

Chepping View Primary School

Inspection report

Unique Reference Number	110321
Local Authority	Buckinghamshire
Inspection number	337467
Inspection dates	14–15 October 2009
Reporting inspector	Angela Kirk

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	418
Appropriate authority	The governing body
Chair	Andrew Walker
Headteacher	Richard Millington
Date of previous school inspection	7 November 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 18 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at an analysis of pupils' progress, governors' meeting records, development planning and monitoring, local authority reports, a range of policies and procedures and samples of pupils' work.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- attainment and progress in English, particularly for White British pupils as well as the achievement of boys through Years 3-6
- the attainment of more able pupils in Years 1-2
- pupils' self-assessment of their work and its impact on standards
- the impact of managers in specific initiatives
- the support for pupils new to English and with English as an additional language in the Early Years Foundation Stage.

Information about the school

Chepping View is a larger than average primary school. Over three quarters of pupils come from minority ethnic backgrounds. Approximately half of these are of Pakistani origin, the majority of whom are in the early stages of learning English when they enter the Early Years Foundation Stage. The proportion of pupils with special educational needs and/or disabilities is above average and many of these have speech, language and communication difficulties. It is an accredited National Support School and the headteacher is a National Leader in Education. The school has gained a Healthy Schools Award, the Activemark and Investors in People accreditation.

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?

1

The school's capacity for sustained improvement

1

Main findings

Chepping View is an outstanding school with many strengths. The very large majority of parents are happy with their child's experience of the school. Typical comments included, 'My child is challenged enough to continually improve' and 'I'm very pleased with everything'. Most pupils start in Reception with skills that are well below those expected for their age. Many are in the early stages of learning English and a large proportion have limited social skills. By the time pupils leave the school, they have made good progress, reaching average standards in English and mathematics and above average in science. Pupils' writing is still an area for improvement.

A key strength of the school is in pupils' personal development, where pupils thrive due to an innovative and exciting curriculum and outstanding pastoral care. Chepping View is a highly inclusive school and all pupils are able to take full advantage of all the school has to offer. Pupils display very positive attitudes to their learning and their behaviour is exemplary. They are considerate and caring, with a mature outlook, especially towards their responsibilities in school. Take-up of the very good range of physical activities offered by the school is high and pupils describe in detail why they choose a healthy lifestyle, supported by their 'No Chocolate Wednesdays' and 'Fruity Fridays'.

Outstanding use of information and communication technology (ICT) leads to a high level of motivation by pupils and supports learning well. The school's virtual learning environment is a key tool for learning for pupils in Years 1-6. It has been developed by staff to support homework, the teaching of basic skills and transition from one year to the next. Pupils are able to use this both at home and at school. Pupils remain engaged and focused because lessons are well planned and move along at a good pace. Excellent care, guidance and support ensure that all pupils are able to learn and develop with confidence, regardless of their individual circumstances.

The teamwork and the driving ambition of the entire staff, especially the large senior management team, are central to the school's continuing success. They are supported and suitably challenged by an outstanding governing body, which not only has a very focused system of first-hand monitoring, but also supports the school's initiatives in very practical ways. Self-evaluation is very thorough. The performance of pupils is tracked very closely, with particular attention to the performance of different groups. This information is used very effectively to support pupils to do their best, and to set up specific projects where needed. Leaders evaluate the success of new initiatives very carefully. All this indicates that the school has an excellent capacity to improve. Community cohesion is promoted very effectively, but the school has yet to implement its plans for covering the global dimension fully. The work of the headteacher and the school as a National Support School has not only increased the professional

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development of staff through their visits to help other schools, but has also benefited the pupils by providing finance to the school, for example for additional computer suites and an astroturf pitch.

What does the school need to do to improve further?

- Raise attainment in English to above average by July 2011 by improving the quality of writing by:
- using the outstanding teachers of writing in the school to share their most effective methods with the other teachers
- involving pupils more consistently in their self- and peer assessment.
- Improve community cohesion in the global dimension by establishing links with a school outside the United Kingdom.

Outcomes for individuals and groups of pupils**1**

Pupils make outstanding progress in science and reach above average standards. They make good progress in English and mathematics and by the end of Year 6 they reach average standards. Standards in mathematics and science have risen since the last inspection. Pupils thoroughly enjoy coming to school: 'When I wake up on the weekdays, I look forward to school.' They eagerly participate in the wide range of opportunities offered to make their learning interesting. For example, pupils in a Year 6 class contributed to a forum, as part of previous homework on the school's virtual learning environment, for discussing historic books that they had read. This was used as a stimulus for learning about the features of historical fiction texts in a literacy lesson observed. Pupils in a Year 5 mathematics lesson were challenged to work in groups to discover the relationship between the number of netball teams in a school league and the number of matches each team would play. More able pupils are well catered for by the setting arrangements in Years 5 and 6 and the careful planning of activities in lessons to meet their needs. The school has taken very effective steps to raise standards in boys' writing and in the reading skills of its White British pupils. The 'Change School' project, now in its second year, has been the key to this. It has covered a very wide range of activities including, for example, a whole-school trip to the seaside, which formed the basis for many weeks of related high quality cross-curricular work. There are now no differences in the attainment of any groups of pupils, although writing still remains an area for improvement across the school. Pupils have recently won first place in The Arqiva Commercial Radio Award Competition for their podcasting, which they produce twice a term for the school website.

Pupils with special educational needs and/or disabilities make outstanding progress because of very effective targeted support for their learning and social needs.

Pupils clearly understand what constitutes an unsafe situation and know whom to speak to if they have a concern. Pupils say there are rarely bullying incidents. Their behaviour is excellent at all times, they are very considerate toward each other and say, 'Most pupils behave well, with only a few who are sometimes silly'. Pupils' knowledge of health

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education is excellent. For example, they described very well a lesson where they found out the constituents of a cigarette and the dangers of these chemicals. Pupils relish the opportunity to take responsibility. They talk with pride about how they become prefects or representatives on the school council. The school council actively supports a range of charities, and pupils spontaneously and confidently express their opinions. Attendance is above average. Pupils are well prepared for the future, due to effective initiatives such as the stationery shop, attendance at conferences and an extended film project at Pinewood studios. The school offers a wide range of artistic and cultural opportunities, in which pupils willingly participate. They have a deep understanding of the consequences of any actions they choose and have a strong sense of right and wrong. Well-planned assemblies, together with a broad curriculum covering different religions, support pupils' excellent spiritual development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	1

How effective is the provision?

Lesson objectives are constantly shared so that pupils know what they are learning and why. Good differentiation results in teaching being well matched to pupils' needs. A

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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good range of teaching strategies are appropriately used, such as 'talk partners', which enable pupils to develop their learning whilst working collaboratively. Most teachers' careful use of probing questions extends pupils' knowledge and understanding. Teaching assistants provide additional expertise and guidance for those pupils who need it. Good, and often very good, subject knowledge demonstrated by teachers ensures that pupils use correct vocabulary. Pupils are enthusiastic and enjoy their learning. Pupils know their targets and what they need to do next. The quality of some aspects of the teaching is inconsistent, such as teachers' use of questioning, and some opportunities are missed to extend pupils' thinking by enabling them to assess the quality of their own and other pupils' work.

The curriculum has a number of innovative elements. It has been very well tailored to meet the needs of the pupils in the school with a very strong focus on practical learning which stimulates and engages pupils very well. For example, in the film project, they researched topics, wrote their own scripts, and directed and starred in their own film. Pupils actively want to talk about their learning. Cross-curricular links are well established, with ICT in particular stimulating learning throughout the lesson. There is excellent support of the curriculum through visits and visitors to enrich pupils' experiences. The excellent curriculum breadth, with personalisation at its heart, meets the academic and wider personal development needs of pupils extremely well.

There is excellent support for vulnerable pupils and their families and extremely robust arrangements are in place for ensuring that all children are safe, for example clear anti-intruder procedures. There are high levels of awareness of issues related to safety which permeate the work of the school. Children report that they feel safe because adults supervise them well and because of the rules, and they can keep themselves safe. Pupils with special educational needs and/or disabilities do well in response to caring and sensitive support. Pupils are prepared very well for their next stage of education, particularly the vulnerable pupils, with additional visits arranged to their new school.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders and managers are highly focused in their work. New initiatives to raise standards are well led, and closely evaluated. This has resulted in improvements in pupils' progress and excellent outcomes in pupils' personal development. Rigorous

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monitoring, a key focus on teaching and learning, an outstanding curriculum and the use of partnership schools and industry links also make a very strong contribution to the success of this school.

Self-evaluation has identified all the key priorities for development and the steps taken so far have been highly effective. Comparisons with similar schools are used as a key benchmark to judge performance, although comparisons with national averages are not sufficiently taken into account.

Children from all backgrounds are given every opportunity to make good progress in both their academic and personal development in this very inclusive school. For example, a computer club supports pupils who have no access to ICT at home. The governing body have an excellent knowledge of the school's strengths and weaknesses, providing excellent support and challenge. They are fully involved in shaping the direction of the school and have contributed directly to setting up the pupil progress tracking systems. The school's high quality safeguarding procedures are routinely monitored. This includes seeking the views of parents and pupils.

Highly effective initiatives have had a significant impact in engaging parents in their child's learning, especially those who do not speak English. Social functions have also had a positive impact in promoting community cohesion. The school is an extremely harmonious place, with pupils from many backgrounds working and learning together. Trips to France for older pupils support their understanding of other cultures and the school has plans to extend pupils' learning and experiences with a link to a school outside the United Kingdom.

These are the grades for leadership and management

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

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Early Years Foundation Stage

Children make exceptionally good progress in the Early Years Foundation Stage as a result of outstanding teaching. Planning builds securely on teachers' accurate assessments of children's needs and the lively teaching captures children's interests well. Although most do not reach the nationally expected learning goals by the end of the Early Years Foundation Stage, children make impressive gains from very low starting points. A strong emphasis is given to the development of children's language skills, which are often particularly weak, and every opportunity is taken to encourage children to talk about their learning experiences. Bilingual teaching supports children's learning in their mother tongue when appropriate. The importance of healthy eating and hygiene is fostered very strongly and it helps pupils to develop healthy lifestyles. Good induction procedures help children to settle in quickly and highly supportive relationships established by staff help children to develop self-esteem and behave well. The quality of care, guidance and support is exemplary and pupils' behaviour, due to excellent behaviour management, is good. The leadership and management in the Early Years Foundation Stage are outstanding and there are high expectations for children's personal and academic progress, communicated persistently to all staff, so that common aspirations are shared.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents and carers are especially happy with the way the school keeps their children safe and with the enjoyment that their children have of school. They feel well informed about their children's progress and feel that the school helps them to support their children's learning. A very small minority of parents feel that the school does not take enough account of their suggestions or concerns. Inspectors considered this and found that concerns raised by parents were well documented by the school with sound outcomes.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chepping View 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 12 statements about the school.

The inspection team received 214 completed questionnaires by the end of the on-site inspection. In total, there are 418 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	115	54	94	44	4	2	1	0
The school keeps my child safe	122	57	90	42	1	0	1	0
The school informs me about my child's progress	89	42	109	51	7	3	0	0
My child is making enough progress at this school	76	36	119	56	9	4	4	2
The teaching is good at this school	99	46	98	46	10	5	3	1
The school helps me to support my child's learning	90	42	111	52	10	5	0	0
The school helps my child to have a healthy lifestyle	87	41	118	55	6	3	1	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)	76	36	113	53	10	5	0	0
The school meets my child's particular needs	69	32	125	58	12	6	1	0
The school deals effectively with unacceptable behaviour	84	39	107	50	11	5	4	2
The school takes account of my suggestions and concerns	69	32	113	53	18	8	4	2
The school is led and managed effectively	79	37	118	55	8	4	4	2
Overall, I am happy with my child's experience at this school	101	47	98	46	11	5	4	2

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 pupil's 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.



16 October 2009

Dear Pupils

Inspection of Chepping View Primary School, High Wycombe HP12 4PR

Thank you for making us all so welcome during our recent visit to your school. We were particularly impressed with your outstanding behaviour and the confidence with which you shared your well-considered views. We were pleased with the fact that you follow the rules for healthy living and you know how to keep yourselves safe. You told us that you really enjoy school and find your lessons very interesting.

Chepping View is an outstanding school which enables you to reach high standards in your personal development and in science. You reach average standards in your English and mathematics. You make good progress; some of you make outstanding progress, for example those pupils with special educational needs and/or disabilities. You do well because of good teaching and outstanding pastoral care from the adults in the school.

Although all the staff have worked hard to make the school outstanding, they are committed to continuing to make your school even better. We have asked the school to do two things:

- Raise standards in English. It is the writing which needs to be better. This can be improved by the best teachers of writing sharing their methods with the other teachers and by involving you more consistently in assessing your own and each other's writing.
- Develop links with other countries, so that you can learn more about other cultures. You are excellent ambassadors for your school. Keep up the great work! We wish you all the best for the future.

Yours faithfully

Angela Kirk

Lead Inspector

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