

Chepping View Primary School

Inspection report

Unique reference number	110321
Local authority	Buckinghamshire
Inspection number	386199
Inspection dates	19–20 January 2012
Lead inspector	Barbara Atcheson

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	420
Appropriate authority	The governing body
Chair	Andrew Walker
Headteacher	Richard Millington
Date of previous school inspection	14–15 October 2009
School address	Cressex Road High Wycombe Buckinghamshire HP12 4PR
Telephone number	01494 535564
Fax number	01494 436126
Email address	office@cheppingviewpri.bucks.sch.uk

Age group	4–11
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Introduction

Inspection team

Barbara Atcheson

Additional inspector

Margaret Wolf

Additional inspector

Ian McAllister

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in intervention sessions for individuals and small groups and 24 lessons, taught by 18 teachers. They also held meetings with members of the governing body, the local authority, staff and groups of pupils. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at school policies, including those relating to safeguarding and equality, the governing body minutes and planning documents. They scrutinised pupils' work and evaluated questionnaires returned from 122 parents and carers as well as others returned by staff and pupils.

Information about the school

Chepping View is a larger than average primary school. The pupils come from a wide variety of minority ethnic groups, the largest group being Pakistani. Just under three quarters of the pupils are learning to speak English as an additional language. A large majority of these pupils speak Punjabi or Mirpuri in addition to learning English. An average proportion of pupils are known to be eligible for free school meals. The proportion of disabled pupils and those who have special educational needs who are supported at 'school action' level is above the national average, while the proportion of those who are supported at 'school action plus' or by a statement of special educational needs is about average. Children enter the Early Years Foundation Stage in two Reception classes. The school is an accredited National Support School and the headteacher is a National Leader in Education. Over the past five years, the school has either supported or lead a number of schools causing concern or under local authority focus. The school meets the current floor standard.

Inspection judgements

Overall effectiveness	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is an outstanding school. It exceeds its challenging goals because pupils, staff and leaders have high expectations and a passion to help each other to do even better. They all say this stems from the inspirational leadership of the headteacher.
- All groups of pupils make outstanding progress from well below expected starting points in Early Years Foundation Stage to significantly above average levels by the end of Year 6.
- The innovative way in which pupils move into precisely tailored small learning groups when needed and move out when learning is secure ensures a highly personalised learning programme and verifies the school motto, 'Everybody Matters at Chepping View'.
- Teaching is outstanding overall and at times, inspirational. Extremely high levels of skill, expertise and subject knowledge shown by teachers and, importantly, teaching assistants, together with their detailed knowledge of each pupil, ensure rapid and sustained progress.
- Outstanding practice in the Early Years Foundation Stage ensures that children are settled, secure and ready to learn.
- Safeguarding is paramount. Pupils feel so safe they say school is 'like being at home'. Behaviour is outstanding because there is a high level of spiritual, moral, social and cultural development. This ensures that pupils are extremely caring and considerate to each other and the school is a highly cohesive community.
- The innovative, creative curriculum supports learning exceptionally well. Information and communication technology (ICT) is a particular strength, though the school recognises the need to enhance the virtual learning environment (intranet) even further to ensure that it is suitable for the demands of the 21st Century.
- All leaders live up to the high expectations that they set themselves. They are empowered and identify with the headteacher's passion for continual improvement. They share high levels of expertise with each other and a number of other schools. The headteacher's national and international connections widen horizons and add extra dimensions to the school's ambitious programme for development.

What does the school need to do to improve further?

- By October 2012, develop a secure virtual learning environment (ICT intranet) which will enhance and enrich all aspects of school life and ensure pupils are even more prepared for the world in which they will work.

Main report

Achievement of pupils

All groups of pupils, including disabled pupils and those with special educational needs, make rapid and sustained progress in all areas because their teachers and teaching assistants are proficient in assessing their precise needs and providing tailor-made learning programmes. Pakistani and White British pupils make particularly rapid progress. Small learning groups, taken by skilled teachers and teaching assistants, make sure that any learning gap between the lowest 20% and the rest is closed quickly. However, teachers ensure pupils do not move on until the pupils' learning is secure. Disabled pupils and those with special educational needs make similar or even more rapid progress because of the consistent approach of all staff, including the learning mentor and outside agencies.

Excellent support for the high proportion of pupils learning to speak English as an additional language is adapted to their specific language. Many pupils have restricted life experiences. The creative curriculum and visits such as the whole-school outing to the seaside address this and ensure they are not disadvantaged. Active learning, where pupils have to apply their skills, knowledge and understanding, promotes high levels of independence. Pupils in a Year 3 science lesson made outstanding progress as excitedly they devised their own fair tests to find the strongest magnet. Well-timed interventions by the teacher heightened their observations and helped them to come to their own successful conclusions.

Expert direct teaching of skills and knowledge in small groups, paced according to the learning needs of children in Early Years Foundation Stage, is consolidated with meaningful learning experiences, such as counting the slices of real toast they make and sell in the café. An early emphasis on speaking and listening, phonics (the sounds letters make) and reading means that six-year-olds read confidently, demonstrate good phonic knowledge and understand when 'sounding out' is tricky. From their low starting points, they narrow the gap significantly to reach levels that are just below average at the end of Year 2. Year 6 pupils read confidently at above expected levels. They can express and justify their reading and author preferences and explain the key features, themes and characters across a range of texts. Almost all parents and carers express highly positive views about the way the school helps their children develop these skills. One parent, who said they could not begin to express their gratitude to the school, said of their daughter, 'She reads better than me when I was her age!'

Quality of teaching

Evidence from the inspection supports the views of the overwhelming majority of parents and carers that teaching is outstanding. Teachers use their excellent subject knowledge well to deepen pupils' knowledge and understanding. Their assessment of pupils' prior skills, knowledge and understanding is rigorous. They use the information exceptionally well to plan and set challenging tasks which match individual needs accurately. Teachers and teaching assistants are also highly proficient in continual assessment. This allows pupils to move into groups, when their learning needs are strengthening, and out as gaps in learning are narrowed successfully. Teachers, consistently, check pupils' learning systematically throughout lessons and time is used extremely well, with not a moment lost. As a result, the teaching of reading, writing and mathematics is highly effective and pupils are empowered to use the skills they learn throughout the curriculum. 'Choodle', the highly successful ICT project linking home and school, is hugely powerful in engaging parents and carers in their children's learning. Those who do not have access to a computer at home have opportunities in school and print any documents they may need to use. Pupils say that a new pupil would enjoy lessons because 'Teachers work hard to help you get Level 5s', in other words, the higher level.

Imaginatively planned learning opportunities generate high levels of pupil enthusiasm for participation in and commitment to learning through the creative curriculum. In an inspirational lesson, Year 2 pupils used audio-visual recordings of the rich first-hand experiences that they had had in the meadow to give them words like 'glittering' and 'shimmering' to add depth to their use of adjectives in sentences about the 'The Winter King'. A high level of spiritual, moral, social and cultural development was evident in the way the teacher valued pupils' questions, gave them space for their own ideas and enabled them to relate their learning to a wider frame of reference. The pupils were entranced as the teacher changed into 'The Winter King' as they chanted the poem.

In the Early Years Foundation Stage, teachers and teaching assistants are skilled at giving short amounts of high-quality direct teaching in phonics (the sounds letters make), writing and mathematics, which match individual needs accurately. They plan exciting, purposeful opportunities also, indoors and out, to engage and interest children at their own level.

Behaviour and safety of pupils

Pupils' very high levels of engagement and respect, in and out of lessons, make an exceptional contribution to the highly positive ethos. This results from the outstanding care that pupils receive and enables them to develop a clear set of personal values. They work and play harmoniously and say 'we get on brilliantly'. Attendance is above average because pupils enjoy school. They are consistently punctual and lose no time in settling down to their work. Pupils who have been at the school from Reception Year through to Year 6 are adamant that the school has always been a very happy, safe place to be and that pupils want to learn and want to help each other. They say that everyone learns the school rules at the beginning of term, 'but everyone knows them anyway'. They say there are no places they feel

uncomfortable and that older pupils always help younger ones. There have been no exclusions in 24 years and no incidents of racist behaviour have been recorded in the last two years. Behaviour in and around school over the course of the inspection was never less than exemplary. However, pupils say that sometimes there is 'bad' behaviour in lessons; sometimes 'people whisper the answer to you!'

The parents and carers who answered the inspection questionnaire were unanimous in their belief that their children are safe at school. An overwhelming majority say behaviour is good and most thought that the school dealt effectively with bullying. Pupils say that bullying of any type is extremely rare, but they are acutely aware of the different forms of bullying and understand what to do to prevent it occurring. They know that, if they have a problem, someone will always listen to them and act quickly. The excellent work carried out by the learning mentor improves the learning and well-being of pupils whose circumstances make them potentially vulnerable. It helps to break down barriers for those who have behavioural difficulties and ensures that they are integrated successfully and make similar progress to their peers.

Leadership and management

Leaders and managers at all levels, including the governing body, share the headteacher's highly successful drive for continual improvement. As a result, all pupils make outstanding progress from starting points which are well below those expected. The school has maintained significantly high levels of attainment for the last three years. All the recommendations from the last inspection report have not only been met, but also exceeded, in some cases a year early. All of this confirms the school's outstanding capacity to sustain improvement.

Outstanding teachers train other teachers and teaching assistants to turn good teaching into outstanding. Newly qualified teachers are immersed in a wealth of excellent practice, coached, mentored and supported and, as a result, their teaching is good and, at times, outstanding. Leaders say that work with other schools 'makes you come back and examine your own practice to ensure that you "walk the talk"'.

The curriculum is outstanding because it is tailored to a very personal level from Early Years Foundation Stage right through the school. The development of the meadow has given the school a rich resource for first-hand learning out of doors and opportunities to extend and enhance pupils' spiritual and social opportunities, while the school's international links provide exciting opportunities for cultural development.

The school places the promotion of equality of opportunity at the heart of all its work. There is no evidence of discrimination. Staff are fully trained in the Equality Act 2010 and school policies ensure that they know and understand how to prevent and tackle all types of bullying and harassment. The governing body plays an important strategic role in this and the whole work of the school. It makes sure that the school's arrangements for safeguarding pupils also meet statutory requirements.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement: the progress and success of a pupil in their learning and development taking account of their attainment.

Attainment:	the standard of the pupils’ work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school’s efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils’ punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school’s overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils’ attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils’ freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 January 2012

Dear Pupils

Inspection of Chepping View Primary School, High Wycombe HP12 4PR

Thank you for being so friendly when we came to your school. We enjoyed thoroughly visiting your lessons and talking to you. You were very helpful and polite. Your school gives you an outstanding standard of education and, because there are a lot of things your school does very well, you all make outstanding progress.

You told us that you enjoy school enormously and that you feel very safe. We were impressed with your excellent behaviour and enjoyed seeing some of your exciting lessons, especially those out in the meadow. We were pleased to see that you understand how important it is to come to school regularly. We could see that you get on with each other remarkably well and help the school to run smoothly.

We know how keen you are to use ICT to help learning; we have asked the school to develop ways in which it can be even more useful in your learning and push back the boundaries of what you know and can do. We hope that you will all continue to enjoy coming to school and try your hardest to do your very best all the time so that you are even more successful in the future.

Yours sincerely

Barbara Atcheson
Lead inspector (on behalf of the inspection team)

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