

Chipping Ongar Primary School

Inspection report

Unique reference number	114948
Local authority	Essex
Inspection number	378968
Inspection dates	26–27 June 2012
Lead inspector	Tusha Chakraborti

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	The governing body
Chair	Lorraine Gray
Headteacher	Bridget Hill
Date of previous school inspection	3 March 2009
School address	Greensted Road Ongar CM5 9LA
Telephone number	01277 363789
Fax number	01277 365696
Email address	admin@chippingongar.essex.sch.uk

Age group	4–11
Inspection date(s)	26–27 June 2012
Inspection number	378968



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Tusharkana Chakraborti

Additional Inspector

Peter Lacey-Hastings

Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 14 lessons taught by six teachers. They heard children reading, scrutinised pupils' work, visited assemblies, and undertook other activities in order to observe pupils' learning. Discussions were held with senior and middle leaders, staff, members of the governing body, and groups of pupils. Inspectors observed the school's work, and looked at the school's self-evaluation and development planning, safeguarding documentation, and data on pupils' progress. Responses from questionnaires completed by 84 parents and carers were analysed, as well as others from 87 pupils and 23 staff.

Information about the school

The school is smaller than the average primary school. Most pupils are of White British heritage. Very few pupils speak English as an additional language and none is at the early stages of learning English. The proportion of pupils who are known to be eligible for free school meals is below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is below average. The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress. It holds Healthy Schools status, and the Activemark, 'Get Set', and Olympic and Paralympic awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a satisfactory school. It provides a safe and harmonious environment, where pupils develop as confident learners. Leaders have successfully implemented several strategies to raise achievement and the school has improved markedly since the previous inspection. The school is not yet good because there is not enough good teaching to ensure that all groups of pupils make good progress. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' attainment is average by the end of Years 2 and 6 and pupils make satisfactory progress. The rate of progress has accelerated over the past two years and shows a clear, improving trend. That is particularly evident in the Early Years Foundation Stage, where children are now making good progress in all areas of learning.
- Behaviour and safety good. Pupils show respect for each other and have positive attitudes to learning. They develop a good understanding of spiritual, moral, social, and cultural issues. That is reflected in their ability to listen and respect the views of others.
- The quality of teaching is satisfactory, with an increasing amount that is good, especially in the Early Years Foundation Stage. Nonetheless, the tasks that pupils are given do not consistently provide enough challenge for all groups of pupils, especially for higher attainers. Pupils' presentation and handwriting skills are not sufficiently developed. Pupils are not always supported fully to understand how to improve their own performance in lessons through self- and peer-assessment.
- Leaders have a clear vision for the school, provide a strong sense of purpose, and self-evaluation is accurate. The monitoring of teaching and management of performance are good. The governing body has a thorough understanding

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

of the school's performance and provides good support and challenge.

What does the school need to do to improve further?

- Increase the proportion of good or better teaching to raise standards of attainment further by:
 - ensuring that learning activities provide sufficient challenge for all groups of pupils, especially the higher attainers, so that they all achieve as well as they can
 - making sure that pupils throughout the school develop their presentation and handwriting skills consistently
 - using peer- and self-assessment in lessons to help pupils to understand fully how to improve further.

Main report

Achievement of pupils

Children start in the Reception Year with skills close to the levels expected for their age. A well-resourced and stimulating learning environment and careful monitoring of children's progress ensure that they make rapid progress. Consequently, by the end of Reception Year, the vast majority achieve above average standards in most areas of learning, especially in personal, social, and emotional development. That reflects a significant improvement in the provision for children in the Early Years Foundation Stage since the previous inspection, when it was judged to be inadequate. Children are good at taking responsibility for choosing their own activities and contribute well to the planning of termly topics.

Pupils' achievement is satisfactory and attainment is average by the end of Year 2 and Year 6. Standards have risen from below average in 2008 to average over the past two years, owing to the successful teamwork of the headteacher and staff in implementing a more-rigorous system for monitoring pupils' achievement. Pupils' reading and writing skills are now much improved, as a result of the consistent approach to developing cross-curricular topic work and extended writing skills. That approach has successfully narrowed the gaps in pupils' performance compared with all pupils nationally. Attainment in reading is average by the end of Year 2 and Year 6, with a clear, rising trend. Disabled pupils and those who have special educational needs make satisfactory progress as a result of the consistent and well-targeted support they receive from teachers and support staff. Almost all parents and carers responding to the inspection questionnaires are pleased with their children's education and many, rightly, feel that achievement is rising for pupils currently in the school. That is clearly reflected in the comment, 'The school has completely turned itself around since the current headteacher arrived. My child is having an amazing experience at Chipping Ongar.'

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Pupils develop a clear understanding of different literary genres and write effectively for different purposes. For example, in a Year 6 literacy lesson, pupils explored the conventions of writing play scripts based on a play on the Olympics in Ancient Greece. They, confidently, analysed and discussed the characteristics of the play script, before embarking on writing their own. Pupils use their computer skills appropriately to support their learning in other subjects. For example, in the mixed class in Years 3 and 4, pupils conducted a good level of research work while learning about different countries where cocoa beans are grown and explored the issues relating to fair trade.

Quality of teaching

Teaching is satisfactory and much is now good. That reflects continuing improvement as a result of rigorous monitoring of teaching by the current leaders and the recent stability in staffing. Teaching is good in the Early Years Foundation Stage, where a range of engaging activities captures children's imagination and moves their learning on quickly. Staff provide a welcoming environment, where children become confident in pursuing indoor and outdoor activities that match their own interests, as well as others directed by adults. That was seen in a session on counting and addition, when, following the initial teacher-directed activities, a group of children chose to explore the outdoor area, counting and adding the number of 'bugs' they found. Regular teaching of phonics (the sounds that letters make) supports children well in rapidly developing their reading and writing skills.

In most lessons, teachers display good subject knowledge. Where teaching is good, pupils are engaged well in their learning through effective questioning that builds successfully on their prior attainment. For example, in a literacy lesson in the mixed Years 4 and 5 class, appropriately targeted questioning enabled pupils to gain a secure knowledge and understanding of writing non-fiction texts and to extend their skills in writing for different purposes. Teachers make good use of technology and use the interactive whiteboards effectively to share the purpose of lessons, so that pupils know what they are expected to do. They mark pupils work regularly, suggesting next steps for improvement. However, they do not use self- and peer-assessment consistently in lessons to ensure that pupils understand how to achieve higher standards. Planning is detailed, usually providing a range of activities for pupils. Nonetheless, tasks are not always sufficiently challenging to extend the skills and understanding of all groups of pupils, especially the higher-attaining ones. Teachers do not promote pupils' presentation and handwriting skills consistently. As a result, pupils do not develop those skills sufficiently to have a positive impact on their achievement. The teaching of disabled pupils and those who have special educational needs is good. Teaching assistants provide effective support for all groups of pupils, especially for disabled pupils and those who have special educational needs.

Teachers promote pupils' understanding of spiritual, moral, social, and cultural issues well. They engage pupils in group discussions in religious education and personal, social and health education and in topic work on different countries of the world.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Reading is taught well throughout the school and guided reading sessions are used effectively to promote pupils' understanding of different genres. Most parents and carers are satisfied with the quality of teaching their children receive. Pupils report that teachers support them well in developing their basic skills.

Behaviour and safety of pupils

The school promotes pupils' safety, personal development, and academic achievement successfully through its caring ethos. Procedures for adults to manage pupils' behaviour are comprehensive and applied consistently. All parents and carers who responded to the inspection questionnaire feel that their children are safe at school and most consider that behaviour is good. Many describe the school as 'a happy and positive place to be'. Pupils report that they get on well with their learning because lessons are free from disruption. On the rare occasion where behaviour is less than good, pupils state that this is dealt with effectively by adults. As a result, they feel safe and secure.

Pupils have a clear understanding of what is right and wrong and this has a positive impact on their behaviour and the inclusive ethos of the school. They are polite, cooperative, engage well in their learning, and value the school and its purpose. Children in the Reception class demonstrate positive behaviour and support each other well. For example, children were seen explaining to each other how to improve writing the letters of the alphabet and helping each other with aprons before they started painting activities. Pupils contribute to the rules for the school and develop good understanding of how to keep themselves and others safe. They understand the risks they face in their everyday lives; for example, they are well aware of cyber-bullying and know what to do if they should encounter it. They take on roles of responsibility within the school, through their school council work and fundraising activities to support national and international charities. They are proud of maintaining the school premises litter free and are vigilant that all pupils use the litter bins to maintain cleanliness within the school. Pupils report that bullying of any kind is rare and add confidently that, when it does happen, the school responds very quickly and effectively. A recent monitoring visit by a member of the governing body to investigate any bullying incidents and the subsequent report confirm that. Most pupils attend regularly and attendance has shown sustained improvement over time, reflecting their enjoyment of school.

Leadership and management

The school has a good capacity for sustained improvement, as illustrated by the improving standards of achievement. Leaders, supported by staff and the governing body, have been successfully improving the quality of education. A rigorous programme for the monitoring of teaching forms the basis for effective professional development and robust performance management. As a result, teaching is improving and an increasing amount is good. Assessment procedures have been strengthened to track pupils' progress more effectively and are being implemented successfully. Accurate self-evaluation informs the school's development priorities

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

successfully. The governing body is well organised and its members are involved in monitoring all aspects of the school's work. They make effective use of the information they gain from their own monitoring visits, as well as that provided by the headteacher, in order to hold leaders to account.

The curriculum has been reviewed and reorganised, with a strong focus on developing literacy and numeracy skills, to ensure that it meets the identified needs of pupils. It, now, provides more cross-curricular links between literacy, numeracy, and information and communication technology. That is having a positive impact on pupils' achievement, especially in reading and writing. Spiritual, moral, social, and cultural development is promoted well through the curriculum. Religious studies, visits to places of worship and events like 'World awareness week' support pupils in reflecting on core values of different religions and cultural traditions, so that they gain a deeper understanding of religious and cultural diversity. A good range of art and sporting activities, as well as activities like exploring the local environment through nature walks, enriched pupils' learning experience.

The school is highly committed to promoting equality of opportunity and tackling discrimination through sustaining improvement in the performance of different groups of pupils. Policies and procedures to ensure the safeguarding and welfare of pupils are robust and these are monitored regularly. The school has good partnerships with parents and carers, engaging them increasingly and successfully in their children's learning.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 June 2012

Dear Pupils

Inspection of Chipping Ongar Primary School, Ongar, CM5 9LA

Thank you all very much for welcoming us to your school and being so friendly and helpful. We were pleased to see how much you enjoy school. We found that your behaviour is good and are pleased to see how considerate you are to each other in lessons and around the school. Your positive spiritual, moral, social, and cultural development helps you to become confident learners. You carry out your duties, including your jobs as prefects and school council representatives, responsibly. Thank you for the questionnaires that you filled in for the inspection and for sharing your views with us.

Your school is providing you with a satisfactory and improving quality of education. Your headteacher, staff and governing body ensure that you are well cared for and want you to achieve the best you can. Your progress is satisfactory and you reach standards that are average in English and mathematics by the time you leave Year 6.

To improve your school further, we have asked the headteacher, staff and governing body to:

- make sure that work provided for you is just a bit harder, to increase your learning as rapidly as possible, especially for those of you who learn quickly
- make sure that your presentation and handwriting skills improve further
- make sure that you are given opportunities to discuss and assess how you and others in your class are progressing in lessons.

You already make a good contribution to the life of the school. You can help the school to improve even further by continuing to work hard.

Yours sincerely

Tusha Chakraborti
Lead inspector (on behalf of the inspection team)

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**