

Inspection of a school judged good for overall effectiveness before September 2024: Tiptree Heath Primary School

103 Maldon Road, Tiptree, Colchester, Essex CO5 0PG

Inspection dates:

15 and 16 October 2024

Outcome

Tiptree Heath Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Samantha King. The school is part of The Eveleigh LINK Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Joseph Figg, and overseen by a board of trustees chaired by Sara Kightley.

What is it like to attend this school?

Tiptree Heath Primary School is a welcoming and friendly school. Pupils are kind and caring towards each other. They follow the school rules of being 'safe, ready and respectful' in all they do. Pupils behave well. Teachers address any incidents of poor behaviour effectively. Pupils enjoy sharing what they have learned. They enjoy the fun activities that teachers prepare for them.

Pupils learn a well-developed curriculum. The school has high expectations for all pupils to achieve well. Staff support pupils to achieve highly. Pupils enjoy coming to school. Staff know pupils well. They tailor support for pupils where needed. Pupils have positive relationships with staff and, as a result, pupils feel safe in school.

Pupils at the school are encouraged to be themselves. They are confident individuals who are well prepared for life in modern Britain. They learn about why it is important to respect that everyone is different.

Pupils enjoy the wide range of enrichment activities that let them pursue their interests. They enjoy having leadership roles such as being house captains and school council members. Pupils talk confidently about how their roles help the school to be a better place.

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

The school has implemented a curriculum that sets out what pupils will learn from Reception. Pupils are excited about their learning. They enjoy the learning activities that teachers provide for them. Staff explain learning clearly for pupils. In most subjects, they order subject knowledge in a way that helps pupils to be successful in their learning. Pupils with special educational needs and or disabilities (SEND) are well supported to learn the same curriculum as their classmates successfully.

In most subjects, staff check on what pupils know and can do before moving on to more complex learning. In some subjects, the curriculum does not identify precisely some of the important knowledge that pupils will learn. This means that staff are not always clear on the key content, including subject vocabulary, that pupils need to know securely in order to understand more complex concepts. This means that, in these subjects, some pupils develop gaps in their learning and struggle to use subject-specific vocabulary.

The phonics programme is well established in the school. From Reception, children learn the sounds that letters make. Staff support pupils who are not keeping up with the programme and provide them with the targeted teaching they need. This helps pupils to catch up and keep up with their reading knowledge. Older pupils read widely. Staff ensure that pupils are exposed to a range of high-quality texts that help them learn about different cultures and historical figures.

The school works hard to instil positive attendance habits with parents and carers, and pupils. The staff know families well and provide tailored support to ensure that pupils attend regularly. While absence is still high, the school is doing what it can to reduce this as quickly as possible. This includes working with external agencies where needed.

Pupils benefit from a range of after-school clubs. They attend various sporting competitions and are proud to represent their school at events. Pupils go on trips and visits that bring their learning to life, such as their trip to the Science Museum. The school thinks carefully about the wider experiences it provides for pupils. Recently, for example, the school organised for a lorry to visit so that pupils could learn how to stay safe around vehicles when cycling or walking to school.

Children in the early years learn to follow routines. For example, children are responsible for putting their coats and lunch boxes away. Pupils are well supported by staff to discuss if their actions are keeping themselves safe and how they can change their behaviour. Behaviour in lessons is calm and pupils are focused on their learning. Staff ensure that pupils rise to the high expectations that the school has of them.

Leaders, including governors and trustees, know the school well. They hold the staff and senior leaders to account for the quality of education. Governors work together with leaders to improve the school to make things even better for pupils. Staff are well supported by the school to manage their workload and well-being. Staff are proud and happy to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, staff do not always have the information they need to teach the curriculum as effectively as they do in many other subjects. They are not clear about some of the important knowledge and vocabulary that pupils need to know in these subjects to have a secure understanding. This means pupils do not learn some important knowledge and they develop gaps in their learning. The school needs to ensure that it sets out clearly the key knowledge and content, including vocabulary, that pupils should learn to enable staff to teach the curriculum highly effectively in all subjects.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in February 2016.

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	147560
Local authority	Essex
Inspection number	10345515
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	208
Appropriate authority	Board of trustees
Chair of trust	Sara Kightley
CEO of the trust	Joseph Figg
Headteacher	Samantha King
Website	www.tiptreeheath.essex.sch.uk
Dates of previous inspection	2 and 3 February 2016, under section 5 of the Education Act, 2005

Information about this school

- Tiptree Heath Primary School joined The Eveleigh LINK Academy Trust in November 2019.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation 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 inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- During the inspection, the lead inspector met with the headteacher. The lead inspector met with the CEO and other leaders from the trust. The inspector also met the members of the local governing body including the chair of the governors.

- The inspector visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.
- 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' interest first.
- Throughout the inspection, the lead inspector met with groups of staff. The inspector also considered the opinions expressed through the staff survey.
- The lead inspector met some parents at the beginning of the day and had regard to the views expressed through Ofsted Parent View.

Inspection team

Nerrissa Bear, lead inspector

His Majesty's Inspector

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