

Inspection of The James Oglethorpe Primary School

Ashvale Gardens, Upminster, Essex RM14 3NB

Inspection dates: 20 and 21 June 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

This is a welcoming and happy school. Staff and pupils treat each other with respect and kindness. Pupils value the importance of friendship and work hard to demonstrate the school's values. Pupils collaborate incredibly well and enjoy using the range of equipment and playing in the large outdoor space at breaktime.

Pupils behave extremely well in lessons and when moving around the school. This is because staff have high expectations of them. Lessons are not interrupted by poor behaviour. Pupils know who to talk to if they have a worry or concern. They know they will be listened to, and this means they feel happy and safe.

Pupils take pride in their leadership roles. For example, some pupils are 'OPAL ambassadors' who support their peers during playtime and find friends for those who might need someone to play with.

Leaders value pupils' opinions. During assemblies, pupils have the opportunity to discuss a range of topics. For example, pupils discuss whether schools should celebrate the Windrush migration more. These experiences help pupils to develop their own ideas and share their opinions.

Leaders provide a range of clubs, including cricket, musical theatre and gymnastics. These activities enable pupils to develop their talents and pursue their interests.

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

Reading is at the heart of the curriculum here. Pupils visit the school library regularly and staff read to pupils daily. Pupils read as much as they can at home because they know how important reading is and because they want to become a 'reading wheel winner'.

Pupils are taught to read right from the start of Reception. This is because leaders want every pupil to learn to read fluently and confidently. Reading is taught well. Teachers and teaching assistants are well trained in the school's phonics programme. Staff regularly check the sounds that pupils know. This means that pupils who may find reading difficult are given help to catch up. Pupils are given books that are closely matched to the sounds that they know. As a result, pupils read with developing fluency and enthusiasm.

Leaders have established an ambitious and well-structured curriculum. They have identified the key knowledge and skills that they want pupils to learn and have broken this down into small logical steps. For example, pupils in Year 6 confidently estimate the size of angles because they have previously been taught how to classify angles.

Leaders make sure that staff have the subject knowledge they need to deliver the curriculum effectively. This includes staff in the early years. Teachers address pupils'

misconceptions quickly and explain concepts clearly. However, in a few subjects, pupils find it difficult to remember key knowledge and vocabulary. This is because in these subjects, leaders and teachers have not carefully checked what pupils have been taught, know and remember over time.

In Reception, children are happy and proud of their learning. Leaders ensure that children have the knowledge and skills they need for Year 1. For example, children learn about plants and are encouraged to use words such as 'growth', 'height' and 'measure'. However, sometimes adults do not model language effectively and extend children's vocabulary and sentence structure. This means that some children miss out on opportunities to hear and practise new language.

Pupils with special educational needs and/or disabilities (SEND) are identified effectively and accurately. Pupils with SEND access learning alongside their peers. Leaders work effectively with external professionals who provide training for teachers and teaching assistants. Leaders and teachers adapt their teaching methods and resources so that pupils with SEND learn well and develop independence.

Pupils behave extremely well in lessons and during social times. They are motivated and want to do well. Therefore, pupils can get on with their learning without interruption. Pupils are taught how to manage their feelings. This starts in Reception. Personal, social, health and economic education is well structured. Pupils are taught about different types of families. Leaders want pupils to become responsible citizens who show integrity. Leaders provide opportunities for pupils to be taught about the importance of democracy. Pupils vote for their classmates to take on positions of responsibility. For example, pupils have opportunities to be members of the school council.

Leaders have worked hard to create a happy, caring environment for staff and pupils. Staff are extremely proud of the school. They value the support they receive from leaders to fulfil their role and support their well-being. This includes staff at the early stages of their teaching career. Governors are ambitious and committed to the school. They understand what the school is doing well and what it needs to do to be even better.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is everyone's responsibility here. Staff are well trained. Regular updates ensure that staff are aware of the risks that pupils may face. Staff understand and follow procedures for reporting concerns, and leaders respond swiftly to any concerns raised. Leaders engage with outside agencies and safeguarding partners to make sure that pupils and families get the help and support they need.

Leaders provide opportunities for pupils to learn about possible risks. Pupils are taught how to identify risks online and how to report concerns. They are taught to recognise the signs of unhealthy relationships.

Leaders carry out robust checks on staff before they are appointed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, teachers do not routinely check that pupils have learned the key knowledge, skills and vocabulary that they need to know and remember over time. As a result, pupils develop gaps in their knowledge. Leaders should make sure that staff check pupils' learning in these subjects so that any gaps can be addressed and misconceptions corrected.
- Sometimes in the early years, adults do not model language or extend children's vocabulary and sentence structure effectively. This means that sometimes children miss out on opportunities to hear and practise new language. Leaders need to ensure that children acquire a broad vocabulary and understanding of sentence structure to prepare them fully for future learning across all curriculum areas.

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	102268
Local authority	Havering
Inspection number	10255389
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	399
Appropriate authority	The governing body
Chair of governing body	Katie Hogan
Headteacher	Hayley Durrant
Website	www.jamesoglethorpe.havering.sch.uk
Date of previous inspection	9 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.
- The school runs a breakfast club.

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 held meetings with the senior leadership team to discuss school development.
- Inspectors met with representatives of the governing body and a representative of the local authority.
- Inspectors scrutinised a wide range of documents, including those related to safeguarding, pupils' personal development, and behaviour and attendance.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work.
- Inspectors also considered the curriculum in other subjects.
- The views of parents and staff were also considered, including through Ofsted's surveys.
- Inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with pupils and staff.
- Inspectors reviewed a wide variety of documents provided by the school, including leaders' self-evaluation, curriculum information and school policies.

Inspection team

Deborah Walters, lead inspector	His Majesty's Inspector
Jo Jones	Ofsted Inspector
Alison Martin	Ofsted Inspector

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