerable pupils.

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Governors are full trained and work closely with site management on all aspects of risk assessment. The school works hard to engage parents and carers through day-to-day contact at the school gate, termly meetings on pupils' progress, newsletters, email and the internet. Most parents and carers say they are kept well-informed, though the school acknowledges information about pupil progress can be improved and the headteacher is currently setting up a parent council.

The school is a strong community and has established good local links. The curriculum provides insight into wider British society and different global issues, though links to provide pupils with more direct contact and experience wider afield in this country and beyond are yet to be established.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Current provision ensures that children in the Early Years Foundation Stage make steady progress across all areas of development, including aspects of literacy and numeracy as well as their physical, creative, social and personal skills. Consequently, by the end of the Reception year, almost all children reach standards expected for their age. They are eager to learn and play well together. Most have good social skills, though have not developed their independent and investigative skills to the same extent.

The new Early Years Foundation Stage team know the children well and are beginning to use this to plan appropriate learning activities. There are good adult-led sessions that are used effectively to develop children's language and practical skills and considerable effort has been made to provide a wider range of learning experiences. However, there is an over-emphasis on adult-directed activities and fewer opportunities for children to make their own choices and move freely between activities, both in the classroom and in the outside areas. The new leadership ensures all areas are safe and knows clearly what it



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needs to do to improve provision. Major steps have been taken to develop more child-initiated approaches through training and observing provision in other schools. Work has started to revamp the learning environment, which does not make the best use of the limited space and lacks a good range of equipment and resources. Staff are in the process of improving procedures for assessing children's progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

An average proportion of parents and carers completed questionnaires compared with primary schools of a similar size. The great majority of parents and carers are positive about the school. A significant number comment positively on the work of the new headteacher and the reorganised leadership team, and recognise the efforts being made to improve the school further. A few parents and carers think behaviour could be better but, other than the occasional inattention of a few pupils, inspectors found behaviour to be good and often exemplary. A considerable proportion of parents and carers would like to be better informed about their children's progress even though the school provides termly progress meetings. Inspectors judged that greater and more explicit use of National Curriculum levels in marking and assessing pupils' work would help parents and carers have a better understanding of pupils' progress.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hockley 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 279 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	55	36	43	1	1	0	0
The school keeps my child safe	45	54	36	43	2	2	0	0
My school informs me about my child's progress	27	32	41	49	15	18	0	0
My child is making enough progress at this school	28	33	50	60	3	4	2	2
The teaching is good at this school	33	39	47	56	2	2	0	0
The school helps me to support my child's learning	39	46	37	44	6	7	0	0
The school helps my child to have a healthy lifestyle	34	40	48	57	1	1	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)	35	42	40	48	3	4	0	0
The school meets my child's particular needs	33	39	45	54	4	5	1	1
The school deals effectively with unacceptable behaviour	32	38	39	46	7	8	0	0
The school takes account of my suggestions and concerns	33	39	43	51	4	5	0	0
The school is led and managed effectively	35	42	43	51	3	4	1	1
Overall, I am happy with my child's experience at this school	48	57	32	38	2	2	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



18 May 2011

Dear Pupils

**Inspection of Hockley Primary School Hockley SS5 4UR**

Thank you for making us so welcome when we came to visit your school. Your school gives you a good education and ensures that you achieve well. It was good to hear that so many of you really like coming to school and feel it is a very safe place to be. We were pleased to see how well you behave and work together in lessons. We noted that some of you are involved in the school council and take an active part in school affairs, including choosing the headteacher. Many of you eat healthily and certainly stay fit and active through the many sports and physical activities which almost all of you do. Your school has a good reputation for its music and we were very impressed with how many of you were in the school orchestra and choir when we were in the school.

Very many of your parents and carers told us how much you like school, and this is reflected in your above-average attendance. You get on well with your teachers and like the opportunities to be actively involved in discussion and group work, although some of your classrooms are rather small and these activities sometimes do not happen as often as they should. We spent some time looking at your books and could see the care many of you put into your work. Very many of you said how much you appreciated the help you get from teachers and support staff and appreciated your teacher's positive marking. But some of you did not seem to know how well you were doing, so we want the teachers to explain more clearly what you need to do to improve. The school encourages you to look at some of the wider issues in society and occasionally you support charities that provide help in other countries. We believe that these links with other areas in this country and communities abroad are very helpful in helping you understand the wider world, so we have asked your school to develop more links.

The school governors and all the staff are working hard to improve the school further. You can all help by maintaining your good attendance and continuing to take an active part in school activities.

Yours sincerely

Graham Preston

Lead Inspector

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