

Ongar Place Primary School

Milton Road, Addlestone, Surrey, KT15 1NY

Inspection dates 9–10 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- School leaders have taken swift action to increase pupils' progress in reading, writing and mathematics. Consequently, teaching is good and pupils make good progress across the school.
- Leaders have created a calm and happy atmosphere in which pupils feel safe and secure. Vibrant displays of pupils' work reflect the high level of care and respect staff have for pupils.
- Pupils across the school make good progress to reach standards that are now above average by the end of Year 6.
- Teachers work hard to ensure disabled pupils and those who have special educational needs understand their learning before moving on to harder work. These pupils make good progress as a result.
- Teachers have high expectations for pupils. They use assessment information well to plan work that builds well on what they already know and can do.
- Pupils behave well in lessons and around the school. They enjoy school and this is shown in their attendance, which has improved and is above average.
- Children in the Reception class are very well equipped with the skills they need in all aspects of their development. They are confident, happy and they enjoy learning.
- The school has developed thorough procedures to assess pupils' work following the government's decision to remove National Curriculum levels. These link closely with the new curriculum that inspires and enthuses pupils.
- Governors are proud of the school. They provide good support to the headteacher and her team. They have helped the school to address the issues from the previous inspection and are well placed to continue to improve.
- The school provides good support for pupils with additional needs. It has effective systems in place to nurture and support pupils who occasionally find some aspects of school difficult to manage.

It is not yet an outstanding school because

- Some pupils in Key Stage 2 do not have a secure grasp of basic skills in spelling, punctuation and numeracy. Their handwriting is not always neat and their work is not always presented to the highest standard.
- Some middle leaders do not ensure that all staff implement the agreed systems to mark and assess pupils' work.
- Governors do not use Key Stage 2 published performance information well enough to provide a high level of challenge to school leaders.

Information about this inspection

- Inspectors observed pupils working in 13 classes, five of which were observed jointly with school leaders. They looked at work in pupils’ books and they listened to pupils reading in Year 2 and Year 6. They attended an assembly and they observed pupils as they moved around the school and at break times.
- Among the documents seen were school improvement plans, minutes from governors meetings, pupils’ assessment information and documentation regarding pupils’ behaviour and attendance. Inspectors also looked at records showing how pupils are kept safe in school.
- Meetings were held with school leaders, groups of pupils and four governors, including the Chair of the Governing Body. The inspectors also met with an adviser from the local authority.
- The views of parents were taken into account by analysing 48 responses to the online survey, Parent View. Inspectors also spoke informally to parents during the inspection. The views of staff were considered by analysing 21 responses to the staff survey.

Inspection team

Joy Considine, Lead inspector

Additional inspector

Janet Simms

Additional inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school and pupils are taught in single age classes.
- The school has now completed its transition from a two-form entry infant school to a one-form entry primary school.
- Children in the Reception class attend school full time.
- Most pupils are of White British heritage and few speak English as an additional language.
- The proportion of pupils who are known to be eligible for pupil premium funding is lower than average. This is additional funding provided by the government to support those pupils who, in this school, are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The school provides a breakfast club for pupils.
- The school meets the government's current floor standards. These set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- There have been significant changes to the teaching team since the previous inspection.

What does the school need to do to improve further?

- Ensure that pupils confidently master basic skills in spelling, punctuation and number.
- Make sure that subject leaders regularly check work in pupils' books to confirm that all teachers are implementing, and following, the school's agreed policy for marking and assessment.
- Improve governors' use of Key Stage 2 performance information to enable governors to provide a high level of challenge to school leaders.

Inspection judgements

The leadership and management are good

- The headteacher is ambitious and has high expectations for pupils and staff. Following the previous inspection there was a decline in standards. This was brought on largely by the need to raise teachers' expectations as the school established itself as an all-through primary school. Current staff have successfully worked hard so that pupils who are now in the school achieve well in reading, writing and mathematics.
- Staff and governors share leaders' vision for the school. Staff work exceptionally well as a team and morale is high. They have established a calm working environment in which pupils' achievement and behaviour are good. The school is well aware of what it does well and what needs to be further developed. Leaders have increased the level of challenge in the targets the school has set for itself, showing that it is well placed to continue to improve.
- School leaders check teaching regularly. They visit classes formally as well as informally and provide appropriate support and guidance to help teachers to develop their skills. Training is provided both in school and with support from the local authority. This has strengthened teaching so that it is consistently good.
- All teachers are members of curriculum teams and, as such, they contribute to the development of curriculum subjects across the school. They visit each other's classrooms and check teachers' planning to ensure that the right skills are being taught. However, work in pupils' books is not always checked to ensure agreed policies are implemented consistently. Consequently, the new systems to mark and assess pupils' work do not always guarantee rapid progress in all classes.
- Termly checks on pupils' progress enable leaders to identify any underperformance. This helps leaders to take prompt action to provide additional support to ensure pupils get back on track.
- The school uses the pupil premium funding effectively to provide personal as well as academic support to eligible pupils. It is partly used to provide extra teaching and also to subsidise the costs of educational visits. Consequently, these pupils make good progress. They also develop confidence and social skills that prepare them very well for the next stage of their education.
- The school's arrangements for keeping pupils safe meet all requirements and are highly effective in keeping pupils secure. The school provides a high level of care for a few pupils whose circumstances may make them more vulnerable. This ensures that all pupils have equal opportunities to succeed and that there is no discrimination.
- Wherever possible, teachers link subjects together so that pupils' learning is relevant and meaningful. Literacy and numeracy are incorporated into termly themes. These ensure pupils have extensive opportunities to apply and develop their skills. The headteacher has been particularly successful in devising a comprehensive system to assess pupils' learning.
- The school's values, which permeate all aspects of school life, provide a strong emphasis on promoting British values of rule of law, respect and tolerance. Pupils learn about many aspects of British history and study world cultures through the curriculum; this helps to prepare them very well for life in modern Britain.
- Other aspects of the curriculum provide pupils with a good understanding of the faiths and beliefs of those from other backgrounds. Pupils have opportunities to learn to play musical instruments and to produce high quality art based on the work of major artists. Additionally, a wide programme of educational visits promotes their spiritual, moral, social and cultural development very effectively.
- School leaders make very effective use of the sport premium funding. They have invested heavily in developing the skills and expertise of all staff. This enables them to be confident in the provision of high quality sports and physical education lessons for pupils. Some funding has also been used to join the Youth Sports Trust and to purchase equipment, including basketball posts and nets. This has increased pupils' participation and enjoyment of sports.
- The large majority of parents who responded to the survey or who spoke to inspectors agreed that the school is well led and managed, and they would recommend the school to other parents.
- The local authority provides light touch support for this school. It supported the school effectively during the 'transition' years, but did not provide enough challenge to leaders and governors over previous underachievement at the end of Key Stage 2.
- **The governance of the school:**
 - Governors have a range of professional skills that they use to check the work of the school and to provide support to the headteacher. They know that leaders have taken effective action to improve teaching, so that it is now consistently good. However, they do not use published performance

information well enough to provide a high level of challenge to school leaders. They know that results across the school have improved significantly in 2015. However, they did not fully understand that pupils at the end of Key Stage 2 did not make enough progress in 2014 compared with other schools nationally.

- They visit school regularly to meet with staff and to increase their knowledge of the school's performance. They know what has been done to ensure that any pay increases are closely related to teachers' performance in the classroom. Governors have made sure that the school's policies and procedures for safeguarding pupils are regularly reviewed, fit for purpose and meet statutory requirements. They keep a tight eye on finances to ensure that the school's budget and additional funding are spent wisely.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They are happy and they enjoy school and this is reflected in their attendance which is now above average. Pupils behave well in class and take care when moving around the school. Lunchtimes are calm and pupils eat sensibly before going into the playground where they have a good range of activities that keep them fit and healthy.
- Pupils have positive attitudes to learning. They abide by classroom rules and understand teachers' expectations for their behaviour. They behave well with different staff and enjoy talking to visitors about their school and what they are learning.
- Pupils get on well together, regardless of background. They show respect towards each other and adults, listening carefully and responding appropriately. Most pupils concentrate well in lessons and they enjoy answering questions and contributing their own ideas. This helps them to progress well with their work.
- Occasionally, a few pupils become distracted when teaching does not fully engage them. Sometimes teachers do not notice or address this behaviour quickly enough and this hinders pupils' progress.
- Pupils are friendly, helpful and courteous and are considerate to the views and feeling of others. They say there is very little poor behaviour and that staff take any concerns seriously. Recorded incidents of poor behaviour have reduced, with very few reported in recent years. There have been few exclusions in the past year.
- The breakfast club provides pupils with a calm and nutritious start to the school day.

Safety

- The school's work to keep pupils safe and secure is good. Pupils feel safe in school because they know that adults will quickly respond to any concerns they may have. School leaders and governors ensure that all statutory requirements for keeping children safe are met.
- The arrangements for protecting pupils whose circumstances may make them more vulnerable are thorough. Staff are very caring. Some staff, trained as emotional literacy support assistants, provide a planned programme of emotional and social support for both groups of pupils as well as individuals.
- Pupils know about the different forms of bullying they may encounter. They understand the dangers associated with mobile phones and the internet, and that it is wrong to make unkind comments about others when using electronic devices. They know it is wrong to make remarks about race, religion or gender and that it rarely happens in school. Pupils say that there is very little bullying, but that some pupils can be boisterous at break times. This is why safety is not outstanding.
- Pupils are very well aware of dangers posed by external factors such as roads, railways and strangers. They know that some substances, such as tobacco and non-medicinal drugs, can be harmful.
- The large majority of parents who responded to the survey or who spoke to inspectors agreed that their children enjoy school and that they are safe in school and behave well.

The quality of teaching is good

- Owing to actions taken by school leaders, teaching is consistently good across the school. Most teachers have high expectations and they plan lessons that motivate and engage pupils.
- Pupils understand what they are learning and make good progress because links between subjects make learning more purposeful. For example, in a Key Stage 2 mathematics lesson, pupils were learning about number in Ancient Egyptian times. They fully understood the difference in number systems at that time in comparison to the system we use today.

- Staff are particularly skilled in identifying the specific needs of disabled pupils and those who have special educational needs. Either they plan separate activities to help these pupils to overcome barriers or they drill down with specific questions to help these pupils to progress as well as others.
- Work provided for pupils is usually at the right level for most pupils and this helps them all, including those who are the most able, to make good progress. Work builds on previous learning and so pupils develop their skills step by step.
- The teaching of reading has improved so that, in 2015, a higher proportion reached the expected level in the Year 1 phonic (letters and sounds) screening check. By the end of Year 2, pupils have a range of skills that they use to read and enjoy a variety of books.
- Most teachers provide pupils with opportunities to write at length across other subjects in the curriculum. For example, some Key Stage 2 pupils wrote thoughtful accounts of aspects of the Second World War in response to their work in history. Their writing included well-chosen vocabulary, showing how well they had reflected on aspects of war such as the evacuation of children from city centres.
- Owing to previously weaker teaching, a number of pupils at Key Stage 2 still struggle with accurate spelling and punctuation. Their handwriting is not as neat as it should be and the presentation of their work is sometimes untidy.
- Some teachers plan imaginative experiences that help pupils to learn particularly well. For example, some lower Key Stage 2 pupils made Roman shields and helmets in preparation to re-enact a battle between the Romans and the Celts. They had been very well prepared and they all took part with enthusiasm and enjoyment, demonstrating their knowledge of the Romans in Britain.
- Mathematics lessons are usually lively and engaging and help pupils to make good progress. This is because staff are skilled at asking questions that probe pupils' understanding. However, a few pupils in Key Stage 2 have not mastered basic skills securely enough to enable them to recall number facts quickly enough and this slows their progress.
- Most teachers mark pupils' work thoroughly and they provide helpful guidance to pupils about how they can improve their work. However, not all teachers consistently apply the school's agreed marking and assessment policy stringently by providing pupils with opportunities to correct and improve their work.

The achievement of pupils is good

- Pupils' achievement has improved rapidly over the past year and is now good. Across the school, pupils make good progress in reading, writing and mathematics to reach standards that are above average by the end of Year 6. This is confirmed by work in their books and the most recent assessment information held by the school.
- Themes such as the Ancient Egyptians and the Second World War interest boys and inspire them to work hard. Consequently, any previous gaps between boys and girls have closed.
- Previous underachievement has been addressed and this is evident across the school. By the end of Year 1, pupils' attainment in reading, writing and mathematics is above average and this represents good progress from the end of the Reception Year. By the end of Year 6, pupils make good progress in reading, writing and mathematics to reach levels of attainment that are above average.
- The good support provided for disabled pupils and those who have special educational needs has enabled them to progress at similar rates to their classmates. They are provided with extra help in class or individually from highly trained teaching assistants. Teaching assistants repeat or re-phrase what teachers say to help these pupils to understand what they are expected to do.
- Pupils supported by the pupil premium made less than expected progress in comparison with all pupils nationally according to the national assessments in 2014 in mathematics and writing. Progress in reading was stronger. However, owing to increased levels of support in classrooms, their rates of progress are now similar to other pupils in school given their starting points.
- In 2014, compared with other pupils in the school, disadvantaged pupils were about two terms behind their classmates in writing and mathematics. Results in reading were similar to their classmates. In comparison with other pupils nationally, they were about a year behind in writing and mathematics and they were a term behind in reading. The most recent school assessment information shows that these pupils now make good progress and that the gap has closed significantly in all subjects in 2015.
- Pupils achieve well in reading. By the end of Year 2, they have a well-developed range of skills that they use to read fluently, confidently and with good understanding. Pupils in Year 6 are very positive about all aspects of reading. They thoroughly enjoy reading and confidently discuss their favourite books and authors, demonstrating that they read widely and often. They appreciate visiting the well-stocked school library where they select from a wide range of books.

- Pupils' writing is lively and imaginative and shows that pupils use a wide variety of skills to add interest to their work. They use similes and metaphors to enrich descriptive writing and they structure writing into paragraphs to link ideas. However, owing to a legacy of underachievement, pupils in Key Stage 2 do not always spell or punctuate their sentences correctly. Their handwriting and presentation of their work are not always as neat as they should be.
- The most able pupils achieve well and this is reflected in the increased proportion of pupils reaching Level 3 at the end of Year 2 and those reaching Level 5 at the end of Year 6. All pupils are very well prepared for the next stage of their education.

The early years provision

is good

- Children enter the Reception class with skills that are broadly typical for their age, although a significant proportion is below this, particularly in speech, language and communication. They make good progress, so that by the time they enter Year 1 they have caught up and most are exceeding the expectations for their age. Their results in 2015 improved significantly from the previous year and demonstrate that they are very well prepared for Year 1.
- Staff have good understanding of the developmental needs of young children. They have created an exciting learning environment that is well equipped both inside and outdoors. Children have a wide range of activities from which to choose when adults are not directing their learning.
- The Reception class is bright and attractive and encourages children to learn and play safely. The children behave very well and get on well together. They share, take turns and cooperate, both with each other and with adults. They have developed good learning behaviours including perseverance and resilience and they enjoy the challenging activities provided by adults.
- Adults support learning effectively through asking questions that develop children's understanding. This ensures children make rapid progress. However, occasionally, whole class activities are not at the right level for every group and this hinders the progress of a few children.
- The experienced leader has a thorough understanding of what is working well and what needs to be improved further. She works in close cooperation with colleagues to ensure that all children get a good start to their primary education.

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	125042
Local authority	Surrey
Inspection number	456216

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	211
Appropriate authority	The governing body
Chair	Karen Osborne
Headteacher	Tracy Good
Date of previous school inspection	8 February 2012
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