

Inspection of an outstanding school: Hockley Primary School

Chevening Gardens, Hockley, Essex SS5 4UR

Inspection dates:

14 and 15 September 2021

Outcome

Hockley Primary School continues to be an outstanding school.

What is it like to attend this school?

Pupils at Hockley Primary School are happy. The school is full of smiles, laughter and energy. Classrooms are alive with excitement as pupils talk and discuss their learning. Pupils have wonderful relationships with each other. They are kind, thoughtful and respectful to adults and other pupils.

Behaviour in classrooms and around school is exemplary. Pupils listen attentively to staff and allow other pupils to learn without disruption. Pupils are highly motivated and want to do well. They show a real commitment to their learning and enjoy the challenge when things get harder.

Pupils are supportive. They help each other with learning. They understand that everyone is different and are very tolerant of different ideas and beliefs. Pupils know what bullying is but say it does not happen at this school. They are aware of how to stay safe online.

Pupils make a positive contribution to the life of the school. 'School Ambassadors' seek the views of their peers. They suggest ideas to school leaders that they think would make the school even better. Older pupils are responsible for younger pupils and take their role seriously. Pupils see the school as a family. They are keen to look after each other.

What does the school do well and what does it need to do better?

Leaders have created a curriculum that is ambitious, high quality and inclusive of all pupils. The curriculum provides challenge. Leaders expect pupils to debate their learning and share ideas. Leaders constantly research, review and reflect on what will work best for their pupils. Nothing is left to chance. What the pupils need to learn is considered, planned and delivered in ways that pupils enjoy. This means that pupils can remember what they have learned and apply it as they move through the school.

Teachers know their pupils well. They check what the pupils know and do not know. They then plan what will work best to help them. For example, in mathematics, the curriculum

has been reordered and reorganised to make sure any gaps in learning due to the pandemic have been prioritised.

Pupils with special educational needs and/or disabilities (SEND) receive the same full, ambitious curriculum as their peers. Teachers work in close partnership with the special educational needs coordinator (SENCo) so that adaptations can be made to support learning when required.

Leaders are determined that all pupils will be able to read well. The reading team has designed a reading programme that supports pupils from the moment they enter the school. Leaders have high expectations of what pupils should be able to read and by when. Leaders have provided training so that all members of staff can deliver high-quality reading support. Leaders know the importance of pupils being able to read fluently. They prioritise how pupils learn the sounds that letters make. Pupils are then given lots of opportunities to practise the sounds they are learning. Pupils who are just learning to read are given books that match the sounds they are learning.

Staff regularly check to see if pupils are falling behind. Any gaps are quickly identified. Where support is required, it is given and monitored closely so it can be adapted and tailored to individual pupils' needs. This means that pupils are able to catch up more quickly and stay on track with their learning.

The high expectations that staff have of pupils is matched by pupils' work. Pupils take real pride in their education and enjoy the curriculum that they are offered. Pupils' attitudes are reflected by their comments about mathematics. They 'love' mathematics because 'it's fun and enjoyable, as teachers make it easy to understand'.

Leaders have created a learning environment where pupils thrive. Pupils talk about the 'topics' they enjoy. Learning is made easier for them because the order of what they are taught helps them to understand and remember knowledge. They say the best thing about school is that 'the teachers are always there to help us'. Pupils feel that staff and pupils work as a team.

Leaders provide experiences so that pupils can develop their interests and character. For example, pupils support charities and attend local community events. The curriculum teaches pupils about diversity and differences. This results in a calm, tolerant school environment where opinions are respected, and individuality is celebrated.

Governance and support from the multi-academy trust (MAT) are strong. Governors and trust leaders have a good understanding of what they want the school to achieve. They ask challenging questions and hold school leaders to account for educational and financial outcomes. The MAT was instrumental in supporting the school during the pandemic and provides ongoing leadership support and training.

Safeguarding

The arrangements for safeguarding are effective.

Leaders regularly update staff on any safeguarding concerns or changes to policy. Leaders make sure all staff are vigilant and able to spot any signs of concern. Leaders have provided online training to raise the profile of safeguarding in school and empower staff with further knowledge. Regular meetings and frequent training mean that all staff are part of the safeguarding team. Staff talk confidently about what to do should an incident occur. They know what actions to take and who to speak to.

Checks on record-keeping are frequently carried out by senior leaders at school, the trust and a named safeguarding governor. Leaders are determined that all systems are quality assured by a range of stakeholders to make sure that everyone is kept safe.

Record-keeping held by the designated safeguarding lead is meticulous. Any concerns are carefully monitored so that, if required, support from external services can be provided.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Hockley Primary School, to be outstanding in January 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	146181
Local authority	Essex
Inspection number	10199508
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	339
Appropriate authority	Board of trustees
Chair of governing body	David Hall
Acting Headteacher	David Jenkins
Website	https://sites.google.com/a/aetinet.org/hockley-primary-academy
Date of previous inspection	Not previously inspected

Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils with an education, health and care plan is below national average.
- The school became part of the Academies Enterprise Trust in September 2018.

Information about this inspection

- This was the first routine inspection of the school since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector carried out deep dives in the following subjects: early reading, mathematics and geography. The inspector spoke to leaders about the curriculum and met with teachers from the lessons visited. The inspector looked at pupils' work and spoke to pupils.
- The inspector listened to a range of pupils read from different year groups.

- The inspector met with the SENCo and members of the local governing body, and spoke to a representative from the multi-academy trust.
- The inspector looked at the single central register of recruitment and vetting checks and spoke to leaders, teachers, governors and pupils about safeguarding.
- The inspector considered the 110 responses made by parents to Ofsted Parent View, Ofsted's online questionnaire, including 110 free-text responses. The inspector also considered the 22 responses to Ofsted's online questionnaire for staff.

Inspection team

David Milligan, lead inspector

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
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