

Dame Tipping C of E Primary School

Inspection report

Unique Reference Number	102327
Local Authority	Havering
Inspection number	376695
Inspection dates	10–11 November 2011
Reporting inspector	Glynis Bradley-Peat

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	103
Appropriate authority	The governing body
Chair	Richard Shaw
Headteacher	Vivienne Morris
Date of previous school inspection	1–2 November 2006
School address	North Road Havering-atte-Bower Romford RM4 1PS
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, observed four teachers and held meetings with the headteacher, teaching staff, members of the governing body and pupils. They observed the school's work and looked at pupils' books. The inspectors checked documents, including the school improvement plan, systems for tracking pupils' progress, safeguarding documentation and school policies. They also analysed information in the 51 questionnaires returned by parents and carers, in addition to those received from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What the reason is for the declining picture of attainment at Key Stage 1 in reading, writing and mathematics.
- Whether written feedback to pupils has improved, and whether pupils know their targets and how to reach them.
- What measures leaders have taken to improve attendance and whether there has been any impact.
- What leaders have done to improve the quality of writing, and information and communication technology (ICT), across the school.

Information about the school

This is a much smaller-than-average primary school. The proportion of pupils known to be eligible for free school meals is lower than average. The proportion of pupils from minority ethnic groups, including those who speak English as an additional language, is below average. There are no pupils designated as school action plus and one child has a statement of special educational needs related to a speech and language difficulty. There is provision for the Early Years Foundation Stage in the Reception Year.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Dame Tipping is a good school. A few areas of its work are outstanding. The vast majority of parents and carers praise the school. Specifically, they are pleased with the care and support their children receive. One parent, echoing the views of others, wrote, 'The school has been fantastic in the care they give to my son and have gone over and above to cater to his emotional and physical needs.' Another wrote, 'They have helped my child grow into a confident, well-adjusted and well-educated ten year old.' Inspectors found pupils to be respectful and considerate of each other's needs. The quality of pupils' spiritual, moral, social and cultural development is good. Older pupils are keen to ensure that younger ones are happy in school. They enjoy supporting them with reading activities and act as role models. There is a genuine community spirit.

Pupils' outstanding behaviour contributes very well to the highly positive working relationships evident in classrooms. Pupils are enthusiastic about their learning and are determined to do their best. Consequently, they reach high levels of attainment, especially in mathematics. They make good progress because teaching is good overall. Most teaching focuses well on the acquisition of key skills and develops pupils' ability to think and reason for themselves. This is particularly evident among the oldest pupils in the school. However, this is not a consistent picture across all year groups. Even so, in a majority of lessons, pupils have opportunities to learn independently and to discuss their work in pairs and groups. They are given a variety of activities appropriate for their abilities and are asked questions which challenge them to think hard. Lessons are creative and interesting.

However, where teaching is less effective, expectations of what pupils can achieve are not always high enough, and this often affects the progress of the most-able pupils. Pupils work in isolation and learning is not promoted well enough through teachers' questioning. Activities are routine and sometimes dull. This dampens pupils' enthusiasm. Because school self-evaluation is effective, the headteacher is already aware of this and has put in place a programme of support which has had a noticeable impact on improving practice. Senior leaders have prioritised work on a more creative curriculum which is beginning to pay dividends. The use of ICT across the curriculum is improving rapidly through good leadership of the subject.

The headteacher ensures the good pace of school improvement through regular monitoring of progress towards targets. Staff appreciate and respect her work. Questionnaires show that all staff and the vast majority of parents and carers think

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that the school is led and managed well. Areas identified as requiring improvement by the previous inspection have been tackled successfully. The new marking policy is applied consistently and the written feedback to pupils ensures that they know their targets and what they have to do to improve their work. These targets are regularly reviewed. As a result, the school has a good capacity for further improvement.

What does the school need to do to improve further?

- Increase the proportion of good teaching by ensuring that:
 - teachers always prepare suitably challenging work for pupils of all abilities, especially the more-able pupils
 - teachers always ask questions which promote pupils’ deeper thinking
 - pupils are provided with frequent opportunities to work together in pairs and groups
 - teachers align their lesson planning with the new creative curriculum.

Outcomes for individuals and groups of pupils

1

Achievement is outstanding overall but is better in the Early Years Foundation Stage and in upper Key Stage 2. Children enter Reception with at least average skills but this fluctuates from year to year. Pupils leave Year 6 with results in national tests that are significantly above average. This has been the case for a number of years. Progress is good. Results at the end of Year 2 have been in decline in recent years. This is linked with a history of weaker teaching. The school is working hard to remedy this and tracking data show improvements in writing. Achievement in Year 6 is remarkable in mathematics where pupils are able to apply new skills to different contexts with confidence. In a good Year 5/6 lesson, pupils learnt a great deal because they assumed responsibility for their own learning. They contributed confidently to the questions asked by the teacher. It was clear when listening to their conversations and while watching them collaborate with each other that they were thoroughly enjoying their work. As a result, all pupils, including the more able, those with special educational needs and/or disabilities, and also those very few who speak English as an additional language, make good progress.

Pupils’ behaviour is exemplary; they are polite and courteous at all times. They eat healthily and understand the importance of taking exercise and keeping fit. They speak enthusiastically about how they encourage their families to ‘stop snacking’ and ‘go on family bike rides’. Pupils make a significant contribution to their school and local community. The active school council ensures pupils have their say in school affairs. The suggestion box gathers pupils’ views and most recently has focused on titles for themed weeks in school. Pupils are prepared well for the next stage of their education through visits to their next school. Their attendance is above average.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning

1

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Taking into account: Pupils' attainment ¹	
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have good subject knowledge and prepare their lessons carefully. Where teaching is good, pupils are encouraged to work independently. Teachers prompt and support when necessary. Pupils work quickly through a number of stimulating activities which engage them well. Teachers provide clear instructions and ensure that pupils know what they are expected to learn. In a good English lesson, the teacher taught the explicit skills necessary to use dictionaries effectively. As a result, pupils were able to find words quickly and they understood the importance of alphabetical order.

Teaching assistants are well briefed. Consequently, they support individuals and groups of pupils well. Teachers frequently check how well pupils are doing at regular points during the lesson and move learning on as appropriate. A good focus on speaking and listening in some lessons supports those pupils with speech and language needs well. However, in a small minority of lessons in Key Stage 1, content is tedious and pitched at too low a level, especially for the more able. This hinders both progress and enjoyment. Opportunities to collaborate are limited and teachers' questioning is too superficial.

The curriculum supports pupils' academic and personal development well. The use of ICT is much improved because of a focus on strategies to promote skills. An effective range of partnerships with outside bodies enhance learning in a number of areas, including drama and sport, and help to build up pupils' confidence and self-esteem. More-able pupils receive expert tuition from a leading mathematics teacher based in a local secondary school. This has contributed to the high achievement in

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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mathematics. Pupils enjoy the excellent range of extra-curricular clubs on offer. Animation, cup-stacking, sewing, badminton and drama, to name just a few, are popular. Themed days such as ‘Pirate Day’ also enrich the curriculum. However, teachers’ planning for a more creative approach to the curriculum on a day-to-day basis is underdeveloped. The school has prioritised the implementation of a more cross-curricular approach to learning which is now beginning to have an impact on achievement.

All pupils are effectively cared for and supported in school. Precise individual plans help those with particular difficulties to make effective progress in their learning. Transition arrangements are in place and ensure pupils are confident to move on to the next stage of their education. Similarly, the school works hard to liaise effectively with the wide range of preschool provision. Systems in place to improve attendance are rigorous and, as a result, the number of families taking holidays in term time has reduced. Consequently, pupils’ attendance has improved.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher leads and manages the school well. Since the last inspection, some new initiatives have been introduced, for example in ICT, which have had a positive impact on achievement. All staff play a full role in school improvement alongside the governing body. Governors are effective and work well together with the headteacher to embed ambition for the future of the school. They are enthusiastic and keen to engage themselves in all aspects of school life. They are actively involved in monitoring the school’s work. Parental questionnaires indicate a very high degree of satisfaction with the way the school is led and managed. The school engages with parents and carers very well. They say they are consulted and their concerns are dealt with efficiently. Community cohesion is good. Links with the local community are strong and pupils’ understanding of the wider national community in the United Kingdom is developing as a result of improving provision, which is evaluated at regular intervals. The school has fostered highly beneficial links with a number of local schools and a variety of external agencies. These have a good impact on pupils’ well-being and achievement. There is no evidence of discrimination of any kind. The school’s procedures for safeguarding are good and requirements are fully met. Policies are monitored robustly.

The school promotes equality of opportunity well and all pupils make good progress.

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

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Any pupil in danger of underachieving is identified and action taken to tackle any issues. The school has spotted the relative underachievement of some pupils at the end of Year 2 and has put initiatives in place to address it. Already, there is clear evidence that the trend has been halted. The school’s reliable tracking data show that the trend of high attainment is set to continue at the end of Year 6. Leaders observe lessons regularly to ensure the quality of teaching is improving. Clear feedback is given to teachers and areas for improvement revisited in subsequent lesson observations. Other monitoring activities are carried out by all staff. Regular checks on exercise books have ensured improvements in marking.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

When children start in the Reception Year, their skills are typical of most four-year-olds. Despite arriving in the school from a variety of different settings, they settle down quickly into new routines and clearly enjoy school. Children make good progress towards the early learning goals and enter Year 1 with above average skills, knowledge and understanding. It is clear that they are safe and secure. They play together well, take turns, share and listen. Behaviour is excellent.

Children are encouraged and supported so that they develop in confidence. Staff display a good understanding of how young children think and learn, and how learning should be structured to provide opportunities for children. A range of planned activities provide well-balanced opportunities for both child- and adult-initiated learning. However, much of the equipment in the Early Years Foundation Stage is tired and old, and the outside area is underdeveloped. In addition, the lack of suitable shelter means that children are unable to take full advantage of the outside area during periods of inclement weather.

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Children are able to practise their language skills during adult-led sessions, where teaching is good. In a focused numeracy session, children busily gathered information about their favourite ice creams and some were able to display the results on a bar chart. They worked independently and confidently. Staff make observations which are taken into account in the planning for new learning. This ensures that the range of children’s needs is met well. The Reception Year teacher knows each child very well and this helps to promote the good progress children make. This reflects good leadership and management. The Early Years Foundation Stage leader is passionate and enthusiastic, and strives to make every child’s learning a focused and positive experience.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Approximately three fifths of the parents and carers returned the questionnaires, a higher proportion than is typical for a primary school, and the vast majority of these were extremely positive about the school. There was little disagreement with any of the statements. All think the school keeps their children safe and that their children enjoy school. Inspection evidence endorsed this view. Just over a third of parents and carers made additional comments. Some wrote about how much they appreciate the levels of care and support provided for their children. Leadership and management were commented on as being very effective. Some spoke of the particularly good teaching in the school. The inspection evidence would support these positive views. The very few concerns by parents and carers were followed up with the headteacher during the inspection.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dame Tipping C of E Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 51 completed questionnaires by the end of the on-site inspection. In total, there are 103 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	80	10	20	0	0	0	0
The school keeps my child safe	44	86	7	14	0	0	0	0
The school informs me about my child’s progress	32	63	17	33	2	4	0	0
My child is making enough progress at this school	36	71	12	24	2	4	1	2
The teaching is good at this school	36	71	12	24	2	4	0	0
The school helps me to support my child’s learning	30	59	19	37	2	4	0	0
The school helps my child to have a healthy lifestyle	27	53	22	43	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	55	19	37	2	4	0	0
The school meets my child’s particular needs	36	71	11	22	2	4	0	0
The school deals effectively with unacceptable behaviour	35	69	13	25	1	2	1	2
The school takes account of my suggestions and concerns	35	69	13	25	2	4	0	0
The school is led and managed effectively	41	80	8	16	2	4	0	0
Overall, I am happy with my child’s experience at this school	44	86	6	12	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



14 November 2011

Dear Pupils

Inspection of Dame Tipping CofE Primary School, Romford RM4 1PS

Thank you very much for the lovely welcome we received when we came to inspect your school recently. We were very impressed by the outstanding way you behaved, and how polite and well mannered you were. This is highly commendable, well done! You have a good knowledge of how to stay safe and healthy, and it is good to hear that you share your knowledge at home. You attend school well and carry out duties enthusiastically. You are making good progress in your lessons and you do very well in national tests, particularly in mathematics.

You have lots of opportunities to attend clubs and to participate in trips and visits. All the adults in your school care for you really well. Your headteacher does a good job and is keen that you all do as well as you can.

We think your school gives you a good education but we feel your school could be even better. We have asked your headteacher to ensure that:

- your teachers prepare activities which make you all work hard
- teachers ask you more difficult questions which make you think carefully and give longer answers
- you are able to work together in pairs and groups more often
- teachers plan lessons which are always interesting because they join lots of different subjects together.

All of you can help with this by always working hard and doing your best work.

We wish you all the best in the future.

Yours sincerely

Glynis Bradley-Peat
Lead inspector

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