

Chipping Hill Primary School

Inspection report

Unique reference number	114827
Local authority	Essex
Inspection number	378933
Inspection dates	15–16 March 2012
Lead inspector	Cheryl Thompson

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	156
Appropriate authority	The governing body
Chair	John Ikel
Headteacher	Wendy Walker
Date of previous school inspection	21 June 2007
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Age group	4–11
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Introduction

Inspection team

Cheryl Thompson

Additional inspector

Ruth Frith

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 13 lessons taught by seven teachers and one higher level teaching assistant. The work of teaching assistants supporting small groups of pupils and individuals was also observed. Meetings were held with staff, members of the governing body and groups of pupils. Inspectors heard a sample of pupils read in all classes. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at school evaluation documents, safeguarding documentation, data on pupils' progress and development planning. Responses from questionnaires completed by 137 parents and carers were analysed, as well as those from pupils and staff.

Information about the school

This is a smaller-than-average primary school. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs is also below average, although there is an above-average proportion with a statement of special educational needs. There is one class for each year group except in Year 3, where there are two. The large majority of pupils are of White British heritage. The proportion of pupils who have minority ethnic heritage is below average.

In September 2010, the school's status changed from infant school to all-through primary. Currently, the oldest year group in the school is Year 4 and these pupils are to proceed to become Years 5 and 6 in due course. In January 2012, after almost a two-year delay to building works, pupils moved into the new school. The new school currently provides education for the area served by the former infant school and for the new housing development on which it is located.

The school has attained the National Healthy Schools award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

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. Outstanding leadership and management have sustained the many strengths noted at the previous inspection. There is an exceptional capacity for further improvement. The headteacher's uncompromising ambition for the school is shared by staff, the governing body and parents and carers. The curriculum is outstanding and promotes pupils' spiritual, moral, social and cultural development exceptionally well. The school acknowledges that its next step is to sustain this high-quality curriculum and the level of challenge it provides for all pupils into Years 5 and 6.
- Children make outstanding progress in the Reception class, particularly in their personal, social and emotional development and early literacy and numeracy skills. This strong progress continues throughout the school, especially in reading, writing and mathematics. Standards of attainment in national assessments at the end of Year 2 have been significantly above average for many years.
- Pupils' excellent progress is due to consistently outstanding teaching over time. Exceptional teaching is evident not only in lessons observed but in pupils' work and discussions with them about their reading. Excellent teamwork between highly proficient teaching assistants and teachers is a key feature and one that contributes significantly to the equally outstanding progress made by disabled pupils and those who have special educational needs.
- Pupils' behaviour is outstanding. The school's promise, 'Every day I will try to be thoughtful, caring and kind', is kept by all. The school is a very harmonious community.
- Leaders and managers ensure teaching is consistently of high quality and manage performance exceptionally well. Teachers and teaching assistants share their expertise, for example, in information and communication technology (ICT) and help each other improve their performance exceptionally well. The

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governing body has an astute understanding of the school's performance and actively challenges the school to do even better.

What does the school need to do to improve further?

- Ensure the high quality of the curriculum and exceptional level of challenge it provides continue into Years 5 and 6 by:
 - developing further the links with local academies
 - visiting schools with a successful creative curriculum and similar intake of pupils to learn from their expertise
 - using curricular requirements to help pupils, in due course, attain the highest National Curriculum Levels.

Main report

Achievement of pupils

Parents and carers agree that their children make good progress. Inspectors consider pupils' progress and achievement are outstanding with no significant differences in achievement between different groups of pupils whatever their ability, gender or ethnic heritage. Standards of attainment in Year 2 and Year 4 are considerably above those expected of pupils of similar ages.

In all lessons observed, pupils' progress was at least good and frequently outstanding. This rate of progress was also reflected in examples of their work and reading records. From wide-ranging starting points that are generally below age-related expectations, children make excellent progress in the Reception class. Their needs are exceptionally well provided for through a rich curriculum. The strong focus on developing children's communication, language and literacy skills and their independence ensures progress is particularly strong in these areas. For example, before going to feed their chickens, children were expected to describe in detail how they were going to go about this and estimate how many eggs they might collect.

In Years 1 and 2, progress continues at a rapid rate. Pupils' reading, writing and mathematical skills develop rapidly and very securely. By the end of Year 2, attainment in reading, writing and mathematics is above average and around two terms ahead of that expected for the age group. Pupils make rapid progress in learning how to use letter-sounds to help them to spell and to work out unfamiliar words in their reading books. The school's careful choice and use of early-reading materials ensure pupils build up and practise their skills systematically. Disabled pupils and those who have special educational needs make outstanding progress because all staff work in partnership with specialist teachers and parents and carers, and know exactly how well each pupil is achieving and what each one needs to learn

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next. Pupils who need extra help to manage their behaviour have expert support and make rapid progress.

In Years 3 and 4, rapid progress is sustained with pupils demonstrating high levels of independence in planning, researching and recording their work. For example, pupils in Year 3 researched the life of children of their own age in Ancient Egypt and prepared an electronic presentation for Year 4. They gave great consideration to the most interesting facts and the most eye-catching way to present these.

Parents and carers are encouraged and enabled to support their children's progress in reading, spelling and mathematics. Almost all make a significant contribution to the progress their children make in these areas.

Quality of teaching

All parents, carers and pupils consider that teaching is a strength, and inspectors endorse their views. Excellent relationships enable teachers and teaching assistants to promote very positive attitudes to learning and to manage pupils' behaviour exceptionally well. Pupils always listen attentively and work hard because they want to succeed. Clear evidence from the school's system for tracking pupils' progress also confirms a picture of outstanding teaching. Through excellent assessment, teachers plan lessons to match pupils' abilities and what they need to learn next. No time is wasted. Throughout lessons, teachers and teaching assistants check on pupils' understanding, remind them of their targets and provide a high level of challenge through excellent questioning. Teaching of disabled pupils and those who have special educational needs is exceptionally good. All staff contribute to planning and measuring these pupils' success because they all know exactly what pupils need to learn and practise, for example, in moderating their behaviour or learning to spell commonly used words.

Teachers provide a wide range of excellent learning activities that support pupils' spiritual, moral, social and cultural development exceptionally well. Pupils learn about faiths and cultures other than their own, demonstrating high levels of interest and respect. Year 4 pupils empathised very well when considering how children may have felt when packing their bags to leave their families during the Second World War. Pupils of all ages have been considering how to develop wildlife habitats within the new school grounds and have already designed and created 'bug hotels'. Pupils' social skills are promoted strongly. For example, table manners are taught and encouraged. Good manners are taught and reinforced, for example, children made sure that their parents were offered cakes first at the 'Mother's Day' tea party.

Teachers' subject knowledge is very secure. Teachers' and teaching assistants' recent emphasis on enhancing their ICT skills in order to make the most profitable use of the new computers has been very beneficial. As a result, pupils are demonstrating high levels of confidence and skill in using a variety of programs. For example, children in Reception can log on to their laptops, find the program they want and play games to reinforce their knowledge of letter-sounds or counting. Older

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pupils use search engines very effectively for research.

Basic skills of reading, writing and mathematics are taught exceptionally well with many opportunities provided across the planned curriculum for pupils to practise these skills in other subjects, for example, writing diaries about their involvement in the Great Fire of London. All pupils love reading; their book bags contain at least three books which they have chosen for a particular reason. Reading diaries show that parents and carers are very involved in supporting their children's progress. In daily reading sessions, pupils of all abilities enjoy reading together, discussing how authors have crafted their stories. Older pupils groan when their session ends on a 'cliff hanger' but enjoy guessing what may happen next.

Behaviour and safety of pupils

Pupils' behaviour around the school and in lessons is outstanding and this is typical over time. They are very polite and friendly to those they know and respectful towards visitors. All parents and carers endorse the impressive standard of behaviour in the school. Pupils, themselves, think behaviour is consistently good. The 'Chipping Hill way' provides an excellent framework within which pupils can succeed in managing their own behaviour. Children in Reception make excellent progress in developing very positive attitudes to learning, respecting others and knowing that they must take responsibility for how they behave. This excellent development of their personal qualities prepares them very well for their futures. The school's 'promise' provides an excellent guide for pupils, who are keen to win one of the wide range of awards presented each week which celebrate individual pupils' kindness, helpfulness and hard work.

Attendance is above average. Pupils love coming to school, as one parent wrote, 'Since starting, my child has skipped to school every day.' They have a strong sense of ownership of their new school and are very keen to explain how they have been involved in planning their new play areas.

Pupils know about types of bullying, such as that which is cyber or racist. They are confident that there is no such bullying in the school and know that should they have concerns, any member of staff will help them. Pupils like taking on responsibilities, such as being play leaders or members of the school council. They have a good idea of how to keep themselves and others safe and are well aware of safety on the internet. The breakfast club provides a calm and purposeful start to the day.

Leadership and management

There is no complacency in this highly successful school. Leaders and managers enable all staff to contribute to an accurate view of the school's strengths and areas for improvement. All are confident in their abilities but always seeking to develop their expertise further. Leaders ensure that staff receive the professional development they need. Consequently, outstanding teaching and achievement sustained since the previous inspection show the school is very well placed to

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continue on its successful path. Parents and carers are valued for the part they play as co-educators of their children, for example, in helping with homework.

'Workshops' for parents and carers are much appreciated as is the accessibility of teachers and the headteacher should parents and carers wish to discuss their children's progress. One summed up the many comments made by parents and carers, 'a truly inspirational school with many magical qualities'.

Since the previous inspection, the school has maintained high standards in the education it provides. This maintenance of a high-quality education is even more noteworthy when taken in the context of a change of school status, working in very cramped conditions in the 'old' school because of long delays in completing the new school, and making sure that the new building work took note of the school's requirements.

Principled leadership at all levels, attention to detail and excellent management systems are at the heart of the school's success. All staff share the same values in seeking to ensure all pupils achieve their personal best. The school tackles discrimination robustly and equality of opportunity is promoted very effectively because the school knows exactly how well different groups of pupils are learning.

The governing body knows the school well and shares the headteacher's high aspirations for the school within its new community. Safeguarding systems follow recommended good practice and meet government requirements.

Ensuring pupils achieve as well as possible and are well equipped for their future stages of education are at the heart of curriculum planning. Pupils' needs are met very effectively because the curriculum provides them with a wide range of relevant opportunities to practise and reinforce their reading, writing and mathematical skills across subjects. In lessons, there is a strong focus on pupils working together; they check each other's work and learn to make helpful comments. The process strongly supports their spiritual, moral, social and cultural development. The school's next challenge is to enhance the curriculum ready for Years 5 and 6, by exploring best practice in other schools, including academies, and using creative curricular approaches so that pupils continue to sustain the highest standards when they eventually reach Year 6.

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.



19 March 2012

Dear Pupils

Inspection of Chipping Hill Primary School, Witham, CM8 1FR

Thank you so much for welcoming us when we came to inspect your school. We were very impressed with your kindness and good manners. Like you, we think it is a very friendly place to be and you get on very well together. My particular thanks to those of you who shared your lunchtimes with us. We found what you had to say very helpful. In return, I now want to share with you our findings.

Yours is an outstanding school. You told us that you like school and we could see why, particularly when we saw the interesting lessons you have and the exciting activities you have outside. We enjoyed visiting your Mother's Day tea parties and your parents and carers told us how much they liked your school too. You told us that the best things about your school are the teachers and all the new outside opportunities. Teaching is excellent and all the adults care about you a great deal and work hard on your behalf. We could see that your attainment is above average and you make outstanding progress because teachers and teaching assistants keep a close eye on how well you are getting on. Your headteacher and teachers provide excellent leadership and are always working hard to make your school such an exciting place to be. I have asked them to do one thing to make your school even better:

- to make sure that as they plan the curriculum for Years 5 and 6, they continue to include lots of exciting activities and work to make you think hard.

Thank you again for your help. You can help your school stay so successful by continuing to work hard and enjoy your wonderful building and play areas.

Yours sincerely

Cheryl Thompson
Lead inspector

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