

Hockley Primary School

Inspection report

Unique Reference Number	115287
Local Authority	Essex
Inspection number	311900
Inspection dates	8–9 May 2008
Reporting inspector	Marianne Harris

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	300
Appropriate authority	The governing body
Chair	Mr Paul Taylor
Headteacher	Mr Michael Jones
Date of previous school inspection	24 November 2003
School address	Chevening Gardens Hockley Essex SS5 4UR
Telephone number	01702 202394
Fax number	01702 200135

Age group	4-11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This school is larger than usually seen and is situated in a semi-rural area. Pupils are from a predominantly White British background. The proportion of pupils that have learning difficulties and/or disabilities is similar to that normally seen, although the proportion who have a statement of special educational need is higher than usual. The specific needs of pupils vary but are mainly for social and communication difficulties and Autism. When they join the school children have the skills and knowledge that are expected for their age.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Hockley Primary School provides a satisfactory standard of education for its pupils. Leadership and management are satisfactory. The school runs smoothly and there is a calm atmosphere. Although much progress has been made in raising standards for the more able in science, this has not been the case in writing, where more able pupils do not make enough progress. Standards across the school are above average and this represents good progress for pupils by the end of Year 2, and satisfactory progress for those at the end of Year 6.

Pupils' personal development and well-being are good. Pupils talk confidently, are very keen to learn. They have a good understanding about how to keep healthy and safe and are proud of the way they look after each other. They are particularly enthusiastic about the amount of money they have raised for national and local charities. They are prepared satisfactorily for the next stage of their education. The leadership team has had much success in ensuring that good care is taken of pupils and, where necessary, their families. Every step is taken to ensure that pupils are safe and the school is very welcoming. Teachers set targets for pupils in their class so that they know what they are aiming for in their learning. However, these are sometimes the same for all pupils in the class, whatever their ability, and do not always help pupils understand how to improve their work.

Teaching and learning are satisfactory. Teachers build good relationships with the pupils and this has a significant impact on their personal development. Teaching is particularly effective in Years 1 to 2 because teachers have high expectations of what pupils can achieve and consequently they make good progress. It is more variable in Years 3 to 6 because teachers do not always have a clear idea of what pupils need to do to reach higher standards, particularly in writing.

The school has an assessment system in place and this tracks the progress each pupil makes across a year. However, the system is not sufficiently refined so that teachers have a clear picture of how much progress pupils have made from year to year, nor do they identify the overall standards each year group should reach. This information is not yet being used effectively to set focused targets for groups of pupils within each class so that they are clear what they are aiming for in order to make good progress in their learning.

The headteacher and senior management team work together effectively and have been successful in promoting pupils' personal development and well-being. They have an accurate view of the work of the school and have correctly identified where improvements are needed. They are committed to raising pupils' achievement, but have yet to see fully the impact of the initiatives they have taken to raise standards. Subject leaders have not yet monitored the work pupils carry out and consequently have not fully identified the inconsistencies in teaching and learning in the school. Governance is satisfactory. There has been satisfactory improvement since the time of the last inspection and there is satisfactory capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 3

Provision for children in the Foundation Stage is satisfactory. From an average starting point they make satisfactory progress and quickly settle into school routines. Tasks and activities are planned so that children have the opportunity to explore their own ideas as well as having those where the adults take the lead. Adults in the Foundation Stage carry out regular

assessments on children, but these are not yet fully established so that all staff are familiar with the routines and processes. By the time they enter Year 1 children have skills and knowledge that are expected for their age.

What the school should do to improve further

- Raise teachers' expectations of the standards that all pupils can reach in writing between Years 3 to 6.
- Refine assessment procedures and use this information to set appropriately challenging targets for the progress made by pupils in each year group.
- Extend the roles of leaders to include the systematic monitoring of pupils' work in order to identify areas for improvement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

By the end of Year 2 standards in reading, writing and mathematics are above average, both in national tests and currently in the school. This represents good progress for pupils in Years 1 and 2, who achieve well whatever their ability. By the end of Year 6 standards in English and mathematics remain above average. This represents satisfactory progress for pupils in Years 3 through to 6. There has been much success in raising the achievement of more able pupils in science; their standards are well above average. This success has not been replicated in English, in which more able pupils do not make the expected rate of rapid progress in their writing. Pupils who find learning difficult make satisfactory progress and many reach the standards expected for their age.

Personal development and well-being

Grade: 2

Pupils are well behaved, courteous and eager to play a full part in the life of the school. They are good at using their initiative and devise successful fund-raising enterprises, such as selling homemade cakes to buy a heart monitor for a local hospital. They appreciate their school: 'It's a really nice place to be and the school does a lot for us really.' Older pupils act as 'buddies' and befriend new children who start in Reception. Parents of new pupils appreciate being told all about the school by older pupils. Pupils enjoy coming to school and so attendance is good. Their spiritual, moral, social and cultural development is good.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall, although it varies across the school. Teaching is good in Years 1 to 2. This is because activities are effectively planned in the younger classes and work is well matched to the wide range of abilities within each class. Many lessons are practical and good use is made of resources to engage pupils' imaginations and keep them interested in learning. Teachers do not provide enough opportunities for pupils to use their initiative in lessons and become independent learners. In the older classes there is too much

variation. In some lessons, all pupils' carry out the same work, whatever their age or ability, whilst in others work is very well matched to the differing needs within the class. In some lessons teachers have high expectations of what pupils can achieve, in others expectations are not high enough. Consequently, pupils do not consistently make enough progress or achieve well enough, particularly those who are more able.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum for pupils. Pupils have a wide range of opportunities to visit the local area and make residential trips further afield. There is much excitement about an upcoming residential trip to the Isle of Wight for pupils in Year 6, where many interesting activities are planned. There is a satisfactory range of after-school clubs, although these are mainly of a sporting nature and most are restricted to pupils from Years 3 to 6, with very little available for younger pupils.

Care, guidance and support

Grade: 2

Procedures for safeguarding and child protection are rigorous and reflect the school's high regard for pupils' welfare and safety. Pupils report that incidents of bullying and racism are very rare because everyone is very friendly. Health and safety checks are rigorously undertaken to ensure pupils' well-being. Pupils feel happy and safe because the school provides a very caring and supportive environment. Early identification of pupils who find learning difficult ensures they are supported well by effective teaching assistants. The school works well with outside agencies to support pupils who need extra help. Targets are set for English, mathematics and science but these are not always sufficiently challenging to promote even better progress.

Leadership and management

Grade: 3

The management of the school is good and an orderly climate for learning has been established. The school runs smoothly. Finances are managed well. Leadership is satisfactory. The headteacher, ably supported by his deputy, makes sure that regular checks on pupils' progress are recorded. Assessment data are analysed regularly to identify any pupils who may need extra learning support. Leaders have not set clear targets for the amount of progress expected by each year group each year. Without clear targets to aim for, teachers do not always set their sights high enough and do not expect enough of pupils, particularly the more able. This has led to some pupils, in Years 3 to 6 not making as much progress or achieving as highly as they should in writing. The school has identified writing as an area for improvement and is taking steps to raise standards but there has been insufficient urgency about tackling this issue. Monitoring of the quality of the work that pupils' produce has not been undertaken systematically by leaders in order to identify specific areas for improvement. Consequently teachers do not get enough guidance about how to raise standards. The governing body monitors the school's performance satisfactorily. Governors visit regularly and give sound support.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

12 May 2008

Dear Pupils

Inspection of Hockley Primary School, Hockley, SS5 4UR

Thank you very much for welcoming us into your school and for telling us about your work. I am now writing to let you know what we found out.

We think that your school provides a satisfactory education. We were very impressed by the way that everyone spoke so confidently and maturely and by your very good behaviour. We enjoyed hearing about the forthcoming trip to the Isle of Wight and of the other trips that you make. There are certainly a lot of clubs and activities going on.

We spent a long time talking to teachers and looking at work. We have asked your headteacher to give the teachers in charge of English and mathematics more time to look at your work and to talk to you so that they can help you make more progress. We know that you are tested regularly and we have asked your teachers to use this information to set challenging targets for you. This will help them to understand how you can reach higher standards, particularly in writing.

Once again, thank you for being so friendly and welcoming. We wish you good luck in the future.

Yours sincerely

Marianne Harris

Lead inspector