



# High Ongar Primary School

## Inspection Report

**Unique Reference Number** 114938  
**LEA** ESSEX LEA  
**Inspection number** 279480  
**Inspection dates** 20 June 2006 to 21 June 2006  
**Reporting inspector** Mr. Martin Beale AI

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

<b>Type of school</b>	Primary	<b>School address</b>	The Street
<b>School category</b>	Community		CM5 9NB
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01277 363761
<b>Number on roll</b>	145	<b>Fax number</b>	01277 366762
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs. Judith Ogan
<b>Date of previous inspection</b>	4 December 2000	<b>Headteacher</b>	Miss. Penny Bennett

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 20 June 2006 - 21 June 2006	<b>Inspection number</b> 279480
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

This is a smaller than average sized primary school in a rural area of Essex. All but a very few pupils are of white British heritage. Free school meal entitlement is low among the relatively mobile population. Pupils are taught in mixed-age classes throughout the school. Attainment on entry is average as is the proportion of pupils with learning difficulties and disabilities.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

High Ongar Primary is a happy school in which pupils thrive, whatever their background. Pupils are cared for well and feel very safe and secure. They work and play together harmoniously and report how proud they are to attend the school. They show great respect for others, but do not have sufficient understanding of cultures other than their own. Parents are very supportive and along with their children speak highly of the enrichment activities provided. The school judges itself to be good and improving and the inspector agrees. The school provides good value for money. The school has emerged from a shaky period during which all teaching staff changed and a new management team was put in place. The Governing Body is outstanding and was crucial in the continuity it provided during this period. The headteacher and new leadership team have been instrumental in the school's recent improvements and have laid firm foundations for further success. Rigorous self-evaluation means that the school has an accurate view of its own performance and takes effective steps to improve. Children in the Reception class get off to a good start; this is an improvement from the last inspection. Teaching is good and children have a wide range of interesting things to do. They make good progress, and most reach the expected standards by the end of Reception. Good teaching in Years 1 to 6 and careful monitoring of progress is leading to pupils achieving well. Pupils know their targets, but not always the steps to take to get them there. The school is responsive to pupils' individual learning needs and works successfully, often with other organisations, to ensure that these are identified and met. Pupils with learning difficulties and disabilities are catered for well and the school is particularly effective at achieving success for other disadvantaged pupils.

### **What the school should do to improve further**

- Make sure that pupils understand more clearly the steps needed to improve their work so that they can achieve greater success. - Extend the pupils' understanding of cultures other than their own.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress from an average starting point on entry. There is no significant variation in the achievement of different groups of pupils because teaching focuses well on meeting individual need. Consequently, pupils with learning difficulties and disabilities also make good progress. Children make good progress in the Reception class and most reach and several exceed the expected standards by the time they enter Year 1. Test results were average in Year 2 and Year 6 in 2005, but current standards in 2006 are higher. More pupils throughout the school are now working at or above expected levels for their age. Pupils are set challenging targets. Their progress is regularly monitored and action taken if necessary so that most pupils reach, and in some cases, exceed their targets. Careful analysis of test data has resulted in action being taken initially to improve reading, and over the last year to raise standards of

writing and number work. The impact of this is that reading test results have improved and writing is of a much higher quality. Standards are also rising in mathematics with more pupils now working at above average levels for their age. Weaknesses in achievement in information and communication technology (ICT) identified at the last inspection have also been dealt with successfully.

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

### **Grade: 2**

Pupils of all ages are enthusiastic and very proud of their school. They thoroughly enjoy coming to school and attend very regularly. The personal and social development of Reception children is good so that by the end of the year most interact well, play appropriately and are confident learners. Behaviour in lessons and around the school is of a high standard and contributes considerably to the calm and purposeful atmosphere. The pupils' spiritual, moral, social and cultural development is good. Pupils show significant interest in the customs and traditions of others, but their knowledge of cultures other than their own is more limited. The school is very successful at promoting positive attitudes towards healthy living. Large numbers of pupils keenly participate in physical education and sporting activities and they understand the importance of healthy eating. The pupils conduct themselves safely at all times. They say that they feel safe and that there is always someone to turn to if they have a problem. There is little bullying and no racism. Pupils make a considerable contribution to school and community life through the school council and a range of charity and fund-raising activities, several of which they have initiated. They undertake responsibilities seriously and are pleased to be able to take care of each other. Pupils also learn to work and play co-operatively and to perform as part of a team.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall. However in a small number of lessons teachers' questioning does not succeed in engaging all pupils to ensure that they fully understand new ideas. Pupils enjoy learning because many lessons are interesting and engage their attention throughout. In the best lessons, pupils respond well to their teachers' high expectations of their work and behaviour. Assessment is thorough, enabling teachers to plan the next steps in learning from a secure understanding of pupils' needs. Well-deployed classroom assistants and careful modification of tasks provide challenge for the most able and good support for pupils with learning difficulties and disabilities. Interactive whiteboards are used creatively to make lessons interesting. Pupils also have many opportunities to use computers to aid their learning. Marking of work is regular but not consistently focused on the steps needed for pupils to achieve their targets and improve their work.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is matched carefully to pupils' needs; it promotes their personal development well and builds carefully on their prior attainment. The school provides a wide range of relevant and interesting learning opportunities, including the opportunity to learn French. The experiences of gifted and talented pupils are successfully enhanced and carefully targeted support activities are designed for those who do not work as fast. The curriculum for the Reception children is much improved since the last inspection, offering a good balance of teacher directed and child selected activities. Recent revision of planning ensures that pupils in mixed-aged classes do not repeat work or miss out important skills and concepts. Improvements to the ICT curriculum mean that pupils now learn the full range of skills required. Teachers make effective links between subjects and provide many opportunities for pupils to use computers to support learning and to research ideas. Parents are very pleased with the way the curriculum is enriched for their children. Pupils greatly enjoy and participate in large numbers in the wide range of trips, visits and clubs.

## **Care, guidance and support**

### **Grade: 2**

This is a very caring school where the pupils' welfare is the shared concern of governors and staff; parents and pupils view this as a considerable strength. The school places a high priority on pupil safety and procedures are monitored extremely closely. Child protection procedures are well established and are understood by staff. The pupils know who to turn to if they are in trouble, and feel their comments will be treated seriously and that action will be taken if necessary. Teachers know the pupils really well. They are committed to providing them with any necessary support so that they can develop both academically and personally. Pupils with learning difficulties and disabilities receive very good levels of support to enable them to make the progress of which they are capable. The school has a deserved high reputation for its support for looked-after children. Pupils throughout the school know their writing and mathematics targets. However, they do not always have a clear enough view about the steps needed to achieve them.

## **Leadership and management**

### **Grade: 2**

A key factor in recent school improvements is the very effective leadership of the headteacher, who has assembled a strong staff team. Members of staff are fully committed to the goal that all pupils should be helped to achieve their full potential. Now staffing has stabilised, action taken to improve the school is bearing fruit and gives a firm basis from which the school can now move forward with confidence. The school knows itself well and uses this accurate evaluation to plan future improvements. Senior managers have established effective systems to make sure that all staff do their jobs as well as possible. The school has a clear understanding of the quality of teaching

and takes steps to make it better. Rigorous analysis of assessment information, particularly in English and mathematics, ensures that pupils' progress is tracked and interventions undertaken where necessary. This analysis also gives a clear picture of the impact of action to raise standards. Governors fulfil their role very effectively. They are expertly led, thorough in their evaluation of the school and fully involved in shaping future developments. Finances are targeted and managed well to meet the aims of raising standards and making this a school that everyone associated with can be proud of.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## 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>
--	-----------------------	--------------

### 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	2	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	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	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>	2	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	2	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	1	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**

I am writing to thank you very much for the warm welcome you gave me when I visited your school. I enjoyed talking to you and your teachers and watching you learn. There are very many aspects of your school that I liked. You and your parents are right in thinking that you go to a good school. What I liked about your school - You are cared for and looked after very well in school, and prepared well for when you go to secondary school. - You are making good progress, particularly in English and mathematics. - You have plenty of opportunities to use computers to help you learn more. - You enjoy taking part in the additional activities at lunchtime and after school. - Your behaviour around the school is excellent. You play nicely with your friends at lunchtime and speak very politely to your teachers and visitors. - You support each other well and contribute much to improving the school. - Your teachers and teaching assistants work very hard to make sure that you all get the right sort of help you need. - Your headteacher, staff and governors run the school very well. I am very pleased to see how your teachers and governors are trying hard to make the school even better. I am suggesting to them that they provide more help for you to understand how to achieve your targets in writing and mathematics, and also to help you learn more about other cultures. I wish you well for the future.