

Inspection of Chepping View Primary Academy

Cressex Road, High Wycombe, Buckinghamshire HP12 4PR

Inspection dates: 11 and 12 June 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The co-principals of this school are Victoria Morris and Kirsty Elliott. This school is part of Inspiring Futures Partnership Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jon Mason, and overseen by a board of trustees, chaired by Katherine Sibley-Denne.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since January 2012.

Ofsted has not previously inspected Chepping View Primary Academy under section 5 of the Education Act 2005. However, Ofsted previously judged Chepping View Primary School to be outstanding, before it opened as Chepping View Primary Academy as a result of conversion to academy status.

What is it like to attend this school?

Everybody truly matters at Chepping View. The school is highly ambitious for every pupil to learn a broad range of knowledge and skills so that they can achieve their very best. Pupils rise to the school's high expectations. Because of this, all pupils, including those with special educational needs and/or disabilities (SEND), attend well and achieve highly by the time they leave the school.

Pupils' behaviour is exemplary. They live out the school values, the '5 Rs', both in school and in the community. Pupils are polite and well-mannered. A strong culture of respect flows through the school. In lessons, pupils have highly positive attitudes, focusing fully on learning. At social times, pupils play well together, enjoying the wide variety of equipment on offer. Pupils feel safe and secure here.

Pupils love their school. They appreciate the wide range of activities and experiences available to them. Pupils benefit from high quality opportunities that nurture their talents and interests such as visits from professional musicians, a trip to the beach and the chance to learn new skills through regular enrichment sessions. Furthermore, leadership opportunities are provided for all. Pupils are proud of the positive contribution they make to school life through their leadership roles.

What does the school do well and what does it need to do better?

Everyone at this school strives for excellence. Leaders and those responsible for governance continually seek to make the school even better. No one is complacent. Staff feel valued and supported well. Highly effective training ensures that all staff have the skills they need help to pupils achieve highly.

The school's curriculum is designed exceptionally well. All subjects are planned in meticulous detail. Nothing is left to chance. Right from the start of Reception, the school has identified exactly what pupils must learn to be successful at each step of their education.

Teachers know the curriculum well. They know exactly what to teach, when to teach it and what pupils need to remember. Teachers design tasks that enable pupils to build and reinforce their knowledge over time. For example, in Reception, children use different resources to build arm strength and to practise drawing the shapes needed for successful handwriting. When teachers identify that a pupil needs further support with learning, they expertly adapt lessons to help all pupils to keep up. In all subjects, pupils learn to use language precisely, using subject specific vocabulary with confidence when explaining their ideas. For example, in history pupils use words such as disease, squalor and write accurately when explaining the rationale for the introduction of the British welfare state in the 1940s.

The school is determined that all pupils learn to read as soon as possible. Pupils enjoy a wide variety of texts in reading lessons, story time and when learning about other subjects. Pupils are entranced when listening to stories. Younger children

readily join in enthusiastically with familiar words and phrases and older pupils offer well considered opinions when discussing texts. Support for those pupils at the earliest stages of learning to read is highly effective. Pupils read books that are matched well to their phonic knowledge. Adults ensure that pupils apply this knowledge to read unfamiliar words.

Support for pupils with SEND is a strength of the school. The school is determined to identify pupils' additional needs as early as they can. This ensures that all children get off to a great start in their education. In addition, carefully designed, bespoke learning is provided for those pupils who need it. This means that pupils with SEND make strong progress through the school's curriculum and achieve exceptionally well.

Right from the very start of Reception, children learn how to behave both in lessons and around the school. This is taught and reinforced explicitly. Everyone understands the school's high expectations for behaviour and applies these consistently well.

Work to support pupils' personal development is strong. The school's 'Learning for Life' curriculum offers an approach to personal development that is bespoke to pupils at this school. This curriculum ensures that pupils learn to keep themselves safe in their locality. For example, pupils learn how to keep safe around water, including personal survival techniques. Furthermore, in Reception, children have many opportunities to develop their fitness, strength and stamina through using well-chosen resources such as scooters, balance bikes and large pieces of play equipment such as rope and planks of wood.

Pupils are also prepared very well for life in modern Britain. They understand the importance of showing respect for differing viewpoints, particularly when taking part in discussions and debates. Furthermore, pupils learn about managing finances and have opportunities to volunteer and give back to their school community.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137979
Local authority	Buckinghamshire
Inspection number	10296512
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	424
Appropriate authority	Board of trustees
Chair of trust	Katherine Sibley-Denne
CEO of trust	Jon Mason
Principal	Kirsty Elliott and Victoria Morris (Co-principals)
Website	www.cheppingviewprimaryacademy.org
Date of previous inspection	Not previously inspected

Information about this school

- This is a larger-than-the-average-sized primary school.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the headteacher and senior leaders. The lead inspector also met with members of the board of trustees,

including the chair of the trust and members of the local academy committee. The inspector also met with the CEO of the multi-academy trust.

- The inspectors carried out deep dives in: early reading, mathematics, English, science and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also considered planning, documentation and pupils' work from some other subjects.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of parents and carers were considered through their responses to Ofsted Parent View. The views of pupils and staff were gathered through surveys, interviews and discussions conducted throughout the inspection.
- The inspector reviewed a range of the school's documents, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

Inspection team

Sue Keeling, lead inspector

His Majesty's Inspector

Matthew Rixson

Ofsted Inspector

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