

Hockley Heath Primary School

Inspection report

Unique Reference Number	104064
Local Authority	Solihull
Inspection number	323952
Inspection dates	13–14 May 2009
Reporting inspector	Timothy Bristow HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	227
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	David Warbrick
Headteacher	S R Gowan
Date of previous school inspection	1 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Road Hockley Heath Solihull B94 6RA
Telephone number	01564 783161
Fax number	01564 784918

Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one additional inspector.

Description of the school

Hockley Heath Primary School is average in size. The proportion of pupils who speak English as an additional language is below average. Few pupils are eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities is below average. The majority of children enter the Early Years Foundation Stage with knowledge and skill levels that are above national expectations. There is before- and after-school provision on the premises, but it is privately managed and subject to a separate report.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. The following statement from a parent accurately sums up the views of the very large majority: 'This is a well managed and enthusiastic village school, commanding much respect and support from parents and the local community.'

Standards at the end of Year 6 in the last two years have been lower than previously. A few parents have been understandably concerned about this, but the dip largely reflected a year group who started school with lower than usual standards. School assessment information and pupils' work show that presently, standards in Years 3 to 6 are much higher than would be expected nationally. This is because good provision is enabling pupils to make good progress.

Attendance is outstanding, and pupils talk about how much they enjoy coming to school. The behaviour of pupils is good. Pupils demonstrate that they are considerate and kind to each other. They are lively and enthusiastic when tackling their work, but have the maturity to understand when this behaviour is not appropriate. Pupils feel extremely safe in school and report that bullying hardly ever occurs. On the rare occasions when someone is unkind, the teachers deal with it promptly. Pupils are making good progress in adopting a healthy lifestyle. At least half of them take part in additional sporting activities and all the pupils spoken to understand the importance of having a balanced diet. The majority of pupils demonstrate that they are responsible members of the school community and contribute to it through the many jobs they volunteer to do. For example, in each class they take the responsibility for the smooth running of their established routines. Pupils are well prepared for the next stage in their education.

Teaching and learning are good. The recently installed interactive whiteboards are adding enrichment and enjoyment to lessons. The good curriculum provides pupils with many exciting opportunities to enjoy their learning, both in lessons and outside the classroom. Good cross-curricular links are established so that pupils are able to practise their English, mathematics, and information and communication technology skills in other lessons. The care, guidance and support provided for pupils are good. Pupils thrive in the safe and caring environment, although the Reception classroom is too small, making it difficult for the staff to replicate the exciting and stimulating environment for learning in the Nursery and outside.

Leadership and management are good. Effective leadership at all levels has maintained good achievement, personal development and well-being since the last inspection, and the school demonstrates that it has good capacity for further improvement. For example, effective self-evaluation has led to a number of improvements, such as the recent rise in the standard of boys' writing, due to a concerted effort to raise standards in this area of relative weakness. The school's promotion of community cohesion is satisfactory. It has correctly identified the needs of the school and its community and taken some action to make improvements, but it is not sufficiently aware of the impact of this work.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make a good start in the Early Years Foundation Stage, and by the time they enter Year 1, children's knowledge and skills are above average across the area of learning. This is because their individual needs are catered for very carefully by the teachers and teaching assistants. Speaking and listening are particular strengths. Inspectors were impressed at the

high levels of confidence children demonstrated when explaining very articulately what it was they were doing. For example, one boy explained that he was making cement out of sand and water to make his wall strong. Procedures to ensure the children's welfare and well-being are good. Children behave well, comply with requests and are keen to take part in activities. They thoroughly enjoy coming to school. As one child reported, 'On the weekend I am waiting for it to be over so that I can come back to Nursery.' The outdoor environment for learning offers many opportunities for exciting activities. Whilst the staff in the Reception class do as well as they can to offer the full breadth of the curriculum, the quality of learning is hampered by a classroom that is too small. The provision is well led and managed.

What the school should do to improve further

- Ensure that the school's work to promote community cohesion is having the desired impact.
- Improve the environment for learning in the Reception class to better accommodate the Early Years Foundation Stage curriculum.

Achievement and standards

Grade: 2

Assessment results for pupils at the end of Year 2 in 2008 were well above average. This represents good progress, building on the good start they receive in the Early Years Foundation Stage. The results overall for pupils in Year 6 in 2008 were broadly average. In mathematics and science they were higher than average. This represents good progress for this particular year group, whose starting points were much lower than is usual in this school. School assessment information and pupils' work show that in Year 6 this year, standards are much higher than those expected nationally, and the majority of pupils are meeting or exceeding their extremely challenging targets. The good support received by pupils who find English and mathematics lessons difficult means that they make progress that is in line with their peers.

Personal development and well-being

Grade: 2

Pupils clearly enjoy coming to school, and their spiritual, moral and social development is very good. They are delighted when they do well and happily share the endeavours and success of others. Cultural development is satisfactory. Pupils' understanding of cultural diversity is narrower than it could be. Pupils demonstrate an excellent understanding of how to stay safe and take the responsibility to ensure those around them are safe as well. They appreciate that they are very well cared for, and are aware of the importance of diet, exercise and hygiene in promoting a healthy lifestyle. It is evident that the overwhelming majority of children are healthy, energetic and fit. In recognition of this the school holds the Healthy School award. Attendance continues to rise and was exceptionally high in 2008, exceeding the targets set by the local authority. Pupils make a strong contribution to the life of the school through the responsibility they take in activities such as the school council. They regularly take responsibility for charity events, demonstrating a good understanding of the purpose behind the fund-raising activities. Good achievement and social skills have equipped the pupils well for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Lessons are well planned with clear learning objectives that are shared with the pupils. Teachers have good subject knowledge that is used well to provide a range of activities that help the majority of pupils to make good progress in their learning. Almost all lessons seen were characterized by good relationships, which contributed to the pupils' good behaviour and positive attitudes. There is tangible mutual respect. Teaching assistants are deployed well; they provide effective support for pupils with learning difficulties and/or disabilities, and for those who need extra help. Work is generally pitched at the correct level for most pupils, but occasionally the more able pupils are not fully challenged.

Curriculum and other activities

Grade: 2

Since the last inspection the school has worked extremely hard to develop a broader curriculum that motivates and interests all pupils. Provision for extra-curricular activities has been enhanced and many of these support pupils' healthy lifestyles. Access to professional sports coaching once a week, the opportunity to learn a modern foreign language, and the availability of individual music lessons further enrich the curriculum. The provision for personal, social and health education is good and supports pupils' good personal development. Provision for pupils who have learning difficulties and/or disabilities is well organised. However, the curricular opportunities to support pupils' fuller understanding of cultural diversity are not yet fully established.

Care, guidance and support

Grade: 2

The school provides a very caring and inclusive environment. As one parent reported, 'They have the welfare of my children at the heart of what they do.' All health and safety, risk assessment and child protection procedures at present meet government requirements. Good links are maintained with parents and outside agencies, such as the Solihull Support Strategy, that support pupils with learning difficulties and/or disabilities.

Academic support has improved and is now good because the school successfully ensures that nearly all pupils make good progress. Marking is consistently of a high standard, giving praise and advice on the next steps they need to take to improve their work. Pupils understand their targets but do not always have sufficient opportunities to respond to the comments made by teachers or to evaluate their own work.

Leadership and management

Grade: 2

Leaders at all levels are eager to improve provision and regularly monitor and evaluate the work of the school. The comprehensive school improvement plan accurately identifies the school's priorities but in a few areas of development it does not give sufficient guidance on how to measure whether the school has been successful in achieving its goals. Targets are very

challenging, particularly at the end of Key Stage 2. These are complemented by the tracking procedures in successfully enabling the school to ensure that nearly all pupils are meeting or exceeding their targets this year. The equality of opportunity is good because of the high quality of care received by pupils. Whilst the school has taken the necessary steps to promote community cohesion, its understanding of the impact of this work is inconsistent. For example, it has successfully identified the need for pupils from the village to broaden their understanding of the diversity of the wider community and has taken action to do this, but has not checked to ensure that this has been successful. Governance is good. The chair of governors demonstrates strong leadership, and is ably supported by a skilful and knowledgeable team of governors who are well equipped to hold the school to account for its work.

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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?	2
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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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	1
The extent to which learners enjoy their education	2
The attendance of learners	1
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	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

15 May 2009

Dear Children

Inspection of Hockley Heath Primary School, Hockley Heath, B94 6RA

I would like to thank you for the way you welcomed us into your school. I am sure you remember that we came to look at the work you were doing and to talk to you and your teachers.

We could see that you clearly enjoy coming to school. Your attendance is excellent and your attitudes to your own safety and that of others are extremely responsible. You work hard in lessons and most of you are doing well. Well done boys for improving the standards of your writing recently, keep it up! We appreciated your politeness and respect when we spoke to you. You told us that you particularly enjoy all the clubs and the trips that the school organises.

Your headteacher, Mr Gowan, and all the other adults who work in school are doing a good job. They are very caring and are always looking for ways to make your lessons more interesting so that you do even better. As well as making sure that you have high quality English and mathematics teaching, they also ensure that lessons in other subjects are just as good.

To make things even better, I have asked the school to do the following.

- Provide you with more opportunities to learn about the community and country that you live in.
- Improve the Reception classroom so that children can have more space to take part in the many exciting activities that are provided for them.

You can help your teachers by continuing to work hard in lessons.

Yours faithfully

Tim Bristow

Her Majesty's Inspector