



Dame Tipping Church of England Primary School

Inspection Report

Unique Reference Number 102327
Local Authority Havering
Inspection number 286341
Inspection dates 1–2 November 2006
Reporting inspector Marianne Harris

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

Type of school	Primary	School address	North Road
School category	Voluntary controlled		Havering-atte-Bower
Age range of pupils	4–11		Romford RM4 1PS
Gender of pupils	Mixed	Telephone number	01708 745409
Number on roll (school)	101	Fax number	01708 760149
Appropriate authority	The governing body	Chair	Mr Richard Shaw
		Headteacher	Miss Viv Morris
Date of previous school inspection	10 June 2002		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a small primary school where most of the pupils live in the surrounding rural area. Most are from White British backgrounds. The proportion of pupils who are eligible for free school meals, or who have learning difficulties and disabilities, is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Dame Tipping is a good school that has some outstanding features. Parents are overwhelmingly supportive and report that the school is a 'very safe, secure and caring school where children thrive'. Pupils agree with this and thoroughly enjoy learning and taking part in all of the activities offered. The headteacher and her team of staff and governors have been very successful in creating a school where standards are above average and pupils achieve well. This has not always been the case, but much work has been carried out to successfully address the weaknesses in teaching and learning so that they have improved significantly since the time of the last inspection. The drive to improve further is reflected in the way staff work well together and promote pupils' personal development and well-being extremely effectively.

Children in the Foundation Stage get off to a good start and quickly settle in to the school community. All pupils are encouraged to take an active part in the life of the school and they are well equipped for later life. As part of the positive Christian ethos of the school there is much emphasis on caring for others. Older pupils talk about the need to care for younger ones, and to think of others less fortunate than themselves. Behaviour both around the school and in lessons is exemplary. Pupils know that there is an adult they can turn to if they have a problem and are confident that it will be sorted out. They understand about keeping healthy because the school plans lessons and discussion times when these issues can be talked about. All of this results in pupils who are mature, confident and keen to learn.

Teachers know the pupils very well and plan interesting and lively lessons. This makes learning fun and humour is often used to encourage the pupils. However, not enough emphasis has been put on setting individual targets for pupils. These are often in language that is not easily understood and teachers' marking does not always show pupils how they can improve their work in order to reach higher standards.

Leadership and management are good. There has been much success in addressing the weaknesses identified in the last inspection, and there is a drive to improve further. The governors are very supportive of the school and are keen that the school remains central to the local community.

What the school should do to improve further

- Refine pupil targets so that they can be easily understood and pupils know what they are aiming for.
- Ensure that marking helps pupils know what they need to do to improve their work.

Achievement and standards

Grade: 2

When they begin school, children's attainment is broadly average, although this does vary from year to year because each cohort is so small. During their time in the Reception year they achieve well and reach standards that are above those normally

expected for children in the Foundation Stage. This good progress continues throughout Key Stage 1 and standards in national tests for pupils at the end of Year 2 are above average in reading, writing, mathematics and science. By the end of Year 6 standards remain above average, with most pupils reaching the higher levels in mathematics and science, and half reaching the higher level in English. These above average standards have been consistent over the last six years, with remarkably little fluctuation given the small number of pupils who take the tests. Pupils' achievement overall is good because there has been a slight dip in Years 3 and 4 where progress is not as marked as it is in Years 5 and 6. The school has identified this and has worked hard to ensure that all pupils make the good progress whatever year group they are in.

Personal development and well-being

Grade: 1

Pupils' personal development, including that for spiritual, moral, social and cultural development, is outstanding. Throughout the school pupils are very enthusiastic about learning because the school places great store on listening to what the pupils have to say and acting upon it. The School Council is a new initiative in the school and already they have spoken to the governors about the state of the toilets and have been taken very seriously. They speak animatedly about the two children they sponsor in the Gambia and about collecting bottle tops to help provide a wheelchair for a local child. They eagerly make gifts for a craft fair, effectively learning the skills that are important to them in later life. Behaviour is exemplary. The older pupils care for the younger ones and want to spend more time in school because they miss their friends during the holidays. Attendance is good because pupils want to come to school and they speak highly of all of the activities that are offered to them. In conversations with older pupils they show a great maturity when discussing healthy eating and know that exercise is good for them. They willingly attend skipping lessons before school because they know that it helps keep them healthy. There has been much discussion about healthy eating and pupils accept the need to eat fruit and vegetables.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers have high expectations of all pupils doing their best in lessons and encourage them to explain clearly what they are doing. Relationships throughout the school are very good and pupils comment on the fact that teachers are always willing to have a joke with them and that makes learning fun. Lessons are well planned and ensure that pupils build on what they have already learnt. Teaching assistants make a significant contribution to lessons and support pupils of all abilities well. However, marking of the work in books is not good enough to show pupils what they have to do to improve.

Curriculum and other activities

Grade: 2

The school provides a good curriculum that is enriched very well by outside activities and interesting lessons. Pupils are very enthusiastic about the drama sessions that each class experiences every week and about the provision for music. The choir is especially popular. There is a good range of sporting and art activities, more than is normally seen in a small school. The attendance at after school clubs is very good and pupils are keen to extend their skills. The local area is used well for visits and photographs of the immediate locality were used very effectively to enable pupils discuss issues of safety outside the school. The school acknowledges that much emphasis is put on English and mathematics and more could be done to integrate subjects such as history and geography into English lessons.

Care, guidance and support

Grade: 2

The care and personal support given to pupils is outstanding, but guidance, in the form of setting individual targets for each pupils and presenting them in a form that they can understand, is satisfactory. This results in this aspect of the school's work being good overall. The excellent care and support given to pupils results in them being mature, caring and enthusiastic people, ready to move on to the next stage of their education. Every effort has been made to ensure that the school is a safe environment and that all adults that work with the pupils are checked. Child Protection procedures are robust and strategies put in place should they be needed. However, pupils themselves report that they are unsure of their targets and how they can improve their work. These are often written in language that is not easy for the pupils to understand and there is no procedure for reviewing them. Although teachers know the pupils well and plan work based on prior learning, there is too little guidance on what each pupil is aiming for in order to reach higher standards.

Leadership and management

Grade: 2

Leadership and management are good. Since the time of the last inspection there has been great success in improving the standard of teaching. Good use has been made of existing expertise to support all staff and this has resulted in good teaching. All staff are committed to raising standards and work together very well to achieve this. Governors are very supportive of the school and ask challenging questions about test results and how well pupils are doing.

The headteacher has been very successful in creating a school that is part of the community. The importance of pupils' personal development is emphasised at all times and has resulted in mature individuals who feel part of the school. Weaknesses in teaching and learning have been accurately identified and tackled effectively so that

pupils can meet challenging targets. There has been good improvement since the last inspection and the school demonstrates that it has a good capacity to improve further.

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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

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 disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of the 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?	2

¹ Grade 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.

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 performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	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

Text from letter to pupils explaining the findings of the inspection

Thank you so much for welcoming me into your school a few days ago. I really enjoyed my time with you and am now writing to let you know what I found out. You were most helpful when talking to me and I agree with you that your school is good.

I think that you all work hard and that your teachers make learning fun for you. Some of you told me that you enjoy learning because your teachers liked to joke with you. I certainly heard a lot of laughter during my time in your school. I was really impressed with the School Council who have clear plans to improve the school building, especially the toilets. It was also really impressive how you all looked after one another and cared for those less fortunate than yourselves. I understand that there are now enough bottle tops for the wheelchair and I hope that all works out well. Your behaviour was outstanding. You have a very good understanding about how to keep healthy.

I have asked your teachers to help you further by setting targets for each of you that you can understand. This will help you improve your work because you will know what you are aiming for. I have also asked them to mark the work in your books carefully so that they can tell you what you need to do to improve further. I am asking you to listen to what your teachers say and look carefully at what you need to do.

Once again thank you so much for welcoming me into your lovely school. I wish you all the best in the future.

Marianne Harris

(Lead inspector)