

Inspection of Chipping Ongar Primary School

Greensted Road, Ongar, Essex CM5 9LA

Inspection dates: 11 and 12 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

'Respect, responsibility and resilience' are values that are embedded in the school. Pupils are happy. They enjoy coming to school and are proud to be members of Chipping Ongar Primary. Pupils are excited and enthused by the many planned opportunities available to them.

Starting in the early years, pupils learn to take responsibility for their behaviour really well. As a result, behaviour in lessons and around the school is good. Pupils enjoy learning. They work hard and are proud of the high-quality work they produce. Relationships between adults and pupils are positive because they are based on mutual respect. Pupils feel safe in school. They say that bullying is rare, and adults deal with any incidents that may occur.

Provision for pupils' personal development is exceptional. Every pupil has full access to a wide range of trips, visits and after-school activities. Pupils talk positively about 'Well-being Wednesdays'. However, they say that 'every day is a well-being day' because there is always someone to talk to and help them. Pupils develop leadership skills through a wide range of roles such as being a charity leader. Older pupils recognise how this prepares them for secondary school.

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

Leaders are ambitious for pupils to achieve well. They have designed a curriculum that identifies what pupils need to learn in each subject from Reception to Year 6. Learning is sequenced so that pupils build upon what they already know and can do. As a result, pupils learn the curriculum well. Teachers get the training they need to teach subjects well.

Teachers use assessment effectively to identify what pupils know and they adapt their teaching accordingly. Pupils are given opportunities to practise their learning so that they become proficient in different areas of the curriculum. If a pupil falls behind, they are swiftly given the help they need to catch up. The curriculum includes many experiences that help to bring learning to life, such as history visits to Colchester Castle and Duxford War Museum.

In most subjects, teachers use their strong subject knowledge to plan activities that help pupils learn new information. As a result, pupils quickly gain knowledge. Occasionally, teachers do not make sure that learning activities are focused sufficiently well on exactly what pupils need to know.

Reading is given a high priority. Pupils read daily. Staff make sure that the books pupils read match their reading ability. Children start their reading journey as soon as they join Reception. Well-trained staff deliver a highly engaging phonics programme. They are quick to spot pupils who are struggling with their letter sounds. Effective additional help is provided promptly. By the end of Year 2, most pupils are able to read with confidence.

Pupils in key stage 2 read a range of novels in class. They study some challenging texts. Teachers help them understand unfamiliar language and complicated plots. As a result, pupils enjoy reading.

Expectations for pupils with special educational needs and/or disabilities (SEND) are high. Most pupils with SEND access the same curriculum as their peers because they are provided with appropriate resources and support. As a result, pupils with SEND achieve well.

Children in the early years get off to a flying start. Children learn in a calm, vibrant environment. The early years curriculum is rich and planned to develop enquiring minds. Children gain new knowledge because adults know precisely what they need to learn. Adults help children develop very positive relationships. Children cooperate together and help each other extremely well. By the end of the Reception Year, children are confident learners and have the skills and knowledge they need to successfully move into Year 1.

Pupils behave well and have good attendance. They are kind, courteous and respectful to adults and classmates. Most pupils manage their behaviour without being reminded to by adults. A small number of pupils with SEND and some disadvantaged pupils do not attend school well enough. Leaders are working closely with these families to improve pupils' attendance.

Pupils' personal development is promoted extensively throughout the school. Pupils develop the characteristics required to be successful citizens. The personal education programme helps pupils develop a strong understanding of a range of important issues. They are taught how to keep physically and emotionally healthy. There are many opportunities for pupils to take on leadership roles. For example, a group of pupils are members of a regional mental health working group.

Staff are proud to work in the school. They appreciate leaders' consideration of their workload and support for their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all the appropriate safeguarding checks are carried out before staff are employed by the school.

Leaders make sure that staff are trained to identify potential risks to pupils' safety. Staff are vigilant in spotting and reporting any signs that suggest a child may be at risk. Leaders swiftly respond to any concerns raised. They work closely with relevant agencies to support both pupils and their families.

Pupils are taught about potential risks to their safety, especially when online. Pupils have confidence that should they have any concerns, adults in the school will listen

to them and help them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few curriculum areas, teachers do not plan learning tasks carefully enough to ensure that pupils gain the knowledge they need to know. When this happens, pupils do not achieve as well as they should. Leaders need to ensure that staff have the knowledge and skills necessary to implement the curriculum effectively in every subject, so that pupils quickly learn key information.
- A small number of pupils who are disadvantaged and a similar number of pupils with SEND do not attend school as often as they should. As a result, they miss important learning. Leaders need to ensure that they continue to work with these pupils and their families so that the attendance of these pupils improves.

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.

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	146195
Local authority	Essex
Inspection number	10255105
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	205
Appropriate authority	Board of trustees
Chair of trust	Keith Mogford
Headteacher	Helen Russell
Website	www.chippingongar.essex.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Chipping Ongar Primary School converted to become an academy school in September 2018. When its predecessor school, Chipping Ongar Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The headteacher was appointed to the post in September 2020.
- The school does not use alternative provisions.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: English, early reading, mathematics, science and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work. The inspectors also

listened to a sample of children read to a familiar adult.

- Inspectors met with the designated safeguarding lead and other staff to discuss safeguarding. This included looking at pre-employment checks for staff and other safeguarding documents and evaluating safeguarding arrangements.
- Inspectors held meetings with leaders, including the headteacher, deputy headteacher and two members of the governing body, including the chair of governors. The lead inspector met with the director of primary education and the chief executive officer of The Bridge Trust.
- Inspection activities included observing pupils' behaviour at breaktime and lunchtime. Inspectors spoke with groups of pupils formally and informally.
- Inspectors reviewed the 96 responses to Ofsted's online questionnaire, Ofsted Parent View, along with 67 free-text responses. Inspectors considered 12 responses to the staff questionnaire. They also considered the 12 responses to the pupil questionnaire.

Inspection team

Caroline Parody, lead inspector

Ofsted Inspector

Sally Nutman

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023