



# Hockley Heath Primary School

## Inspection Report

**Unique Reference Number** 104064  
**LEA** Solihull  
**Inspection number** 277061  
**Inspection dates** 27 March 2006 to 28 March 2006  
**Reporting inspector** Helen Barter AI

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

<b>Type of school</b>	Primary	<b>School address</b>	School Road
<b>School category</b>	Community		Hockley Heath
<b>Age range of pupils</b>	3 to 11		Solihull, West Midlands B94 6RA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01564 783161
<b>Number on roll</b>	225	<b>Fax number</b>	01564 784918
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Revd David Warbrick
<b>Date of previous inspection</b>	17 January 2000	<b>Headteacher</b>	Mr Stephen Gowan

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 27 March 2006 - 28 March 2006	<b>Inspection number</b> 277061
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average-sized primary school is situated in a village location to the south of Solihull. Most pupils come from economically advantaged backgrounds. The proportions of pupils entitled to free school meals and with learning difficulties or disabilities are lower than the national averages. Most pupils are White British. There are small numbers of pupils from other minority ethnic backgrounds. The school has recently undergone some substantial staffing changes.

## 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 that provides good value for money. This judgement confirms the school's own view of itself. The school is a central part of the community it serves and is highly valued by parents. Pupils are happy, well cared for and like their school very much. Their personal development, behaviour and attendance are also good.

Pupils achieve well and make good progress throughout the school because of consistently high quality teaching. The provision in the Foundation Stage (Nursery and Reception) enables children to make a good start to school. All children meet, and often exceed, what they are expected to achieve. Pupils maintain this good progress and reach high standards by the end of Year 6. As a result of insufficiently rigorous systems to monitor pupils' progress there are some fluctuations in the achievement of boys and girls in different subjects from year to year. The curriculum is satisfactory overall. Pupils who have particular gifts and talents achieve exceptionally well in national tests but there are insufficient planned opportunities for them to develop their significant interests and aptitudes.

Leadership and management are good. The headteacher, staff and governors are dedicated to school improvement. Issues raised at the last inspection have been resolved well. Although limitations in accommodation and resources remain, standards in information and communication technology (ICT) are now satisfactory. Self-evaluation processes are developing satisfactorily and helping the school to identify more accurately its priorities for improvement including, for example, a priority to develop systems to evaluate pupils' progress more rigorously. The views of the whole-school community are highly valued and play an important part in determining areas for development. The school has good capacity to improve further.

### What the school should do to improve further

- Check pupils' progress and set targets for them to work towards so that they all achieve consistently well.
- Improve the provision for gifted and talented pupils throughout the school.

## Achievement and standards

### Grade: 2

Pupils' achievement is good throughout the school. Children start in the Nursery or Reception class with skills and abilities that are slightly above those expected for children of their age. They make good progress and enter Year 1 with particularly good personal, social and communication skills. Pupils continue to make good progress in Years 1 and 2 and reach standards which are consistently above average at the end of Year 2. In 2005, standards were exceptionally high in reading, writing and mathematics and pupils of all abilities made very good progress.

In Years 3 to 6, pupils continue to make good progress and reach consistently high standards by the end of Year 6. Pupils with learning difficulties achieve as well as other

pupils because they receive good support. In 2005, although above average, standards were not as high as in previous years and were affected by changes of teaching staff half-way through the year. Evidence in pupils' current work and improved results in the numbers of boys achieving the higher Level 5 show that the school's strategies to improve standards of boys' writing are successful. Pupils meet and often exceed the targets set for them, although there are yearly fluctuations between boys and girls in different subjects and these targets are not always challenging enough.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. In its evaluation that these areas are satisfactory, the school underestimates the contribution that it makes to helping pupils become responsible citizens. The involvement of the whole-school community in reviewing the school's values has resulted in pupils having good spiritual, moral, social and cultural awareness. Pupils take responsibility as school councillors and play leaders seriously. Older pupils care well for younger ones and are keen to include their views in school council discussions. Pupils have a growing sense of confidence and self-worth. A Year 3 girl wrote in a poem that she would place in her magic box 'her beautiful mapped-out future' and described to an inspector her ambitions for life ahead.

Pupils like their school and have positive attitudes in all that they do. Their attendance is good. They behave exceptionally well in lessons and are keen to learn. At playtimes, pupils usually get on well together. They clearly understand the need for a safe and healthy lifestyle. They greatly enjoy sport and dance and know it is important to eat well, enjoying salad, vegetables and fruit for lunch. Good participation in after-school activities, as well as good attendance, are strong indicators of pupils' enjoyment of learning. Pupils' involvement in the local and wider community is good and appreciated by parents. Pupils' good standards of literacy and numeracy, keen sense of responsibility and growing maturity are preparing them well for life ahead.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good and helps all pupils to achieve well. Teachers plan imaginative and well-structured lessons in all subjects. Their questioning of pupils is excellent. It helps pupils to develop good thinking skills and they often challenge teachers with their own questions as a result. Classrooms are stimulating, with attractive displays of pupils' work, especially in art. Teachers' very good relationships with pupils mean that pupils are attentive and well behaved. Teaching assistants provide valuable support to pupils with learning difficulties and disabilities and to those needing extra help during lessons. In the Foundation Stage classes, the teaching assistants successfully help groups of less able children to develop their vocabulary and social skills.

The newly introduced 'traffic light' system and the awarding of 'three stars and a wish' help pupils to develop skills in evaluating the quality of their own and others' work. Pupils are enthusiastic about this system and work hard to make the progress they are capable of when they are given work that is matched to their different abilities. However, they are not always challenged enough by the work they are expected to complete. This is because teachers do not have sufficiently accurate information about their achievements in order to plan work that is more demanding.

## **Curriculum and other activities**

### **Grade: 3**

The school provides a satisfactory curriculum. Teachers plan well to help pupils use their literacy, numeracy and thinking skills in all subjects. Planning to help pupils understand how subjects link together is developing. The curriculum for children in the Foundation Stage classes is good and provides them with a good range of practical learning activities. Provision for ICT has improved since the last inspection but is still limited by the present accommodation. Themed weeks, visits and visitors to the school all help to bring learning to life. All pupils take part in a popular range of clubs and activities outside the school day. A developing programme of personal, social and health education helps pupils learn about healthy and safe lifestyles.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support provided for all pupils are good and make a considerable contribution to their progress and enjoyment. The school is a welcoming place in which pupils feel safe and secure. They know who to turn to if they have problems and are confident that adults will help them to resolve their difficulties. Parents are confident that their children are well cared for. There are good arrangements for child protection and health and safety. The large number of staff trained in first aid indicates their care and concern for pupils. The school and class councils give pupils a good say in decisions about school life and pupils value this. Pupils have regular opportunities to come together in 'circle times' and share their views about a range of issues that affect their daily lives. Pupils' academic support and guidance are good. Although they are not always clear about their individual targets, they value the discussions that they have with teachers about how to improve their work.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good. Substantial changes in staffing have been managed well to rebuild a strong and effective staff team. All staff work with a sense of purpose and commitment and together they have the capacity to improve the school further. Governors make a strong contribution to the school's success because they have a detailed understanding of the school's strengths and areas for improvement. They challenge the headteacher and staff by asking demanding

questions in their quest for an even better school. Parents are highly supportive of the school and value the way in which leaders, managers and teachers work with them to provide their children with a good education.

The quality of the school's self-evaluation is satisfactory and developing well. It is aware of and rightly celebrates its strengths. There are good processes for consultation with staff, governors, parents and pupils, and improvements, such as a renewal of the school's aims and values, are brought about as a result. The school does not have sufficiently rigorous systems for tracking pupils' progress and setting challenging targets for improvement. The school development plan does not set sufficiently clear criteria against which leaders and managers can evaluate how successful this will be in terms of raising pupils' achievement further. The school manages its finances well, which has enabled it to develop and plan further improvements to its accommodation, particularly for the provision of ICT.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Thank you for making us welcome when we visited your school. We enjoyed talking to you and hearing about the lessons and activities that you like. You go to a good school. These are some of the things that we think are good about it:

- You do well in your lessons because you work hard and enjoy learning.
- You come to school regularly, behave well and look very smart in your uniforms.
- You participate very well in lots of activities, both in and out of school.
- You know how important it is to eat well and many of you choose healthy salads and fruit at lunchtime.
- You like your teachers very much. You think that they make learning interesting and fun and that they care for you very well.
- You are growing up to be confident and mature young people. This will help you enormously in your future lives.

To improve your school even more, we have asked your school to do these things:

- Check regularly how well all of you are doing so that teachers can plan work that makes you think even harder.
- Make sure you have the opportunity to develop your special gifts and talents in your work and activities in school.

Thank you again for being so polite and helpful to us during the inspection. We enjoyed meeting you very much and wish you all the best for the future.

Yours sincerely

Mrs Helen Barter Lead Inspector