

# Hockley Primary School

Chevning Gardens, Hockley, Essex SS5 4UR

## Inspection dates

26–27 January 2016

## Overall effectiveness

**Outstanding**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an outstanding school

- The leadership of the inspirational headteacher is outstanding and has enabled the school to develop further since the previous inspection.
- Excellent leadership at all levels promotes high expectations of pupils and staff and this enables pupils to excel in all that they do.
- The school's ethos and culture are evident throughout the school. Governors, leaders, staff and pupils model these values exceptionally well.
- Pupils' attainment in reading, writing and mathematics is above average at Key Stage 1 and Key Stage 2.
- From different starting points, pupils make excellent progress. As a result, gaps in attainment in relation to pupils nationally have been eradicated or are closing rapidly.
- The early years provision is led very effectively and, as a result, is outstanding. Children develop very well in all areas of learning in an exciting and nurturing environment.
- Teaching and learning are consistently good and much is outstanding. In lessons, all adults pay very close attention to pupils' understanding of what is being taught. Consequently, misconceptions are identified at an early stage, ensuring that pupils continue to make good progress.
- Systems to monitor and improve the quality of teaching are personalised, detailed and highly effective. Staff constantly reflect on their practice, work with others and help to improve the quality of education beyond the school.
- Pupils' behaviour is exemplary. Pupils of different ages get on very well together and support each other. Their attitudes to learning are making a significant contribution to outstanding achievement across the school.
- The school's curriculum, including homework, provides rich experiences that stimulate pupils' interest and desire to learn more. Exciting themes develop pupils' basic skills in English and mathematics across a variety of subjects.
- Pupils report that they feel very safe and well cared for in school. Parents overwhelmingly value all aspects of the school's work.
- The very experienced governors have an excellent understanding of the improvements that were needed to ensure that this is an outstanding school. They are frequent visitors to the school. As a result, they know the school extremely well and support and challenge leaders very effectively.

## **Full report**

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

- Ensure that the school's system of assessment is used to track pupils' progress even more closely across the curriculum, to match that already found in English, mathematics and science.

## Inspection judgements

### Effectiveness of leadership and management is outstanding

- Leadership and management at Hockley Primary School are exceptional at all levels, including in the early years. Inspectors found this to be 'a school of leadership'. The headteacher provides inspirational, high-quality leadership. She and her team have ensured that the good standards at the school's previous inspection have improved. The school's ethos is for everyone to learn and to be the best they can be.
  - The school's core purpose, shared by all leaders, is to improve the quality of teaching so that it is never less than good and often outstanding. Systems to improve, monitor and evaluate the quality of teaching are personalised to each individual. This model is proving highly effective in providing succession planning, spotting talent and creating leadership roles to 'grow' the school's next leaders. For example, two very experienced leaders have recently been successful in gaining assistant headteacher positions in other schools.
  - Leaders ensure that staff have every opportunity to develop their expertise for the benefit of the pupils and also their colleagues. All staff support each other and truly work as a cohesive team. Training is collectively identified and well planned to address whole-school needs. For example, considerable time was set aside to ensure that all staff were able to use the school's new assessment system effectively in English, mathematics and science alongside the new expectations of the curriculum. As the headteacher explained, 'we could not afford for any gaps to occur in the transition to the new system'. The 'stepped approach' to this challenge has given teachers confidence to teach the new curriculum and to know and understand the next steps in pupils' learning.
  - Middle leaders and newly qualified teachers are unanimous in the view that they are well supported and held rigorously to account for their work. Planned opportunities to do 'lesson sweeps' or 'blinks' with their link governor enable subject leaders to know the strengths and areas of development in their areas of responsibility. As a consequence, pupils make good progress in all subjects.
  - The curriculum is very strong. It is well planned and resourced, with varied activities that tackle such issues as climate change and promoting good health and well-being, which pupils recognise as being 'global goals'. Teachers plan exciting learning, which helps pupils to link subjects thematically. The resulting work can be seen in high-quality displays around the school. Work on becoming a forest school is proving very exciting for pupils and staff alike.
  - The promotion of pupils' spiritual, moral, social and cultural education is outstanding and contributes enormously to the welcoming ethos created by the whole school. Opportunities to increase awareness of issues outside the school, in modern Britain and in the world at large, run through the curriculum. Pupils select charities to support and celebrate the amount they have raised, challenging themselves 'to beat last year's total'. The school's chosen approach to teaching has a strong emphasis on learning behaviours such as independence, challenge and resilience.
  - Because the school knows the precise needs of each pupil exceptionally well, the creative and resourceful use of additional funding for disadvantaged pupils is very effective. Additional support, 'booster' sessions to ensure that pupils catch up if they are falling behind and activities that broaden their cultural awareness are routinely planned. As a consequence, these pupils continue to grow in confidence and make progress similar to, and often better than, their peers.
  - The school makes very effective use of the additional funding for sports development. This has benefited all pupils in the school. There is increased participation in sporting activities, after-school clubs and competitions with other schools. Supported by sports specialists, staff have also grown in their confidence and subject knowledge to provide high-quality teaching to pupils throughout the school.
  - Parents are overwhelmingly supportive of the school. They appreciate the strong leadership of the headteacher, but also comment on how well all adults teach and care for the children. One parent commented that since coming to the school, 'the change in my son is immense in both confidence and ability, and he is thriving at this school'.
- **The governance of the school**
- The governing body is highly experienced and effective. Along with school leaders, the governing body has improved the quality of teaching and pupils' learning since the previous inspection. Strong links made outside the school's existing governing body have strengthened governors' overall contribution to the leadership. This has also meant that the governing body has been able to 'benchmark itself against other local schools'.

- Governors are very knowledgeable about how the school is performing, including the quality of teaching. They are regular visitors to the school, meeting with pupils and staff, observing lessons and looking at progress in pupils' books. This, alongside very comprehensive assessment information that is shared in the headteacher's termly report, is used to check on improvements.
- Leaders at all levels are held to account. Governors' first-hand knowledge and that gained from attending training and school events give them a very thorough understanding of the school's work. Along with all staff, governors are involved in determining judgements in the school's self-evaluation and deciding which priorities for improvement are appropriate for the following year.
- The arrangements for safeguarding are highly effective. The headteacher and her senior leaders ensure that they 'leave no stone unturned' when it comes to the safety, care and well-being of the school's most vulnerable pupils. Record-keeping is extremely efficient and support for individual pupils is very precise and detailed. The headteacher and lead governor for safeguarding meet regularly to monitor and evaluate the effectiveness of the school's procedures. Clear and comprehensive documentation supports liaison with external agencies, with whom the school works extensively. Staff and governors are very well trained in identifying any safeguarding concerns and the headteacher and deputy headteacher are highly experienced in dealing with the complex issues that they sometimes encounter.

### **Quality of teaching, learning and assessment is outstanding**

- Teaching is outstanding across the school, including in early years. As a result, pupils make outstanding progress during their time at school. Teachers' excellent understanding of each pupil's personal and academic needs ensures that interesting and exciting lessons are precisely planned. The high expectations that all adults have of pupils support their rapid progress in a wide range of subjects.
- Teachers make very effective use of the school's new and rigorous assessment system to identify what pupils know, understand and can do and to ensure that pupils are given the right amount of support or challenge. Adults' excellent subject knowledge enables them to track pupils' progress closely in English, mathematics and science. This is less well developed in other subjects, although progress is still evident in pupils' books and when talking to pupils.
- Teachers plan activities that are creative, interesting and varied. Pupils' books show how they are developing their understanding, knowledge and skills through stimulating themes and visits to, for example, the Globe Theatre or Colchester Zoo. Pupils say that their lessons 'are fun and exciting'.
- Teachers use questioning exceptionally well to guide pupils in their learning and to address any misconceptions. Pupils are routinely identified who need additional support, extra time to practise a particular skill or simply the opportunity to explore an idea in a smaller group. As a consequence, support staff are used very effectively to work with pupils in the 'learning lounge' after each English and mathematics session. This practice is highly effective because support staff are very experienced, share their expertise and learn well from teachers.
- Teachers use the school's marking and feedback process consistently well in all subjects and throughout all year groups. Leaders are developing pupils' independence and responsibility for their own learning. As a result, there are many examples of where pupils are self-assessing and reflecting on their work. Pupils' written comments include, 'I think I have used too many persuasive words' and, 'I have also backed up my points with good facts'.
- The teaching of English is extremely effective. Pupils are supported in expressing themselves in a variety of ways. Reading skills are taught systematically. Writing skills are very well developed in innovative ways that inspire pupils. For example, a learning support assistant delivered a letter to the teacher about the rainforest and what needed to be done to stop its decline; this inspired and motivated pupils to write about real-life issues.
- Mathematics is taught very effectively. Leaders have ensured that the raised expectations of the new curriculum are understood by teachers, pupils and parents. As a consequence, pupils' learning is developing apace and leaders have not seen any slackening of progress since the introduction of the new curriculum. Teachers plan activities that enable pupils to apply their mathematical skills to real-life problems, as well as in subjects other than mathematics.

- Pupils appreciate that their learning continues at home; as a whole school, for example, pupils are encouraged to 'think big' about such questions as, 'what time would you go back to if you could travel in time?'. Homework is used well to continue pupils' learning and experiences outside school. The headteacher's newsletters not only provide information, but also challenges for pupils to think about. Parents overwhelmingly support the school's policy on homework and leaders say that this is reflected in the quality of pupils' responses right across the school.
- Teachers have high expectations of pupils' behaviour and attitudes to learning. There is no time lost in lessons, and pupils move smoothly and quickly from one activity to another. Pupils expect to be challenged; it is part of daily life at Hockley Primary.
- All adults in the school are a vital part of the team. Governors, volunteers and peripatetic staff support pupils' learning while also enhancing the curriculum. Their involvement includes creating the school's orchestra and accompanying pupils on visits to the forest school or the annual trip to the Isle of Wight, on which the Chair of the Governing Body is always a welcome participant.

## Personal development, behaviour and welfare

**is outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils have a very good understanding of how to be a successful learner. In lessons, they discuss and debate their learning and challenge each other in a thoughtful and supportive manner. They work extremely well together and respect the views of others. Pupils show an ability to work independently from the very youngest to the oldest pupils.
- Leaders identify vulnerable pupils through daily communication in 'blue books'. Adult play leaders then give additional support to these pupils at play- and lunchtimes. The very regular liaison between all adults ensures that the progress of these pupils is tracked well and amended if appropriate, sometimes replacing this support with that of a pupil play leader.
- Leaders have ensured that regular attendance remains a high priority, is celebrated throughout the school and regularly features in the headteacher's newsletters. This and the fact that pupils say they enjoy coming to school have resulted in attendance being above average and for an increasing proportion of pupils, it is 100%.
- Pupils are proud of their school, their work and indeed, themselves. They enjoy and take seriously the additional responsibilities that many have. The two school ambassadors showed inspectors round the school with great pride. Pupils vote for their peers to take up positions on the school council and as house captains. As part of the duty of a school council member, pupils go with their teachers to 'check out a place we are going to visit, then we tell our class so that they can get excited about it'. This not only allows pupils opportunities that they might not otherwise have, but also demonstrates the true teamwork on learning and teaching between adults and pupils.
- The overwhelming majority of parents who responded to Parent View reported that their child is safe in school. Pupils say they feel safe at all times and know how to keep themselves safe, including when using the internet.
- Pupils know the many forms that bullying can take and say that bullying is extremely rare. They know whom to go to if they have any concerns. The support group approach that the school uses in such cases is highly effective.
- Care for those pupils who need additional support is extremely thorough and well documented. The very strong relationships that leaders have established with a range of extended services, such as social care and the education welfare service, help to ensure the safety and care of these pupils.

### Behaviour

- The behaviour of pupils is outstanding. They conduct themselves in an exemplary manner both inside and outside the classroom. This does not happen by chance. Leaders play their part with high expectations and a common and consistent approach in relation to behaviour management.
- Pupils of different ages play well together and support each other extremely well. Each child in the Reception classes has a 'buddy' from Year 6 to help them, for example, at their first school dinner experience.

- There are meticulous records of any incidents of poor behaviour, which are followed up by leaders. The school's reward system of house points has supported a culture of high expectations and challenge to always make the right choices.
- Pupils are very enthusiastic and conscientious learners, as seen in their attitudes to lessons and their responses to adults' feedback. Pupils will also readily support each other in class. For example, one pupil was absent from the previous lesson when French words for items of clothing had been shared. He was struggling to pronounce words that had been written previously when the girl next to him, unprompted, said, 'it's okay, you can share mine and you can try with me'. These aspects of pupils' behaviour strongly contribute to the excellent the progress they make.
- Parents who completed the online questionnaire strongly agree that pupils enjoy school, behave very well and are very well cared for. Parents have great confidence in the leaders and teachers, and, as one parent put it, 'I would and do recommend this school to my friends'.

## Outcomes for pupils

## are outstanding

- Pupils make outstanding progress from their various starting points. They enter the school with broadly expected levels of development for their age. By the time they leave Key Stage 2, they have made more than the expected progress in reading, writing and mathematics.
- Pupils' attainment at the end of Year 6 in 2015 exceeded national averages in reading, writing and mathematics. This position has been sustained for the last three years and has risen considerably since the previous inspection.
- In 2015, pupils in Year 2 exceeded national averages in reading, writing and mathematics. The proportion of pupils making more than expected progress from the end of Reception to the end Key Stage 1 was high.
- The proportion of pupils in Year 1 in 2015 who achieved the expected standard in the national phonics check was above the national average, a considerable rise from 2014.
- The school's own accurate assessment information, work in pupils' books and observations of learning show that the proportion of pupils throughout the school who are making more than expected progress is considerable. This reflects the school's efforts to ensure that the quality of teaching is strong in all year groups.
- Disabled pupils and those who have special educational needs make rapid gains in confidence and thrive academically, progressing at a similar rate to their peers. This is the result of the personalised support and challenge that they receive in lessons from highly effective support staff. Individual learning plans are devised in close collaboration with external specialists and other agencies.
- The most-able pupils respond enthusiastically to the stimulating challenges presented to them. Pupils are given the opportunity to choose their level of challenge from 'mild, medium or hot'. In lessons seen during the inspection, many pupils at least tried to have a go at the most challenging level and a considerable proportion were successful in completing this work.
- The attainment of disadvantaged pupils is generally above the national average for this group, but below that of their peers in school in some subjects. They are making rapid progress and are closing this gap as they move through the school.
- Pupils' handwriting and presentation of work are of a consistently high standard. Pupils write confidently for a range of different purposes and contexts. Pupils' reading skills develop rapidly as a result of the interesting and varied themes covered and engaging teaching of reading. High-quality, challenging texts are used well to debate and discuss current, worldwide issues, such as world poverty and inequality. Reading is planned explicitly in subjects across the curriculum. Pupils clearly enjoy using their skills in researching interesting topics.

## Early years provision

is outstanding

- Provision in the early years required improvement in the previous inspection and is now outstanding. This is because leadership of the early years is very strong. Children enter the school with starting points that are broadly typical for their age. Home visits prior to starting school, a 'learning journey' afternoon and an open-door policy ensure that leaders swiftly identify any gaps in children's development. Very effective adult support and provision are put in place to ensure that all children make good progress. As a result, children's attainment at the end of Reception in 2015 was above the national average.
- Adults tailor the curriculum to meet the needs of each child, so stimulating and challenging them extremely well. For example, it was noted this year that girls' development on entering the school was lower than that of boys. To encourage girls' learning, the topic of 'magic' was planned, which included 'Magic Monday' to develop girls' writing. The impact of these actions is evident in that the gap between girls and boys is closing rapidly. As a consequence, all children are confident, happy and well prepared to continue their learning in Year 1.
- Adults routinely record observations of individual children's development. All of the adults in the early years are astute at asking children probing questions to elicit high-quality responses. As a consequence, children are very well supported to recognise what they have just discovered or learned.
- Adults model very positive and supportive relationships, which children follow. They listen well to adults and each other and are keen to share what they are finding out or learning.
- Children's interest in their learning means that they are increasingly able to sustain their concentration, particularly when doing an activity that they have chosen for themselves. Activities are varied and interesting and children are very pleased to tell visitors about what they are learning. For example, when playing with Play-Doh, children said, 'we are making pies and pizzas'. They worked independently at first, chatting about what they were doing. However, after much discussion, one child said to the delight of the group, 'we could make one enormous pie together', which they duly did.
- Leaders take seriously their duties to ensure that all aspects of health and safety in the early years are compliant with requirements. This creates an environment in which children feel safe and secure.
- Leaders work tirelessly and effectively with parents and, as a consequence, relationships between adults and parents are excellent. Teachers share what children are learning and what parents can do to support their child's further development at home. Parents regularly comment on how well their children are doing and contribute well to the school's records of children's progress and development.

## School details

<b>Unique reference number</b>	115287
<b>Local authority</b>	Essex
<b>Inspection number</b>	10003674

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	305
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Taylor
<b>Headteacher</b>	Melissa Heatherson
<b>Telephone number</b>	01702 202394
<b>Website</b>	<a href="http://www.hockley.essex.sch.uk">www.hockley.essex.sch.uk</a>
<b>Email address</b>	<a href="mailto:admin@hockley.essex.sch.uk">admin@hockley.essex.sch.uk</a>
<b>Date of previous inspection</b>	16–17 May 2011

## Information about this school

- This school is larger than the average primary school and mainly serves a residential area of Hockley, Essex.
- Almost all pupils are of White British heritage and there are very few pupils who speak English as an additional language.
- The proportion of pupils known to be eligible for free school meals is below average.
- The proportion of disabled pupils or those with special educational needs is below average. The proportion of those pupils who have a statement of special education needs or an education, health and care plan is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has achieved the Active Mark Award and National Healthy Schools status.



## Information about this inspection

- Inspectors observed 12 lessons, a number of which were joint observations with the headteacher. In addition, inspectors made 16 shorter visits to lessons and attended an assembly.
- Inspectors heard some pupils read from Year 1, Year 2 and Year 3.
- Meetings were held with the headteacher, deputy headteacher and other members of the senior leadership team. Inspectors also met with the Chair of the Governing Body and five other governors and groups of pupils, and spoke with a representative from the local authority.
- A range of evidence was examined, including the school's self-evaluation and development plans, the systems to track pupils' progress, and policies and records relating to behaviour and attendance. Inspectors also looked at records of the monitoring of teaching, performance management information, safeguarding documentation and samples of pupils' work.
- The Parent View online survey response of 61 parents and of 23 staff who completed the staff survey, were taken into account.

## Inspection team

Ruth Brock, lead inspector	Her Majesty's Inspector
Stewart Caplin	Ofsted Inspector
Elizabeth Chaplin	Ofsted Inspector
Paula Masters	Ofsted Inspector

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