

Hogarth Primary School

Riseway, Off Hogarth Avenue, Brentwood, CM15 8BG

Inspection dates 22–23 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- From their starting points, not enough pupils make expected or better than expected progress.
- In too many lessons, pupils are failing to make good enough progress in their learning. This is because the activities provided by their teachers are not challenging enough.
- School leaders, including governors, have not focused sufficiently on the progress of different groups of pupils when checking on the quality of teaching. This has led to them having an overgenerous view of the quality of teaching and learning.
- The achievement of pupils eligible for the pupil premium is not good enough.

The school has the following strengths

- Pupils enjoy school, behave well and have good attitudes to learning.
- Pupils in the Early Years Foundation Stage make good progress in their learning and develop their early literacy and numeracy skills well.
- Attendance has improved and is now around the national average.
- Pupils feel safe at school. They are keen to learn, and are caring and considerate of one other.

Information about this inspection

- Inspectors observed 12 lessons. In addition, they looked at work in pupils’ books and listened to pupils read.
- Meetings were held with senior leaders, teachers, pupils and two members of the governing body. A telephone conversation was held with a representative from the local authority.
- The inspectors took account of 32 responses to the online Parent View survey and 31 questionnaires returned by members of staff.
- Inspectors scrutinised a range of information supplied by the school, including the school’s own documentation on how well pupils are doing, self-evaluation and planning documents. They looked at records of teachers’ performance and records relating to behaviour and attendance. The school website and records relating to safeguarding were also checked.

Inspection team

Paul Tomkow, Lead inspector

Her Majesty’s Inspector

Paul Bartlett

Additional Inspector

Full report

Information about this school

- The school is slightly smaller than the average-sized primary school.
- Most pupils are from White British backgrounds.
- The proportion of pupils supported by the pupil premium is above average. This is additional government funding for groups such as those known to be eligible for free school meals and looked-after children.
- The proportion of disabled pupils and those who have special educational needs and who are supported through school action is above average.
- The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A higher-than-usual number of pupils join the school, particularly in Key Stage 2.
- The school shares its site with a private pre-school. This is inspected separately by Ofsted.

What does the school need to do to improve further?

- Improve the quality of teaching and learning by:
 - making sure that lessons provide sufficient challenge for all pupils and that the work provided builds upon what pupils already know
 - sharing best practice across the school so all teachers have high expectations of what pupils can achieve and the speed at which they can progress.
- Raise achievement by:
 - ensuring that rate of progress made during the Reception year is maintained across Key Stage 1
 - sustaining the improved rates of progress currently being made across Key Stage 2.
- Improve the effectiveness of leadership and management, including governance, by:
 - focusing on the impact of measures taken to raise standards, in order to accurately judge whether actions have been effective
 - ensuring that enough attention is given to the impact on learning and progress when making judgements about teaching
 - strengthening the contribution made by subject and other leaders to improving teaching and checking the quality of teaching in their area of responsibility
 - ensuring that pupil premium funding is targeted more effectively at the specific needs of those pupils eligible.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved. An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement is not good because not enough pupils, particularly those who are eligible for the pupil premium, are making expected or better than expected progress.
- Children start at the school in the Reception class with skills and experiences which are below that typical for their age. They make good progress, and by the time they start in Year 1 their skills and knowledge are closer to those expected nationally.
- In 2012 and 2013, the proportion of pupils reaching the expected standard in the Year 1 phonics check (the sounds that letters make) was similar to that found in schools nationally. This is because the school makes good provision for pupils' early reading development.
- Over the past three years, pupils' attainment in reading, writing and mathematics at the end of Key Stage 1 has fallen. It is now slightly below the national average.
- At the end of Key Stage 1 in 2013, pupils eligible for the pupil premium were around a year behind other pupils in both reading and writing. In mathematics, the gap was around one term.
- At the end of Key Stage 2 in 2013, overall attainment was broadly in line with the national average. The progress made by pupils during this key stage was significantly below that seen nationally. Too few pupils made expected or better than expected progress.
- The progress made by pupils eligible for the pupil premium is inconsistent. In 2012 they made slightly better than expected progress between Key Stage 1 and Key Stage 2. In 2013, however, progress was much slower. As a result, the attainment of these pupils in reading, writing and mathematics was around one year behind that of their peers.
- Evidence seen by inspectors during this visit indicates that rates of progress are being maintained in Reception and improving in Key Stage 2. This is as a result of recent improvements in the rigour in checking pupils' progress.
- The progress of disabled pupils and those who have special educational needs is good. This is because the school knows each of these pupils well and is able to provide support which matches their needs.

The quality of teaching

requires improvement

- Teaching is not yet good because on too many occasions pupils are given work which is too easy. As a result, they spend too much time recording what they already know rather than moving on to new areas of learning. Therefore, the progress they make is not as rapid as it should be.
- Parents feel that pupils are taught well at the school. Although the majority of the teaching seen during this inspection was good, there is too much teaching that requires improvement. Evidence in pupils' books indicates that pupils are not always provided with work that has appropriate levels of challenge. Over time, this has led to too few pupils making expected or greater than expected rates of progress, particularly those eligible for the pupil premium.
- In Reception, good teaching ensures that children make a successful start to their school life.

High quality additional support is provided for those children with skills and experiences below those expected for their age. The development of children's literacy skills is particularly well supported through well-taught group activities and high quality structured play.

- In Key Stage 1, pupils' progress slows. This is because teachers' expectations about what pupils can achieve are too low. As a result, the work which teachers set for pupils does not always provide appropriate levels of challenge.
- The vast majority of the teaching seen by inspectors in Key Stage 2 was good. Lessons were interesting and pupils worked enthusiastically. Teachers used questioning well to assess pupils' understanding and ensure that learning continued at a good rate. Teachers mark pupils' work regularly, and most provide helpful comments to guide them as to how they can improve.
- The work that inspectors saw in pupils' books and folders indicated that pupils are not always provided with the same level of challenge as that seen in the lessons, particularly in mathematics. In a recent survey carried out by the school, pupils said that although they generally enjoyed mathematics lessons, they sometimes found them boring and did not always feel that they had learnt anything.
- In the least effective lessons seen during the inspection, the teacher set work for the pupils that provided too little challenge. Pupils completed these tasks but their learning did not move on sufficiently well. In one lesson, a teacher's poor subject knowledge led to teaching about word structure that was incorrect.
- In more successful lessons, activities were introduced which engaged pupils' imagination. In a lesson on maps, for example, pupils began to develop the concept of scale as the teacher used local maps alongside atlases to help pupils to develop an understanding of the world in which they live. Pupils engaged with great enthusiasm and made good progress.
- Teaching assistants provide good support in classrooms and have a positive impact on teaching and learning. They question pupils well to support their learning, checking their understanding rather than just focusing on getting a task finished. The support they provide for disabled pupils and those who have special educational needs is effective, and is helping these pupils to make good progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Staff and parents are of the same opinion.. Pupils are encouraged to work together and show respect for the differences of others from when they first start in the Reception class. As a result, pupils are proud to belong to Hogarth school. Due to the high quality of care, guidance and support that they receive, pupils have developed good attitudes to learning.
- Inspectors observed good behaviour throughout this inspection; this reflects the school's evidence over time. Pupils have good manners and conduct themselves sensibly around the school. Older pupils often take responsibility for looking after younger pupils without being prompted to by an adult, for example in the dining hall and in the playground.
- Pupils are aware of different types of bullying. They say that it rarely happens in the school and that when it does it is dealt with effectively. Pupils also support each other through a 'buddying' system which helps to ensure that all pupils feel part of the school community.

- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and know who to speak to if they have concerns. Those pupils spoken to also clearly understood how to keep themselves safe when using the internet.
- A significant minority of pupils have behavioural, emotional and social difficulties. Staff are sensitive to the individual needs of these pupils and support them well to access learning opportunities. Pupils who join the school other than at the usual times are given good support to help them settle in and make new friends.
- The school has good systems for supporting vulnerable pupils and their families. School leaders and the home-school liaison worker have worked successfully with a number of families whose children's attendance was causing concern. As a result, attendance has improved and is now around the national average.

The leadership and management requires improvement

- Leadership and management require improvement because school leaders have not been effective enough in ensuring that all groups of pupils make good progress. In particular, insufficient focus has been given to the specific needs of those pupils eligible for pupil premium funding.
- School leaders, including the governing body, have been over-generous in their evaluations of the school's performance. They have not examined pupils' progress thoroughly enough to gain a clear view of how well different groups are performing. Neither have they used assessment information well enough to check on how well pupils are doing compared to all schools nationally, in order to hold the school to account more effectively.
- Teachers' performance is regularly monitored through classroom observations. Actions for further improvement are identified. Teachers report that they are given good support to improve their practice. They have clear targets set during their appraisal, but these do not always focus sufficiently on raising achievement within their own class.
- Pupil progress meetings are now helping to ensure that the progress of all pupils is monitored on a regular basis. As a result, additional support is being provided for some pupils both in the classroom and through additional tuition before school.
- Subject and other leaders have good knowledge about their areas of responsibility and, together with the deputy headteacher, regularly lead training sessions for teachers and support staff. However, they have not been checking teaching and progress regularly enough in their areas and, therefore, are not fully aware of the inconsistencies in teaching and pupils' achievement.
- The school provides a broad range of learning experiences with a good balance of academic, cultural, physical and creative activities. High quality work produced by Year 5 and Year 6 pupils on the Victorians has enabled them to develop skills in a range of subjects including literacy, design technology and computing. Pupils also learn about different cultures and the beliefs of others.
- All members of staff who responded to the questionnaire were extremely positive about the school and the way that it is led and managed. One teacher commented, 'Everybody in the school does their utmost to support other staff and pupils.'

- The additional sports funding has been used effectively. The school has purchased new gymnastic equipment and has also employed specialist sports coaches, who now lead sessions in school on running, basketball and gymnastics. Pupils' attendance at these sessions has been good and is increasing.
- Parents who responded to the Parent View questionnaire were overwhelmingly supportive of the school. They responded positively to every question, and all said that they would recommend the school to others.
- The local authority has monitored the school through analysis of test results. Its involvement in the school over the past year has been limited, but it recently contacted the school to arrange for a review to take place in order to establish the cause of the recent dip in performance.
- **The governance of the school:**
 - The governing body is extremely supportive of the school and many governors play an active role in school life. Currently, however, they rely too much on the school's leaders for information about pupil performance. As a result, they have not been fully aware about the progress of different groups of pupils. They know how pupil premium funding has been used, but have not challenged the school about the impact this has had on pupils' progress. Governors are aware of their role in monitoring teachers' performance, although they have not made sure that teachers' salaries are linked to teaching quality, or that targets for improvement are closely linked to pupils' achievement. Governors ensure that safeguarding arrangements meet current requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115018
Local authority	Essex
Inspection number	440417

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	222
Appropriate authority	The governing body
Chair	Phil Jones
Headteacher	John Howells
Date of previous school inspection	24 March 2011
Telephone number	01277 212216
Fax number	01277 203779
Email address	admin@hogarth.essex.sch.uk

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