

Ongar Place Primary School

Inspection report

Unique Reference Number	125042
Local Authority	Surrey
Inspection number	328271
Inspection date	3 July 2009
Reporting inspector	Peter Thrussell

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	4–8
Gender of pupils	Mixed
Number on roll	
School (total)	173
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Miles Davies
Headteacher	Mrs Gloria Liddaman
Date of previous school inspection	24 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Milton Road Addlestone KT15 1NY
Telephone number	01932 842 785
Fax number	01932 842 785

Age group	4–8
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the impact of leadership and management in bringing about further improvements
- the strengths in teaching and learning
- the quality and standards in the Early Years Foundation Stage.

Evidence was gathered from lesson observations, scrutiny of pupils' work and the school's documents. Parents' questionnaires and discussions with children, governors, other leaders and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

The status of this school has recently changed from being a two-form entry infant to a one-form entry primary school. There is currently just a Year 3 class in Key Stage 2. The proportion of pupils known to be eligible for free school meals is much lower than average. The majority of pupils are from White British backgrounds. The small proportion of pupils from minority ethnic backgrounds is increasing, as is the proportion of pupils with a home language other than English. The proportion of pupils who have learning difficulties and/or disabilities is just below average. These pupils have particular needs such as speech, language and communication, and behavioural, emotional and social difficulties. The school has gained the Healthy School and Activemark awards. There is onsite, independently run pre-school provision.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Ongar Place Primary is a good school. The headteacher provides committed leadership and is well supported by her deputy headteacher, leadership team, staff and governors. This ensures that pupils make good progress in both their personal and academic development. Close links with outside agencies, parents and a strong confederation of local schools contribute to the excellent level of care and support and the good learning opportunities provided for pupils. One parent commented, 'Ongar Place is an invaluable source of stability and excellent learning for my son'. Vulnerable pupils, including those who have social and behavioural needs are very well supported by well-trained assistants. A home-school link worker also provides invaluable support for these pupils and their families. Specialist guidance for pupils who have speech, language and communication needs helps the school to plan and provide effective individual support.

Pupils greatly enjoy all aspects of school life, shown in their above-average attendance. They like their lessons and have a good understanding of how to improve their work, through the curriculum targets that are set for them and the guidance provided by marking. They particularly enjoy the wide range of sports and physical activity on offer as part of a well-enriched curriculum. The great majority are becoming competent swimmers, benefiting from the use of the school's own pool. Their understanding of the importance of physical fitness and what constitutes a healthy diet is recognised in national awards. Pupils are fully involved in fundraising activities for national charities and play an active part in the school community, and care for the environment. The school council is proud of the fact that it helped to develop a garden area through links with a local garden centre alongside the involvement of parents, grandparents and local councillors. Pupils have good attitudes to learning and generally behave well. These personal qualities contribute to the good progress pupils make in their learning and preparation for the next stage of their education. Occasionally, when they are not fully involved in lessons, some lose concentration and are slow to carry out the tasks set for them.

Pupils achieve well. They make good progress throughout the school towards the challenging end-of-year targets set for them. Standards at the end of Year 2 are consistently well above average in reading, writing and mathematics. All groups of pupils, including those who have learning difficulties and/or disabilities make similar progress. At the end of Year 3, pupils are working at and beyond the levels expected at this age. The school has been focusing on further raising the standard of boys' writing. Opportunities to write in other subjects, as part of the school's revision of its curriculum, are starting to add further interest and purpose to pupils' writing, particularly that of boys. More role play and drama are helping to develop pupils' vocabulary and ideas for writing.

This good progress results from good teaching. Assessment is used well to plan activities that challenge all abilities. Learning support assistants work closely alongside class teachers, working well with the groups allocated to them. In some lessons, pupils make better progress when being supervised by adults than when working independently. One reason is that pupils do not always have the opportunity to discuss fully what they are learning and to ask questions. This restricts their ability to work independently and to take fuller responsibility for their own learning. The school is moving towards creating more opportunities for pupils to ask their own questions about their learning and to become more autonomous learners. The school has identified this as a focus for school improvement, building on successes in the Early Years Foundation Stage.

The school is emerging from a period when its future was uncertain and building work interrupted the day-to-day running of the school. Although the headteacher has worked very hard throughout these difficult times to maintain the confidence of parents, a few have expressed concern about the resulting changes. The school is accurate in evaluating its provision and performance, so that planned actions are sharply focused on school development. It is currently reviewing the curriculum to make it even more interesting and relevant, and to provide pupils with further opportunities to apply and develop their different skills, including literacy, numeracy and computer skills. It is also carefully planning the development of the curriculum with the year-on-year growth of Key Stage 2. This growth has necessitated a new leadership and management structure. Leaders, including those recently appointed, are keen to take on their new roles and to play a greater part in planning school development and in monitoring performance. The school works well to promote pupils' understanding of and respect for communities both locally and internationally. An evaluation has helped the school to identify where this provision could be extended further, for example through wider global links. Given improvements since the last inspection, for example in marking, assessment and target setting and the role of governors, and the school's well thought-out forward planning, it has a good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children get off to a flying start in Reception. They start school with skills and abilities that are broadly typical for their age. Excellent links with parents and opportunities for them and their children to visit before starting school, mean that children quickly settle. They go on to make outstanding progress as a result of extremely effective teaching that inspires their interest and natural desire to learn. Teachers plan a very wide mix of activities both indoors and out, with exceptionally well-planned opportunities for children to choose and explore, as well as being gently guided towards specific, adult-led activities. A strong focus on developing their speaking and listening through questioning and discussion has helped them to become inquisitive and independent children, ever seeking to extend their own learning. By the end of the Reception year, the great majority are working securely within the learning goals expected at this age, with significant proportions fully meeting or exceeding them, especially in aspects of communication, language and literacy. Children develop excellent personal and social skills through the secure and stimulating learning environment, with outstanding support from adults. Their progress is tracked very closely, so that adults know exactly how well they are doing. The curriculum meets children's individual needs exceptionally well and there is an appropriate focus on developing basic skills. The Early Years Foundation Stage is led and managed highly effectively, with a strong team of staff who work together extremely well to promote children's welfare and learning.

What the school should do to improve further

- Ensure that the roles of the new leadership team are fully developed.
- Develop teaching and learning through providing more opportunities for independent learning and the introduction of more creative learning experiences for pupils.

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Annex A

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?	2
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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

13 July 2009

Dear Pupils

Inspection of Ongar Place Primary School, Addlestone, KT15 1NY

I am writing to let you know what we found when we visited your school. Thank you for taking part in the inspection. We spoke with some of you during our visit and you were interesting to talk to, extremely polite and helpful. You spoke enthusiastically about enjoying school and all of the things you take part in.

Ongar Place Primary is a good school.

We liked these things the most.

- Children get an excellent start to school in Reception.
- You enjoy school, behave well and want to do your best.
- The school makes sure that you are safe and extremely well looked after.
- You know the importance of eating the right things and staying fit and healthy.
- You are keen to improve the environment and to make the school an even better place.
- Your headteacher, governors and staff are doing a good job.

We have asked the school to work particularly on the following things.

- Your school is growing from an infant to a primary school. A new leadership team has been appointed to help with this. It must keep a close eye on how the school is developing and how well you are all doing.
- Teachers need to encourage you to think more for yourselves and to work on your own. More opportunities for you to talk about what you are doing in lessons and to ask questions will help to prepare the way, along with even more interesting and exciting things to learn about.

We did enjoy visiting your school and watching you learn.

Yours faithfully

Peter Thrussell

Lead Inspector