

Inspection of a good school: New Valley Primary School

New Valley Primary School, Purley, Old Lodge Lane, Surrey CR8 4AZ

Inspection dates:

28 and 29 June 2023

Outcome

New Valley Primary School continues to be a good school.

What is it like to attend this school?

This is a welcoming, happy and inclusive place to learn. Pupils are proud to belong to the school's diverse community.

Leaders have prioritised developing pupils' ability to express themselves with confidence. Purposeful talk is evident across the school. For example, leaders and staff expect pupils to answer questions in full sentences, using subject-specific vocabulary correctly. This approach also helps pupils when they come to record their thinking and ideas in writing. Overall, pupils achieve well. By the end of Year 6, they have a well-developed body of knowledge in a range of subjects, including reading, writing and mathematics. Pupils are successfully prepared for their next steps at secondary school.

Leaders have high expectations for pupils in all areas of their learning starting in the early years. Pupils work hard and want to do well. They behave sensibly, are polite and show mature attitudes towards their learning. Pupils understand their responsibility to behave with kindness and respect. They said that bullying is not tolerated. On the rare occasions that bullying does happen, staff deal with it quickly. Pupils are kept safe and feel safe in school.

Leaders use many well-planned strategies to support pupils' wider development. For example, weekly 'Well-being Wednesday' sessions and regular opportunities for outdoor learning support the school's core values. This effective work starts in the early years.

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

All pupils, including those with special educational needs and/or disabilities (SEND), study a curriculum that matches the breadth and scope of the national curriculum. Leaders have considered the knowledge that they want pupils to learn, including in the early years provision. The curriculum in early years is designed so that children receive the right foundations to be successful in their learning in subsequent year groups. The curriculum in most subjects is well designed. It builds in carefully planned opportunities for pupils to revisit and remember important knowledge and skills. In mathematics and music, for

example, pupils regularly recap prior learning. Notably, all pupils in Years 5 and 6 learn to play the trumpet or trombone as part of the core curriculum offer in music. Teachers ensure that pupils, including those with SEND, have the required knowledge to tackle more complex ideas. The needs of pupils who speak English as an additional language are identified and adaptations are made to help them learn successfully.

Curriculum thinking is more established in some subjects than others. In a few curriculum areas, such as science, leaders are in the process of making sure that the curriculum gives pupils the building blocks of knowledge that they need to learn the subject successfully. This affects how well pupils' knowledge increases over time. Pupils, too, said that they find it harder to learn and remember ideas in these subjects. Leaders are in the process of completing this work on the curriculum. They have clear plans to check how well the changes they make are working in practice.

Leaders prioritise reading from the moment children start school. The early reading curriculum is well structured and ambitious. As a result, the majority of pupils develop the phonic knowledge they need to read confidently and accurately. Leaders make sure that books and other reading materials are carefully matched to the sounds that pupils learn. Teachers are able to spot and support any pupils who are falling behind. Pupils enjoy reading and by the end of Year 6, they have read a wide range of books and texts.

Leaders, working with the trust, provide teachers with helpful and regular training to support them to deliver the curriculum. This enables teachers to develop secure subject knowledge. Leaders have also carefully considered how the COVID-19 pandemic has affected pupils' learning. They make sure that teachers tackle any gaps or misconceptions in pupils' knowledge. However, sometimes teachers do not use what they know about pupils' learning to ensure that pupils build on what they have previously been taught. When this happens, it makes it harder for pupils to deepen their understanding successfully.

Staff expect pupils to behave well and to concentrate on their work. They deal with any off-task behaviour quickly and effectively. This ensures classrooms are calm and positive places to learn.

Leaders provide a range of experiences to support pupils' wider development. These experiences often link directly to the curriculum. For instance, Year 6 pupils visited the Natural History Museum as part of their work on evolution. Staff offer a range of after-school activities, including sports and creative clubs. Pupils enjoy attending these and commented that they help them to explore their different talents and interests. Pupils know that staff care about their well-being. For example, there is a 'worry box' in each classroom where pupils can leave messages for their teacher if they are not ready to discuss things in person. Promoting positive relationships is a strength of the school.

Leaders, governors and the trust help staff manage their workload effectively. They promote staff well-being with great thought and care. Staff said that they appreciate the support provided by school leaders.

Safeguarding

The arrangements for safeguarding are effective.

Pupils learn about staying safe in their day-to-day lives, including safe behaviour online. They know who they can speak to if they feel worried or have concerns.

Staff and governors ensure that the safety and well-being of pupils are a priority. Pupils who may be vulnerable are identified and supported promptly. Leaders work effectively with external agencies to further understand and support those pupils' needs. Staff receive appropriate information and training on safeguarding. They use the school's systems to raise and follow up on concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders' curriculum thinking is at an earlier stage of development. While leaders are clear about the intended end points for pupils' learning, they have not set out precisely how pupils need to develop their knowledge in order to achieve these long-term aims, matching the components of learning with intended end points. Leaders should continue to refine and adapt their curriculum thinking so that pupils acquire the necessary knowledge to work towards the clearly defined curriculum goals in all subjects.
- Occasionally, teachers do not support pupils to build on what they have learned previously. This affects how well pupils deepen their knowledge over time. Leaders need to provide additional training and support for teachers in knowing how to assess and adapt their teaching for all pupils.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 in June 2017.

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](#)' 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.

School details

Unique reference number	141118
Local authority	Croydon
Inspection number	10240444
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	182
Appropriate authority	Board of trustees
Chair of trust	Kevin Bright
Headteacher	Pete Steward
Website	www.newvalleyprimary.com/
Date of previous inspection	20 and 21 June 2017, under section 5 of the Education Act 2005

Information about this school

- This is a smaller-than-average-size primary school.
- The school is part of the PACE Academy Trust. It joined as a sponsored academy in 2014.
- Leaders do not make use of alternative provisions.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, senior leaders and subject leaders, including those responsible for safeguarding. He also met with members of the local governing body and a representative from the academy trust.
- The inspector carried out deep dives in these subjects: reading, science and music. These involved discussions with curriculum leaders and teachers, visits to lessons, scrutiny of pupils' work and discussions with pupils. Other subjects were also considered.

- The inspector looked at safeguarding documentation, including the single central record of pre-employment checks. He also reviewed a range of documents, including leaders' development plans and school policies.
- The inspector considered the replies to Ofsted Parent View and the online surveys for pupils and staff.

Inspection team

David Boyle, lead inspector

Ofsted Inspector

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