

Hogarth Primary School

Inspection report

Unique Reference Number	115018
Local Authority	Essex
Inspection number	357672
Inspection dates	24–25 March 2011
Reporting inspector	George Logan

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	188
Appropriate authority	The governing body
Chair	Phillip Jones
Headteacher	John Howells
Date of previous school inspection	18 September 2007
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Introduction

This inspection was carried out by three additional inspectors. They visited 15 lessons taught by seven different members of staff. Inspectors held meetings with the Chair of the Governing Body and another governor, and with staff and pupils. They looked at pupils' books, records of their progress, teachers' lesson planning, playtime activities and the school's documentation, which included records of teaching and the main improvement plan. Responses to inspection questionnaires completed by staff, pupils and by 155 parents and carers were also considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How rapidly and consistently do pupils make progress across the school, particularly in mathematics?
- Has the improved progress in the Reception class in the last school year been sustained? What are outcomes likely to be in the current year?
- How well do staff use assessment information to plan work which challenges all pupils to make good progress, particularly in mathematics and for those identified as gifted or talented?
- What evidence can the school offer to support its view that attendance is now average?
- How effective is the leadership of the school, looking in particular at the impact of the governing body and subject leaders?

Information about the school

Hogarth Primary School is slightly smaller than most primary schools. Most pupils come from the adjacent overspill estate, which is managed by the London Borough of Newham. Pupils are predominantly White British. A few come from minority ethnic groups, but very few are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is slightly above average. Most have moderate learning difficulties, speech and language issues, or autistic spectrum disorders. A significant number of pupils join the school during Years 3 to 6. A high proportion of these later entrants have relatively complex needs, socially or educationally. The proportion of pupils known to be eligible for free school meals is broadly average. The school shares its site with a private pre-school. This is managed independently and is the subject of a separate report.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has made significant progress in recent terms. It serves the needs of its local community well. Most parents and carers recognise that staff are very committed to the school and its pupils. The school successfully promotes pupils' personal development. Pupils have positive attitudes to learning and behave well. Attendance has improved, as a result of more rigorous procedures and the effective work of the home learning mentor, and is now broadly average. Staff successfully ensure pupils' safety and well-being, and provide good pastoral and academic support for those who have special educational needs and/or disabilities. Pupils feel safe and have confidence in adults. They have a good understanding of healthy lifestyles and enjoy taking exercise.

Provision and progress in the Early Years Foundation Stage have improved. Children make a good start and achieve well across all areas of learning. Pupils' achievement in Years 1 to 6 has improved and, although a little inconsistent from year to year, is good overall. It is slightly stronger in reading and writing than in mathematics, although targeted support for the most able older pupils has had a positive impact on mathematics this year. Good progress in reading and writing is firmly embedded because key literacy skills and rigorous assessment procedures have been a focus in the last four terms. In general, pupils who have the bulk of their education in this school make good progress. Those who enter at later points, some of whom have more profound special educational needs, often have considerable work to catch up on and this has a negative impact upon the school's overall attainment figures. Progress in most lessons seen was good and attainment by Year 6 is broadly average in English and mathematics. The good curriculum engages pupils' interests well.

Rigorous identification of needs, access to good specialist guidance and effective support staff ensure that pupils with special educational needs and/or disabilities make brisk progress. There is some exemplary practice in the monitoring and assessment of the progress of these pupils. Pupils who are gifted or talented are making better progress because lessons are now more closely tailored to their needs.

Teaching and the use of assessment are mostly good, particularly in English. The systems for tracking pupils' progress are detailed. Good individual target setting has a positive impact on progress. However, the school recognises that assessment procedures in mathematics are not sufficiently rigorous, and that the good practice in marking in writing is not matched in other subjects. There are inconsistencies in the quality and presentation of pupils' written work from class to class.

School leaders know the school well and self-evaluation is accurate. However, subject leaders do not yet have sufficient impact on pupils' learning and progress. The governing body provides an increasing level of challenge as well as support. The headteacher's commitment to improvement, the school's inherent strength as a community and recent

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progress in improving attendance, teaching, assessment and progress, together with more effective monitoring procedures, all show that the school has good capacity to drive through and sustain further improvement.

What does the school need to do to improve further?

- Enable pupils to make sustained good progress across the school by:
 - making more effective use of assessment in mathematics
 - ensuring that current good practice in the marking of writing is extended to other subjects
 - ensuring that staff demand consistently high quality in pupils' written work and presentation across the school.
- Develop middle management roles, so that subject leaders take more responsibility for their designated areas and have more impact upon, and greater accountability for, the progress pupils make.

Outcomes for individuals and groups of pupils

2

Children's skills on joining the school are well below the level expected for their age. With more consistent teaching, higher expectations and more rigorous assessment, progress has improved for all groups of pupils and this is beginning to have an impact on attainment by the end of Year 6.

Pupils' learning is most effective in lessons where teachers set a brisk pace, have high expectations of what pupils can achieve and have effective strategies for managing pupils' behaviour. These were key strengths in several lessons seen across the school. In a lively Year 1 phonics lesson, the teacher's enthusiasm, clear explanations and the engaging activities challenged pupils to recognise a key sound blend and to identify which combinations of letters were viable as 'real' words. This was highly motivating for the pupils, who competed to identify 'proper' words and to share their knowledge of sound blends. Year 6 pupils were challenged and engaged by the teacher's enthusiasm, humour and pace in an outstanding mathematics lesson where they considered strategies to work out perimeters and areas of awkward shapes. Here the teacher made excellent use of hands-on activities to encourage pupils' interest and the practical application of key skills. Peer discussion, with well-judged support from teaching assistants where necessary, helped pupils to work towards techniques which might assist them in solving their problems. They then had the confidence to demonstrate their ideas to their fellow pupils. All of the older pupils had been involved in a science week recently. The impact of that event remained significant for many pupils, mainly because of the practical nature of the planned activities, not least the rocket launch!

Pupils' personal development is good. They work well co-operatively. The school council offers pupils experience of the democratic process and there are useful links with the local council. Spiritual, moral, social and cultural development is satisfactory, although the cultural and spiritual aspects are less strong than the moral and social elements. Pupils display a strong sense of common values, but their awareness of the traditions of different faith communities is more fragmented. Satisfactory and improving basic skills mean that pupils are appropriately prepared for future study and later life.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

External coaching and rigorous monitoring, together with significantly improved assessment practice, have contributed to more effective teaching and learning in the last year. Relationships are a strength. Well-trained support staff have a positive impact on learning, particularly the teaching assistants with specialist training who work effectively with individual and groups of pupils who have significant special educational needs. Teachers manage time well, achieving an appropriate balance between teacher input and opportunities for pupils to work independently and practise their skills. The school has worked hard to develop and embed assessment practice and this has contributed to greater consistency and pace in pupils' learning, particularly in reading and writing. Marking is often thorough, providing pupils with guidance as to their next steps in learning. However, good practice in writing is not so evident in other subjects. The school recognises that staff do not always have sufficiently high expectations of the quality of pupils' written work.

The curriculum provides pupils with good learning opportunities. Significant time is allocated to English and mathematics, in keeping with the school's priorities. As a result, progress is rapidly improving. Beyond these core subjects, the school ensures that pupils have a balanced range of opportunities. Topic work is well established, providing good experience of history and geography, while science, although patchily evident in some

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year groups, is delivered in a very practical way, to which well-organised science weeks make a significant contribution. There are good opportunities for sport and physical development. Information and communication technology is not used fully to enhance learning in other subjects. Personal, social, health and citizenship education is carefully planned. External partnerships, including sports partnerships, contribute well to extending pupils' learning. Enrichment activities to support provision for gifted and talented pupils are satisfactory, and recognised by the school as an area for further development. Extra-curricular provision is particularly good.

Staff are highly responsive to pupils' needs. Transition arrangements are good, particularly in supporting pupils identified as potentially vulnerable. The school works closely and effectively with support agencies. Good practice, well managed by the coordinator of special educational needs and the home learning mentor, supports the health, social and behavioural needs of pupils in challenging circumstances.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Central to the school's ethos is a commitment to the local community. The school is very inclusive and is proud of its successes in reintegrating pupils who have not, in other settings, creatively engaged with education. The headteacher has, over time, shown considerable commitment to supporting pupils' personal development. More recently, the school has recognised the need to refocus its efforts, so that pupils make more rapid and consistent progress. School leaders have embraced the support offered and have demonstrated commitment and flexibility. This is now paying off, with better progress evident across the school. The efforts of senior leaders have been strongly supported by some exemplary practice in, for example, the excellent leadership and management of provision for pupils with special educational needs and/or disabilities and the good leadership of the Early Years Foundation Stage. Subject leadership remains less robust and the school recognises that not all current subject leaders are sufficiently effective. School development planning accurately identifies key priorities for the school, with clear targets, milestones and accountability. Staff morale is high. Robust systems are now used to track pupils' progress and assessment. The monitoring of teaching and learning is effective, ensuring that a high proportion of teaching is good.

Governance is satisfactory. Governors are eager to support the school, with several members bringing relevant outside experience. Targeted training has given the governing body a more coherent understanding of how to challenge the school. As a result, it is now

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more effective in holding the school to account; governors visit the school regularly and are increasingly involved in its self-evaluation processes.

Safeguarding arrangements are satisfactory, and staff are appropriately trained in child protection procedures. In daily practice, discrimination is tackled effectively and the promotion of equality of opportunity is good. The progress of the most able pupils is improving steadily. The governing body ensures that community cohesion is satisfactorily promoted. The school is internally harmonious, is an integral part of the local community, and has suitable plans to further develop its wider national and international links.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Around half the children who enter the Reception class come from the on-site private pre-school. The remainder enter directly from a variety of other pre-school providers. Typically, children's skills and knowledge on entry are particularly low in personal and social development and in most aspects of communication, language and literacy. Until 2008, attainment at the end of Reception was also well below average. However, there has been a significant improvement in children's progress in the last two years and it is now close to average in most areas of learning, with a proportion of children attaining at the higher levels. Good induction arrangements, including home visits, establish a secure bond with parents and carers and ensure that children feel safe. Welfare is given a high priority. Children build very good relationships with adults and with other children. They behave very well and engage confidently with others, developing independence in their learning. Improving skills in reading and writing are well supported by an effective programme for teaching sounds and letters.

Focused teaching and effective support ensure that children successfully extend and develop their skills. Specialist teaching in, for example, class singing adds richness and

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quality to children's daily experience. Sessions of direct teaching provide good challenge and successfully meet children's needs across the ability range. A good balance of activities chosen by children and those led by adults ensures that learning has a brisk pace. Children have many opportunities to make choices, both indoors and outside. Staff make good use of opportunities to ask questions and engage children in conversations which help take their learning forward. The classrooms provide a well-resourced learning environment and the spacious outdoor area, although well worn, is used effectively. All areas of learning are planned for appropriately. Detailed assessments provide good information on children's progress. The Early Years Foundation Stage leader makes effective use of available data to track children's progress and has a clear understanding of the strengths of the provision as well as areas for continued development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A high proportion of parents and carers responded to the survey. A very large majority are happy with the school and the care it provides for their children. Most feel that their children enjoy school. One said, 'this is a friendly school which is like a big family.' Some parents and carers have concerns about how the school deals with behavioural issues. However, during the inspection, the inspection team observed the behaviour of the older pupils to be generally good in lessons and around the school. Although some parents and carers also feel that the school is not responsive to their suggestions, inspectors judged that the school has reasonable mechanisms for sampling parental views and giving them access to staff. A few indicated their concerns about children's safety because of the parking of cars on the school playground. The school has indicated that this issue has been fully resolved following recent construction work and that the school site has now been fully secured.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hogarth Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 155 completed questionnaires by the end of the on-site inspection. In total, there are 188 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	89	57	62	40	3	2	0	0
The school keeps my child safe	105	68	41	26	5	3	0	0
My school informs me about my child's progress	86	55	59	38	8	5	0	0
My child is making enough progress at this school	83	54	62	40	7	5	0	0
The teaching is good at this school	90	58	52	34	6	4	0	0
The school helps me to support my child's learning	89	57	55	35	7	5	0	0
The school helps my child to have a healthy lifestyle	87	56	63	41	5	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	74	48	62	40	6	4	0	0
The school meets my child's particular needs	86	55	56	36	11	7	0	0
The school deals effectively with unacceptable behaviour	73	47	56	36	17	11	5	3
The school takes account of my suggestions and concerns	70	45	60	39	19	12	1	1
The school is led and managed effectively	89	57	53	34	9	6	0	0
Overall, I am happy with my child's experience at this school	95	61	52	34	7	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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 March 2011

Dear Pupils

Inspection of Hogarth Primary School, Brentwood, CM15 8BG

Thank you for making us welcome when we visited your school. We enjoyed meeting you and spending time in your lessons. We found that yours is a good school, which has made a lot of progress recently. These are the things we liked best.

You have good attitudes to learning and work hard.

Progress has improved and is good in most years.

You undertake various jobs and make a good contribution to the school.

Staff care for you and support you well.

Teaching and learning are good.

Attendance has improved and you have a good awareness of the importance of eating healthily and staying fit.

You experience a good range of subjects, clubs and extra activities.

Those of you who find learning difficult get really good support.

To help you do even better, we have asked the school to ensure that:

- the good practice in assessing what it is you should do to improve your writing is used in mathematics
- the good marking of writing is extended to other subjects
- staff always expect you to produce high quality, consistently well-presented written work
- subject leaders have more opportunity to develop their roles, so they can help you to make even better progress and produce quality work in their subjects.

All of you can help by continuing to work hard and doing your best. We hope that you will have every success in the future.

Yours sincerely

George Logan

Lead inspector

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