

New Valley Primary School

Old Lodge Lane, Purley, Surrey CR8 4AZ

Inspection dates

20–21 June 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- This school is very well led by a visionary head of school. Together with effective support from the executive headteacher and governing body, he has improved teaching and outcomes since the school opened.
- Pupils in all year groups are making good progress. No groups of pupils underachieve as effective systems are in place to check their progress at regular intervals.
- Governors have been highly effective in ensuring that leadership has made a direct impact on improved outcomes for pupils. Because of this, the school has made rapid and sustained progress.
- Teaching has not only focused on improving pupils' skills in English and mathematics but also on developing pupils work in the visual arts and the wider curriculum.
- Pupils' attendance is improving although there is still room for further progress, especially for the school's disadvantaged pupils.
- Teachers know the pupils well. They are effective in delivering exciting lessons that capture the interests of nearly all groups of pupils, so they do well.
- Occasionally, pupils who are more able could do harder work, and additional help is sometimes needed for those who struggle.
- Good provision in the early years means that children progress rapidly and are well prepared for Year 1.
- Well-matched provision for the school's disadvantaged pupils means that they make good progress that helps them catch up with their peers.
- The school nurtures pupils well and their spiritual, moral, social and cultural development is well promoted.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of the teaching still further by:
 - using the skills of the school’s existing teaching staff to refine the school’s approach to learning
 - making sure that all teachers deliver lessons which meet the needs of the most able pupils
 - ensuring that, in all lessons, pupils who may find the work difficult receive the extra help they need to do the best they can.
- Continue to raise levels of attendance, particularly for the school’s disadvantaged pupils, so that no learning time is missed.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the school's opening, the head of school, supported by the executive headteacher, has led this school with vision, determination and passion. Their drive to improve teaching and outcomes for all pupils has proved highly successful. They remain ambitious for teaching to be even better and understand where this might be needed.
- Middle leaders are skilled and enthusiastic. They are rightly proud of the work they have done thus far and hold a clear view of how the work they do links directly with improved outcomes for pupils. A good example of this is the successful work to develop an innovative approach to the teaching of mathematics. This has led to an invigorated appetite for the subject, which has led to significant improvements in teaching and rates of progress in key stages 1 and 2.
- Pupil premium funding is used effectively to support disadvantaged pupils through a range of activities to support their learning across the curriculum. Funds are also used to support pupils more intensively through the work of the school's well-deployed teaching assistants. Additionally, the money is used to develop pupils' self-esteem and to ensure that this group of pupils benefit from a range of extra-curricular activities where an additional cost may be incurred.
- The primary physical education and sports premium is carefully spent. Specialists are employed to lead lessons and to pass on their expertise to school staff. It has also helped to provide swimming at no cost to pupils in key stage 1. As a result, teaching and learning in physical education have improved and pupils benefit from a good range of clubs and opportunities to take part in sports events with other local schools.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development. This is helping pupils gain a thorough understanding of life in modern Britain through a clear set of deeply held school values.
- New Valley's curriculum is rich and diverse. As well as correctly focusing on developing pupils' key literacy and numeracy skills, pupils have experienced studying an interesting range of other subjects. Work in the arts and history is a strength and science is an emerging area, which captures the pupils' imagination.
- The school has received useful support from the local authority. This initially secured the creation of the school's membership of the Chipstead Valley Academy Trust as well as further ongoing advice and consultancy.

Governance of the school

- Governors are highly effective. They have been diligent in carrying out their duties, including both supporting and challenging the head of school and school leaders. They have been careful to involve the whole community in their work, and this has been instrumental in creating a school which has caring values at its heart. They know the school very well and have been resolute in ensuring that the school achieves the best outcomes possible.

- Governor committees provide a focus on pupils' progress and curriculum provision. Governors question the progress of particular groups of pupils and the impact of additional funding, such as the school's use of pupil premium. Governors use their expertise to check progress in areas on the school improvement plan.

Safeguarding

- The arrangements for safeguarding are effective. School leaders have ensured that all members of staff are trained in child protection procedures. The school's policies and practice are thorough. A strong culture of safety exists in the school, where key staff engage with parents, carers and other stakeholders to ensure that all pupils are supported and safe.

Quality of teaching, learning and assessment

Good

- Teaching at New Valley School is now at least good, and growing proportions are outstanding in all key stages. Teachers have high expectations of the quality of work they expect in lessons, where no time is wasted.
- The school has a very clear approach to the way in which work is assessed, so that pupils can see easily how well they have done and how they can improve their work. Because of the pupils' positive attitudes to learning, they use this information to always try their very best.
- Teaching in mathematics and English is good because the teachers make the lessons challenging and interesting for the pupils. For example, in a Year 6 lesson, pupils worked cooperatively in small groups to stage formal debates about topical areas that provoked strong feelings. The written work that stemmed from this work was of a high quality and pupils had a good understanding of how to put forward a persuasive argument.
- In a small number of lessons, pupils who are most able are not challenged as they might be, resulting in this group of pupils sometimes spending too long on work that they can already do. On other occasions, teachers do not always spot when pupils are struggling with their work and need additional help to correct misconceptions. The school's leaders are aware of this and are working on this as a matter of priority.
- Teaching staff have strong relationships with the pupils and make effective use of additional adults in their lessons. This positive culture supports pupils well as they know that the staff want them to do well. In turn, this has developed pupils' positive attitudes towards school and a thirst for learning.
- Parents speak very positively about the school and its teachers. They are almost unanimous in their praise for the school and how it has improved since it opened nearly three years ago. Many parents praised the work of the head of school. 'He has done a fantastic job in getting the parents involved with the school and has created a real school community' was a comment made by one. Parents are appreciative of the arduous work of all the staff and of how the school welcomes all children as part of their growing community of learners.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Because of the work of the staff, pupils show great resilience and awareness of how to be successful learners.
- The school has worked effectively to create sensitive and consistent approaches to behaviour management. Pupils respond positively to the positive approach at New Valley and feel that their effort is appreciated by the staff.
- Positive messages about how to tackle and respond to bullying are paying dividends. Pupils take on areas of responsibility to advise on how to keep safe both physically and while using the internet. Pupils said that bullying is rare at the school, though were it to occur they know that the systems which exist are robust and easily accessible.
- Leaders have instilled a sense of pride in the school which is evident in how the pupils take pride in their appearance and the presentation of their work. They are taught how to show respect for one another, even if they hold very different beliefs or points of view.
- The school's open culture ensures that pupils feel safe. The curriculum offers opportunities to learn about safety and welfare. At the time of the inspection, several classes were learning about financial health and its link with mental illness and stress.

Behaviour

- The behaviour of pupils is good. They are confident, friendly and proud of their school. They hold excellent attitudes to school life, enjoy their work and can see the improvement at the school since it opened.
- Teachers ensure that positive messages about good behaviour are consistently applied throughout lessons. This results in pupils behaving well, both in lessons and also throughout the day, including lunchtime.
- The school is a happy and calm place. Pupils want to come to school every day, and parents told inspectors how pleased they are that they chose, or were allocated this school.
- Parents understand that the school has improved and is gaining a better local reputation. Therefore, attendance rates are improving. The school should ensure that this continues, as not all pupils are benefiting from this improvement, particularly the school's disadvantaged pupils.

Outcomes for pupils

Good

- From their different starting points, all pupils make good progress. This is seen not just in English and mathematics but in a range of subjects, including science, art and

history. Outcomes have improved continuously for pupils over the past two years in all areas.

- The standard of pupils' work in all years is rising, so that a higher proportion of pupils are producing work that is at or above expectations. School assessment information concurs with inspection evidence that indicates that current pupils are on track to at least match the progress made in the previous two years. This is the result of improved teaching over time.
- In all years, pupils' workbooks show a good coverage of the curriculum, with high standards typically expected by the teachers. Pupils work carefully and present their work with pride. The standard of the pupils' work in art is a noticeable feature of the school.
- Pupils who have special educational needs and/or disability make very good progress. Because of the careful work of the teachers, this is an emerging strength of the school, and this group typically makes high rates of progress, which is helping them to catch up with their peers.
- Pupils are well prepared for the next stage of their education when they leave the school at the end of Year 6. Because of the good foundation they receive at New Valley School, they are confident and positive about their futures.
- Additional funding for disadvantaged pupils is used effectively to support their learning. For example, it is used to fund additional small-group support within lessons and provides access to extra-curricular activities. Because of this, this group of pupils achieves well academically and they are fully included into the life of the school.

Early years provision

Good

- When children join the school in the early years, their skills and knowledge are slightly below those typical for their age. The school staff plan carefully to ensure that children get off to a very good start and make substantial progress to achieve improving levels of development that are above those seen nationally.
- The class teacher, supported by teaching assistants, supports children in developing effective learning behaviours. Children focus attentively on phonics tasks and enjoy learning about the links between letters and sounds. Children settle swiftly to tasks and are very well behaved and respectful towards one another.
- The early years leader carries out regular tracking of children's progress. This enables her to identify any gaps in children's understanding and act to address them. The school has worked successfully to eradicate the difference in the standards achieved by the school's disadvantaged children, so that they now achieve well. To this end, additional funding for this group of children has been used well.
- Because children have developed a very positive attitude to school life, they are well prepared for moving up into the formal work in Year 1. Parents echo this view and welcome the strong partnership approach to learning that is prevalent in this key stage.
- Learning journals held by the school chart the progress over the Reception year and contain a range of work, observations and photographs of children working

independently. This is useful in planning future work and is a valued keep-sake for parents.

- The classroom is well resourced and staffed so that adults can support many groups of children at the same time and encourage them to explore the activities that are provided for them. Children are enthusiastic and work well together, clearly enjoying the activities that take place both indoors and outside.
- Leadership and management of the early years provision are good and have made a significant difference to the provision over recent years. The early years leader has worked tirelessly and with dedication, to ensure that the school's youngest children get off to a very good start to their formal education.

School details

Unique reference number	141118
Local authority	Croydon
Inspection number	10031683

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	162
Appropriate authority	Academy trust
Chair	Linda Hall
Executive Headteacher	Mark Rosewell
Head of school	Pete Steward
Telephone number	0208 660 1325
Website	www.newvalleyprimary.com/
Email address	head@newvalleyprimary.com
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- This school is a member of the Chipstead Valley Academy Trust, which continues to support the school and has done since it joined in September 2014.
- The school is smaller in size than most primary schools. The largest ethnic group of pupils represented in the school are from White British backgrounds. The proportion of pupils speaking English as an additional language is above average. The proportion of pupils that join or leave the school during term time is slightly below average.

- The proportion of pupils supported by the pupil premium is above average. The pupil premium is additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Information about this inspection

- Inspectors observed teaching in samples of lessons in all year groups throughout the inspection, several of which were visited jointly with the head of school.
- The inspection team heard some of the school's pupils read and looked at samples of work throughout the inspection.
- Inspectors looked at a range of documents, including the school improvement plan and records of pupils' behaviour, safety, safeguarding and attendance. They also scrutinised information on individual pupils' progress, anonymised records of teachers' performance and records of meetings of the governing body.
- Inspectors met with teachers and spoke with pupils. A meeting was held with four members of the governing body. A meeting was also held with a representative from the local authority.
- The views of parents were obtained through 41 responses to the online Ofsted Parent View survey as well as informal discussions, which were held with parents on the first day of the inspection.

Inspection team

Tim McLoughlin, lead inspector

Ofsted Inspector

Lou Anderson

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017