

The James Oglethorpe Primary School

Ashvale Gardens, Upminster, RM14 3NB

Inspection dates 25–26 June 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils' progress is good and the proportions in the school making more than expected progress are higher than those found nationally.
- Good teaching ensures that pupils are taught the necessary key skills to help them to become successful learners.
- Pupils' behaviour in lessons and around the school is good and there are excellent relationships in all areas. Pupils feel safe and enjoy coming to school because of the wide range of interesting learning activities.
- Governors are effective in asking senior leaders searching questions about pupils' achievements and the quality of teaching. Leaders have established a system of regular checks to make sure teachers receive suitable training and development. This has resulted in pupils making good progress.
- Pupils are proud of their work and talk confidently about what they have achieved. Displays in classrooms and around the school are a recognition of pupils' good quality work.
- Parents provide good support for the school. They participate in a range of school activities and make sure children come to school suitably equipped and ready to learn.

It is not yet an outstanding school because

- Teaching is not yet leading to outstanding progress. There are insufficient opportunities for pupils to extend their thinking skills in order to fully develop their knowledge and understanding.
- Some pupils do not respond in detail to teachers' constructive comments in their books. This restricts the opportunities for each pupil to fully extend their learning.

Information about this inspection

- Inspectors observed teaching and learning in 13 lessons, some of which were joint observations with the headteacher. In addition, inspectors made a number of short visits to lessons to look at the quality of teaching and behaviour, and listened to pupils read.
- Meetings were held with the headteacher, other members of the senior leadership team, subject coordinators for English, mathematics, science, and physical education, members of the governing body and a representative from the local authority.
- Inspectors took account of 75 responses to the Ofsted online questionnaire (Parent View) and 42 questionnaires from members of staff.
- A range of documentation was reviewed. This included: the school's checks on how well it is doing and the improvement plan; the school's data for tracking pupils' progress; the work pupils were doing in their books; and the school's documentation relating to safeguarding.
- Inspectors met with parents at different times of the school day.

Inspection team

Neil McDonough, Lead inspector	Additional Inspector
Rosemarie McCarthy	Additional Inspector
Fatiha Maitland	Additional Inspector

Full report

Information about this school

- This is a larger-than-average-sized primary school.
- The proportion of pupils supported by the pupil premium is lower than that found nationally. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after by the local authority.
- Almost all pupils are of White British backgrounds.
- The proportion of disabled pupils and those with special educational needs supported at school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- In the Early Years Foundation Stage there are two Reception classes.

What does the school need to do to improve further?

- Improve teaching so that more pupils make outstanding progress by:
 - providing more opportunities for pupils to deepen their thinking through activities which help them to use key skills to evaluate, analyse and be creative in order to extend their knowledge and understanding
 - systematically checking that pupils are responding to constructive feedback from teachers
 - ensuring teachers use pupils' responses to their marking when planning the next steps in learning.

Inspection judgements

The achievement of pupils

is good

- Children begin school in the Early Years Foundation Stage with skills, knowledge, and understanding that are typical for their age. They build on these skills and make steady progress so they are at the expected level when they start Year 1. The rate of learning has now accelerated across the school and attainment in Year 6 is above average.
- Good progress in Key Stage 1 prepares pupils well for developing learning in Key Stage 2, where their progress in each year group is good but not yet outstanding in all subjects. By the end of Year 2 and Year 6, pupils reach at least the expected levels for their age in English and mathematics and many exceed this.
- Pupils demonstrate good skills in the use of grammar, punctuation and spelling; in mathematics they have developed good problem-solving skills. Pupils' progress is now much better than is found in most schools nationally. This is especially true of the more able pupils, who are challenged to achieve their best.
- In the Early Years Foundation Stage, children make good progress in recognising the sounds that letters make (phonics) and how these blend together to make words. These skills help to improve their confidence in reading. Their skills are further developed as pupils move up through the school, so that by the end of Key Stage 1 they read well and use many good strategies to work out unfamiliar words in order to understand a story.
- Disabled pupils and those with special educational needs make good progress because they are identified early on, provided with individual learning plans and supported well by additional adults. Pupils who did not make the same progress as others in the Year 1 phonics check have good opportunities to catch up with their classmates so that they become confident readers.
- Pupils who are eligible for additional funding receive extra support to make sure that any gaps in their learning are tackled. These pupils make good progress so that, by the end of Year 6, there is no significant difference between them and their classmates in English and mathematics.

The quality of teaching

is good

- Typically, the school fosters excellent relationships between pupils and teachers, and pupils learn well from each other. Pupils listen attentively to teachers' explanations and respond very quickly to planned learning tasks.
- Teachers know their pupils extremely well and ensure that lessons are planned with interesting activities to cater for their individual learning needs. They check on pupils' knowledge and understanding regularly during lessons. When necessary, teachers adapt learning to offer greater challenge or make tasks slightly easier for pupils to understand.
- Key skills are taught well in all parts of the school. Pupils read widely and often at home and throughout the school. Pupils use a wide range of communication and mathematical skills effectively in different subjects to help make connections across a common theme.
- Teaching assistants are highly effective across the school in helping different pupils to make good progress with their learning. They work in close cooperation with teachers to captivate pupils' interest. For example, while pupils were acting out the story of *The Boy Who Cried Wolf*, their good support helped pupils to understand the moral of the story.
- Pupils know what is expected from them in lessons as this is made clear by teachers through shared achievement targets. Pupils are developing good skills in self-assessment and in working well with others in groups to assess the quality of their work.
- The quality of work in pupils' books and teachers' regular assessments show that teaching is typically good. Teachers mark pupils work regularly and use a system understood by pupils, which gives them clear advice on how to improve. However, some pupils do not respond in sufficient detail to the teachers' constructive feedback.
- In the Early Years Foundation Stage, teachers provide children with a wide range of interesting

activities, both inside and outside the classroom, which develop their social, physical and communication skills well. Effective teaching of phonics is helping pupils to recognise and work out words as part of their early reading development.

- In some classes teachers are skilful in providing stimuli for pupils to deepen their thinking, for example by planning a wide range of problem-solving activities that extend their knowledge and understanding. However, this is not typical or consistent across the school.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. School leaders, staff and governors have high expectations of pupils' behaviour at all times.
- Pupils are polite, courteous and respectful. They move around the school in a purposeful manner and are aware of their responsibility to help others, particularly younger pupils. Pupils are respectful of all school equipment and ensure this is returned to the correct place in the classroom. There is no litter around the school.
- Pupils settle into lessons very quickly and their demeanour and behaviour in lessons and the work in their books show them to have good attitudes to learning. Classrooms are tidy and displays of pupils' work are of a good quality.
- The school's work to keep pupils safe and secure is good.
- Pupils feel safe and well cared for by staff. Pupils know about the different forms of bullying, including cyber bullying. Instances of bullying are rare.
- Pupils enjoy coming to school and most pupils attend regularly and on time. They enjoy all aspects of school and are eager to learn. Pupils of different ages get on well with each other at playtimes and older pupils take responsibility to make sure that younger ones are all right. Year 6 pupils show good levels of responsibility for younger pupils in their role as sports team leaders.
- Most of the parents who responded to the online questionnaire (Parent View) agreed that the school makes sure its pupils are well behaved.
- Behaviour is not yet outstanding because, occasionally, some pupils do not take enough pride in their work to respond sufficiently to teachers' comments and so do not fully extend their learning.

The leadership and management are good

- Leaders and managers have high expectations for pupils' achievements in all areas of school life, which are reflected in the very strong hard working community, pupils' good behaviour, consistently good teaching and pupils' good progress.
- Subject leaders regularly check pupils' progress and plan for additional support to ensure pupils are making the required progress. They review teachers' planning and check on the quality of teaching to make sure key skills are taught well. This has resulted in good progress in all subjects in all years.
- The local authority provides light touch support, for example by conducting a review to check how well the school is doing. This good support is used alongside the school's own systems for checking the quality of education to make informed and accurate decisions about future improvements.
- The procedures for setting targets for teachers ensure that they are held to account for the achievement of their pupils and this has resulted in pupils making good progress.
- The special educational needs coordinator ensures that pupils who need assistance with their learning are identified as soon as they start school. This early action and carefully planned programmes of work ensure these pupils make similar progress to others. This reflects the school's commitment to equality and to ensure that no pupil is discriminated against.
- Additional government funding is used effectively so that eligible pupils achieve well. The investment in training additional adults to work with pupils, either individually or in small groups,

has resulted in this group of pupils making good progress. The sports funding that the school receives for developing physical education is being used effectively to improve teaching skills. The number of pupils taking part in a range of sporting activities has increased and this is contributing to their confidence, health and well-being.

- The school's programme for learning is well planned and effective in ensuring pupils make good progress. It makes a good contribution to their social, moral, spiritual and cultural education. In Reception there is an effective balance of adult-led activities and those that children choose for themselves.
- Regular visits to places of interest and the way subjects are grouped using a common theme help pupils to make connections between subjects and develop creative writing and thinking skills. However, the development of pupils' deeper thinking skills is not yet a common feature across the school.
- The school helps pupils to understand how to keep themselves safe. In the online survey, Parent View, the overwhelming majority of parents stated that their children are well looked after and that they feel safe at school.

■ **The governance of the school:**

- Governors have a clear and unambiguous vision for the school's development, which is shared by all at the school. They contribute to the school's checks on its effectiveness and have an accurate picture of the school's strengths and areas for improvement. They work closely with the headteacher in preparing an action plan that is tightly focused on developing teaching and learning. Governors check the quality of teaching rigorously through monitoring visits, regular reports from the headteacher and quality assurance from the local authority. They understand teachers' accountability for pupils' progress and know what is done to reward good teachers and tackle underperformance. A governors' committee carefully monitors the school's financial resources to ensure these are used effectively to raise pupils' achievement. Governors have a clear understanding about how the pupil premium and sport funding are allocated and have undertaken a review to evaluate the impact of these resources on pupils' achievement. Governors understand the school's procedures for tracking pupils' progress and they are confident in asking leaders challenging questions about pupils' achievement. The governing body ensures that the school fulfils its statutory responsibilities; all staff have been vetted and are trained appropriately to keep pupils safe and free from harm.

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	102268
Local authority	Havering
Inspection number	442132

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	298
Appropriate authority	The governing body
Chair	Mrs Cathy Rogers
Headteacher	Ms Deborah Rowles
Date of previous school inspection	3–4 October 2012
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