

Hogarth Primary School

Inspection report

Unique Reference Number	115018
Local Authority	ESSEX LA
Inspection number	311791
Inspection dates	18–19 September 2007
Reporting inspector	Stephen Walker

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 on roll	
School	178
Appropriate authority	The governing body
Chair	Mr David Sargood
Headteacher	Mr John Howells
Date of previous school inspection	22 November 2004
School address	Riseway Brentwood Essex CM15 8BG
Telephone number	01277 212216
Fax number	01277 203779

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Hogarth Primary School is smaller than most primary schools. It is situated near the centre of Brentwood adjacent to the London overspill estate of Newham, an area of some social and economic disadvantage. The majority of pupils are from White British backgrounds with a small number from minority ethnic groups. Most pupils start at the school with levels of knowledge and understanding that are below those expected nationally. The proportion of pupils with learning difficulties and/or disabilities and the percentage of pupils known to be eligible for free school meals are above the national average. The school has gained Investors in People and the Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Hogarth Primary School is a satisfactory school with some good features. The school has a warm and nurturing environment that really cares for the pupils as individuals. The headteacher and staff are very well respected by parents and carers who appreciate the 'family atmosphere' and welcoming approach of the school. Parents praise the work of the school and value the support the school provides for their children. One parent writes, 'our children are enthusiastic and happy about their school. I think the school offers a really good environment for children to learn'.

Overall, pupils leave the school with average attainment which, in relationship to their attainment on entry, represents satisfactory progress. Results in 2007 demonstrate that strategies have been successful in improving performance. The school acknowledges that raising standards, particularly in reading and writing, are key priorities for the school. Target setting and the checking of progress is not yet sufficiently consistent to enable the school to raise standards and achievement further.

Pupils' personal development is good mainly because of the high quality of care and guidance they receive. The majority of pupils are well behaved and enjoy their time at school. A particularly impressive feature of the school is the way pupils are encouraged to take responsibility from an early age. Teaching overall is satisfactory, with examples of good practice. The skilful management of pupils encourages positive attitudes and engagement in lessons but the school does not yet sufficiently share good practice in teaching in order to improve the quality of learning across the school. The curriculum provision is satisfactory and meets the needs of the learners but teachers' plans do not clearly identify the key skills and knowledge to be taught in each subject area.

Leadership and management are satisfactory. The headteacher and teachers are well supported by the governors who take an active interest in the strategic development of the school, particularly its management of staffing and the budget at a time of falling rolls. Monitoring of teacher and pupil performance is satisfactory, as is the general accuracy of the school's evaluation of its quality and effectiveness. The school has successfully addressed all the issues raised in the last inspection. However, the school improvement plan does not specify in sufficient detail the key actions needed if further improvement is to occur. Hogarth Primary School therefore provides satisfactory value for money and has a satisfactory capacity to improve.

Effectiveness of the Foundation Stage

Grade: 3

Provision in the Foundation Stage is satisfactory. Pupils settle happily in the Reception class because relationships are very good. Teaching and learning are satisfactory overall, with examples of good practice. The curriculum covers all the required areas of learning, and offers opportunities for imaginative and structured play, including outdoor activities. The sensible focus on teaching language, communication, social and problem-solving skills helps most pupils to achieve well. However, not all pupils reach expected levels in the early learning goals by the end of Reception. Links with the very new on-site pre-school provision are currently developing to help improve pupils' attainment and targets for this age-group have been established.

What the school should do to improve further

- Raise standards and achievement across the school by making target setting and checking of progress more consistent and rigorous.
- Increase the proportion of good teaching by ensuring that all activities are focused on challenging tasks which meet the needs of all levels of ability.
- Develop effective links with pre-school provision to ensure that pupils develop their basic skills in Reception.
- Develop a coherent and comprehensive school improvement plan, specifying clearly the required actions by staff and the monitoring arrangements for governors and senior managers.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Most pupils enter the school with below average levels of knowledge and skills. By the time they leave, standards are broadly average and achievement satisfactory, although trends in both are affected by the high turnover of pupils each year.

In Years 1 and 2, pupils make satisfactory progress. Standards are average with most pupils gaining the expected Level 2 in writing and mathematics. The school has been increasingly successful in improving the standards of writing through focused work on speaking and listening. However, standards in reading remain below average.

From Years 3 to 6, all groups of pupils make satisfactory progress, obtaining results in English, mathematics and science that are broadly average. Results in English have particularly improved at Level 5 although girls perform better in writing than boys. Additional support for pupils with learning difficulties and/or disabilities ensures that they, too, make satisfactory progress.

Personal development and well-being

Grade: 2

There is a positive atmosphere in the school and the pupils show respect towards each other and the staff. Pupils behave well in lessons and around the school. Most pupils enjoy their experience of school, grow in confidence and develop good personal qualities. Spiritual, moral, social and cultural development is satisfactory. Attendance is average and there are effective systems to monitor absences. Pupils have a good understanding of how to keep themselves safe and healthy, both through eating sensibly and taking exercise. The school council has been effective in improving the school environment. Pupils readily take part in fund raising for charities and support local organisations, such as the Hogarth Day Care Centre. They take on responsibilities within the school, for instance by helping younger pupils as play leaders. All these opportunities enable them to develop skills that contribute to their community and ensure their future economic and social well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. Improvements in teaching have begun to have a positive effect on pupils' learning and progress although these are not yet consistent in all classes. Planned work is adapted appropriately to meet the needs of most pupils, especially lower ability pupils and those with learning difficulties and/or disabilities. However, teachers do not always direct pupils to adequately challenging tasks. Teachers demonstrate a clear understanding of what is to be learnt and share this with pupils. Good relationships encourage pupils' confidence and enthusiasm for learning. Lively, stimulating classrooms and the good use of resources such as interactive whiteboards, ensure pupils increasingly learn in active and practical ways. Skilled learning support assistants contribute well to pupils' learning. Good marking in some classes shows pupils what they have to do to improve their work.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. The school has correctly identified the need to reshape the schemes of work to improve pupils' achievement. Following recent key appointments, good progress has been made in ensuring that basic skills are being taught systematically in English and mathematics. There is now a clear focus on developing pupils' speaking, listening and communication skills that help them to express their ideas more clearly and to bring about improvements in their writing. Work on linking all subjects together and ensuring that key skills and knowledge are learned progressively across the curriculum has not yet been carried out. Displays in classrooms and around the school, as well as opportunities to visit places of interest, enrich the curriculum well. There is a good range of after school clubs, with many opportunities to participate in sporting activities.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall. Pastoral care is of high quality and contributes strongly to pupils' good personal development. Parents have great confidence in the school and are overwhelmingly positive about the high level of care for their children. All staff go to great lengths to encourage good behaviour and positive attitudes to learning and good emphasis is placed on developing pupils' confidence and independence. One parent writes 'the supportive approach of the school really develops the children's confidence and self-esteem'. Support for pupils who have learning difficulties and/or disabilities and those with social and emotional problems is good. Pupils now have clear and challenging targets for improving their work in many classes, which they understand and are beginning to use to good effect. Rare incidents of bullying or racism are taken seriously and followed up fully. Pupils receive clear guidance on how to stay safe and look after themselves. The school is vigilant in safeguarding its pupils.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Parents, teachers and governors respect and share the headteacher's efforts to promote good standards of behaviour, enjoyment in learning and high levels of care. The newly formed management team are providing a strong impetus for improvement across the school.

The school improvement plan does not provide sufficiently detailed actions, time scales and clear monitoring arrangements. Subject leaders are developing their roles and take a satisfactory part in the planning and monitoring process. The system of lesson observations is well developed and there are good opportunities for peer observations. The school is effective in recruiting staff and there is a good programme of professional development. The school runs very smoothly and calmly on a day-to-day basis.

Governors are well informed of the school's progress and areas for development. They have not previously been fully involved in strategic planning but are now increasingly involved in monitoring progress and are individually linked to specific subject areas.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

20 September 2007

Dear Pupils

Hogarth Primary School, Brentwood, Essex, CM15 8BG

We want to thank you for the way you made us feel welcome when we visited your school. We really enjoyed meeting you all and seeing you working and playing together. It was good to see you in the assembly when you looked at the different countries that are represented in the school.

These are some of the things that your school does well.

- You try hard and make progress in your work.
- You feel safe and happy at school.
- You behave well and are keen to learn.
- You understand the importance of being healthy.
- You look after the younger children.
- Teaching is well planned and lessons are interesting.
- The teachers and staff care greatly for you.
- There are many visits and after-school activities.
- The school is tidy and the classrooms are attractive.

These are things we have asked Mr Howells, the staff and governors to do to make your school even better.

- Improve your standards of work by checking your progress on a regular basis.
- Ensure that all teaching is of a very high standard.
- Work closely with the pre-school in order to help the children with basic skills before they enter Reception.
- Create an improvement plan for the school so that all the staff and governors can make the school even better.

Keep working hard and enjoying the many things you do at Hogarth Primary School. We would like to wish you success in your future education.

With very best wishes

Stephen Walker

Lead inspector