



Chepping View Primary School

Inspection Report

Unique Reference Number 110321
Local Authority Buckinghamshire
Inspection number 288631
Inspection dates 6–7 November 2006
Reporting inspector Keith Williams

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

Type of school	Primary	School address	Cressex Road
School category	Community		High Wycombe
Age range of pupils	4–11		HP12 4PR
Gender of pupils	Mixed	Telephone number	01494 535564
Number on roll (school)	421	Fax number	01494 436126
Appropriate authority	The governing body	Chair	Mr Andrew Walker
		Headteacher	Mr Richard Millington
Date of previous school inspection	3 February 2003		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger than average primary school opened in September 2002 following the amalgamation of the local infant and junior schools. The school serves an area of significant deprivation and the percentage of pupils eligible for free school meals is above average. A well above average proportion of pupils is from minority ethnic backgrounds, the largest group being those of Pakistani heritage. The proportion at an early stage of learning the English language is well above average. More pupils than usual have been identified with learning difficulties, three of whom have a statement of special educational need and are supported by a speech and language department. The school has the Healthy Schools and Investors in People awards. It is an accredited National Support School and the headteacher is a National Leader of Education. The deputy headteacher was appointed at the beginning of term.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Chepping View is an outstanding school. A combination of excellent leadership, management, care and teaching ensures that pupils make rapid progress in their personal and academic development. Parents are very supportive of the school, one speaking for many in commenting, 'Chepping View is a great school, a caring and secure environment and a fun place to be!'

Pupils' attainment when they first start school is well below average and their communication and language skills are particularly weak. In addition, a significant proportion has limited knowledge of English. Children in the Foundation Stage get off to a very good start. They achieve very well, particularly in their language development, and despite their low starting point some reach the goals expected of them by the end of Reception. This very good progress continues in Years 1 and 2 and, by the end of Year 2, standards are broadly average. Pupils' progress accelerates in Years 3 to 6 as they become more confident in their understanding and use of English. From their low starting points, pupils achieve excellently to reach above average standards by the end of Year 6. The excellent support staff, including those in the speech and language department and those from outside agencies, make a very strong contribution to the provision. As a result, pupils of different background and ability achieve equally well. Very well organised support for those at an early stage of learning English ensures that they make excellent progress.

Outstanding leadership from the headteacher, senior staff and governors ensures that there is a very strong emphasis on raising standards and a shared commitment to the school's continued improvement. The performance of Year 6 pupils in 2005 was much lower than that of previous years, particularly in mathematics and science. The staff worked determinedly and successfully to address this. Consequently, the results for 2006 were much improved and the work of pupils currently in Year 6 is of an above average standard. The school is rightly focused on ensuring that standards in mathematics and science continue to rise, so that their achievements in these subjects match those in English. In particular, the school recognises that pupils' learning in mathematics and science is sometimes slowed by their limited understanding of the technical language of those subjects.

The school is not just focused on pupils' academic progress and an equally high priority is placed on promoting their personal development. This is recognised by parents, one of whom wrote, 'We believe that children are being given a great opportunity to thrive.' Every effort is made to secure pupils' health, safety and welfare and high levels of care ensure that pupils feel safe and enjoy their time in school. For their part, pupils are keen to learn, interested in their work and behave very well. They take full advantage of the excellent opportunities provided in-and-out of lessons, including those that promote an enjoyment of exercise, and make a very strong contribution to their school and the wider community. They are very well prepared for their future economic well-being.

What the school should do to improve further

- Increase pupils' knowledge and understanding of mathematical and scientific language.

Achievement and standards

Grade: 1

Most pupils achieve very well to reach standards that are above average. Given their low starting points in communication and language, their progress in English is exceptional. The achievement of pupils at an early stage of learning English is very high. Pupils' performance in English in the national tests for seven and eleven year olds is regularly better than that in mathematics and science. Year 6 pupils in 2005 had lower starting points than usual and, although they made satisfactory progress, test results were significantly below average in mathematics and science. The school successfully improved the 2006 results. Standards continue to rise and pupils currently in Year 6 are well on track to meet their challenging targets and achieve above average standards. Across the school, pupils' limited knowledge of mathematical and scientific technical language sometimes slows their progress in those subjects. There is no significant difference in the achievement of pupils from different backgrounds. Those with learning difficulties, or special educational needs, achieve very well because they receive very good support.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. They have high levels of enjoyment because, as one commented, 'It's fun and all people co-operate together'. Attendance rates have risen and are now above average. Pupils have excellent attitudes to their work. They appreciate and rise to the challenges presented in lessons. As one said with a smile, 'It's so hard!' They have highly developed social awareness because of outstanding opportunities to take responsibility, for example by organising fund-raising events. The school council is very influential, for example in promoting healthy eating. Pupils have a very good understanding of a wide range of cultures. Parent and pupils alike enjoy the 'absolutely fantastic' assemblies, one parent saying 'I have learned a lot about different cultures.' Times for quiet reflection and prayer are taken seriously by pupils and this enhances their spiritual development. Pupils' behaviour is excellent. They confirm that they feel safe and have someone to turn to if they are worried. Pupils have positive attitudes to exercise and are well aware of the importance of eating healthily. Their excellent progress in developing basic skills means they are very well prepared for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 1

Outstanding teaching enables pupils to learn very effectively. A significant strength is the way that a very close check is kept on pupils' progress. This information is used exceptionally well to identify pupils' specific needs, direct help where it is needed and ensure that pupils are given the right amount of support or challenge in lessons. Pupils with learning difficulties, and those with limited understanding of English, are taught very well. Very good teaching in the Foundation Stage contributes to the children's flying start. There is a very strong emphasis on promoting the children's independence. Throughout the school, adults have very high expectations that pupils will behave well, concentrate and try hard. Pupils respond outstandingly well. They are given very clear feedback about their work, so that even the youngest know how well they are doing and how they can improve. This has a significant impact on their progress.

Curriculum and other activities

Grade: 1

The outstanding curriculum contributes to pupils' enjoyment and progress. The impact of the curriculum on pupils' learning is monitored carefully and weaknesses are tackled systematically. For example, the doubling of time allocated to science has made an important contribution to raising standards in that subject. Information and communication technology (ICT) is used very well to engage and aid pupils' learning in other subjects. Of particular note are the successful links with mathematics, which are contributing to the improved provision. Careful planning for children in the Foundation Stage includes a very good range of interesting and challenging adult-led and independent activities. Lessons are enriched by themed days and festivals, including the excellent Greek Day for pupils in Year 3. Pupils participate fully in an impressive range of clubs and other activities outside of lessons. Pupils' personal development is outstandingly well provided for and there is a strong emphasis on promoting sport and the arts.

Care, guidance and support

Grade: 1

The care, guidance and support provided for pupils are outstanding. This makes a major contribution to pupils' sense of well-being and means that they enjoy school and are ready and able to learn. Those potentially vulnerable are identified early and very good links with parents, carers and a wide range of external agencies support this. All adults, including the learning mentor, support pupils' personal needs very well and very good provision for those with learning difficulties, and for those learning to speak English, means that they make brisk progress. Pupils of all abilities receive excellent academic guidance and they have a clear understanding of how they can improve.

Leadership and management

Grade: 1

The excellent headteacher has a clear vision for the school's continued improvement. The new deputy headteacher and other senior and middle managers have clearly defined roles and are highly influential in raising standards. Governors provide excellent support; they have a clear understanding of their strategic role and a detailed knowledge of how the school is doing. Self-evaluation is rigorous and accurate and the outcomes are used systematically to identify and tackle weaknesses. Excellent financial management ensures that funds are very well targeted to support these priorities. For example, new resources for ICT are excellent and, already, this is contributing to improvements in mathematics. Pupils are excited about using these facilities and there are clear plans for their development including, for example, 'virtual learning environments.' The leaders and staff have successfully raised standards and they ensure that all pupils have the opportunity to fulfil their potential. There is no complacency, however, and they have excellent capacity to secure further improvement.

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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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

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?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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 for the very friendly way you welcomed us to your school for the recent inspection. A special thank you goes to those of you who met with us to let us know your views. We enjoyed talking to you and watching you in lessons. You gave us lots of helpful information.

Many of you, and your parents, told us how much you enjoy school and feel that you are doing well. We agree. We think that your school is outstanding and there are many wonderful things that help you learn so well.

Your excellent headteacher and staff make sure that you are safe in school and able to do your best. We agree with you that lessons are interesting and fun and we were very pleased to see how hard you work. We were very impressed with how well so many of you knew your targets. Your teachers keep a very close check on your work and make sure that you get any extra help you might need. You are very keen to learn and, because you and your teachers work so well together, your work is improving all the time. A lot of it is better than we usually find. Some of you spoke very little English when you first started school, but you learned quickly and you do very well. Congratulations! We have asked your teachers to help you to learn important words in mathematics and science so that you can learn these subjects even better.

Your behaviour in lessons and around the school is excellent and this helps the school to run smoothly. Well done to those of you who are on the school council. You make a real difference.

We know that you and your teachers are going to keep working together to make your school even better and we wish you good luck for the future.

Yours sincerely

Keith Williams

Lead inspector