

Chipstead Valley Primary School

Chipstead Valley Road, Coulsdon, CR5 3BW

Inspection dates

6–7 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- Pupils respond enthusiastically to the school's challenge to 'Be the best you can be'. Their overwhelmingly positive approach to school helps them to make excellent progress.
- Achievement is outstanding overall and particularly high in reading. In Year 6 tests, many more pupils achieve the expected levels in both English and mathematics than do so nationally.
- Teaching is outstanding. Lessons are enjoyable and have a high level of challenge for all. Pupils are given excellent guidance on how to improve their work.
- The school provides outstandingly well for pupils who find learning difficult, so that they can take part fully in school life and achieve to the best of their ability.
- Pupils' behaviour is exemplary and they work together extremely well. They are polite, friendly and get on very well with each other and adults. Attendance is above average.
- Pupils' spiritual, moral, social and cultural development is outstanding because they are given so many opportunities to use their personal skills. The quality of work in art and music is outstanding and pupils also achieve very well in physical education and sport.
- The partnership between the inspirational headteacher and the staff, members of the governing body, parents and carers, and pupils has created an exceptionally attractive and stimulating environment where all pupils can succeed.
- The school has continued to improve since it was last inspected, and parents and carers are highly appreciative of the high quality of education it offers their children.
- The Federation supports the school's development strongly and gives continuity of education for children and good professional development opportunities for staff.

Information about this inspection

- Inspectors observed 18 lessons or part lessons, including three lessons jointly with school staff. They also carried out 'learning walks' which involved spending short periods of time in a number of lessons. They listened to pupils reading, observed extra-curricular activities and visited the breakfast club.
- Meetings were held with the school council and two other groups of pupils, a representative from the local authority, the Chair of the Governing Body and one other member, and a range of staff including senior and middle leaders.
- Inspectors looked at the school's records of pupils' attainment and progress, records on behaviour and safety, attendance, and the monitoring of the quality of teaching and learning, as well as safeguarding documents and other school policies.
- Inspectors considered the 83 responses to the online questionnaire (Parent View) and the school's own surveys. Parental views were also received at the start and finish of the school day.

Inspection team

Grace Marriott	Additional inspector
Selina Sharpe	Additional inspector
Roger Parry	Additional inspector

Full report

Information about this school

- Chipstead Valley is a larger-than-average-sized primary school. It is part of a 'hard' Federation with Coulsdon Nursery School and the Chipstead Valley Children's Centre. The schools have the same headteacher and governing body, and some staff work across the two schools. About two thirds of the children who attend the nursery school transfer to the school's Reception classes. Other children join the school from a variety of pre-school settings.
- The proportion of disabled pupils and those with special educational needs supported at school action, school action plus or with a statement of special educational needs is slightly below the national average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals, looked after children and children whose parents are in the armed forces) is below the national average.
- The proportion of pupils from minority ethnic groups is average, as is the proportion who speak English as an additional language.
- The school manages the on-site breakfast club and the after-school club, and they were part of this inspection. The nursery school and children's centre were not part of this inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise attainment even further in mathematics to the very high level achieved in reading, by:
 - ensuring that teachers give pupils every opportunity to use and develop their mathematical skills across all subjects
 - raising the profile of mathematics through more specifically mathematical displays which show pupils what they could achieve.

Inspection judgements

The achievement of pupils

is outstanding

- Children join the Reception classes with a wide range of abilities. Those from the federated nursery school have skills that are above those expected for four-year-olds, but overall, children's attainment is broadly in line with the expectations for their age. By the time they leave at the end of Year 6, they have achieved exceptionally well and are working at well-above-average levels. This includes those from minority ethnic groups and those who speak English as an additional language.
- In Reception, children have a secure start to their education. They move into Year 1 with better-than-expected knowledge, skills and understanding overall and very good reading skills. Their response to World Book Day showed how much they enjoy books and stories. Children make excellent progress in personal and social development. They learn to be independent and take responsibility as well learning to play very well with other children.
- Pupils continue to make increasingly good and better progress through the school. In the Year 6 tests in 2012, attainment is well above the national average. Reading results were particularly high with almost three quarters of pupils achieving the standard expected of a 13-year-old.
- Across the school, reading is outstanding. From a young age, pupils read confidently and expressively; their good knowledge of letters and sounds helps them read unfamiliar words. Attainment in writing has been below reading, but more opportunities to use writing skills in a range of subjects are resulting in much-more-rapid progress. Many examples of this could be seen in the excellent displays around the school.
- The proportion of pupils achieving Level 6 in mathematics was high compared with the national results - Level 6 is the level most pupils should achieve by the age of 14 - although mathematics results overall were not quite as good as English. This is partly because teachers are better at developing pupils' language skills across all subjects than they are at developing mathematical skills.
- Staff are succeeding in helping pupils to close gaps in achievement. This ensures pupils supported on school action, school action plus and those with statements of special educational needs make the same progress, from their different starting points, as their peers. In 2012, there was relatively little difference overall between the different groups of pupils and those supported by the pupil premium. In both English and mathematics, pupils supported by the pupil premium broadly met the standards expected for 11-year-olds, but did not do as well as their peer group at the higher Level 5. The evidence for current pupils shows that the support they receive is helping them to make better progress.

The quality of teaching

is outstanding

- At all stages in the school, teaching is consistently good, and much is outstanding. This is ensuring that pupils are able to make excellent progress. In the Reception classes, detailed records of progress help staff plan interesting and exciting activities. These enable children to acquire good basic skills in reading, writing and mathematics, as well as developing their personal, social and creative skills.
- In all lessons, the interesting work motivated pupils to want to learn and was well matched to their needs. Where teaching was outstanding, the work was exceptionally well matched to individual pupils' needs. For example, in mathematics in Year 6, teachers adjusted the level of challenge throughout the lessons to ensure that pupils made really rapid progress.
- Reading is extremely well taught across the school and pupils are given many opportunities to use their skills in other lessons. In an outstanding lesson on fossils in Year 2, the best readers could read quite difficult vocabulary, for example 'Jurassic Coast' and 'sedimentary rocks', with relative ease, and they understood what they were reading. The lower attainers were being very well supported to enable them to use their reading skills to find out the information they needed.

- Teachers give pupils many opportunities to write for a variety of purposes and in a variety of styles, and the impact of this is seen in pupils' diaries, letters, stories and factual accounts based on work in history, geography and science. Although pupils are very well taught in mathematics lessons, opportunities to use their knowledge and skills in other subjects are not exploited enough, and displays do not give mathematics the same high profile as English.
- The high quality of marking and feedback has major impact on the quality of pupils' work and on their progress. The pupils explained to inspectors how the 'learning ladders' and the 'pink' and 'green' marking helped them. As one Year 5 pupil said, 'They tell us what we've done and what we have to do next.' Pupils also liked the way in which their teachers discussed their progress with them. Information gained from marking and the other checks on pupils' progress are now used consistently to plan work and give pupils clear direction and targets.
- Pupils with disabilities and special educational needs have access to skilful and well-targeted support in class, in small groups or on a one-to-one basis. Good relations are fostered. The support is carefully tailored to their individual needs. The evidence from the tracking of their progress shows that these pupils, some of whom have very complex needs, make at least expected progress, and most make outstanding progress. This demonstrates that all pupils have equal opportunities to learn and succeed.

The behaviour and safety of pupils are outstanding

- Pupils respond very positively to the school's high expectations for behaviour. From a young age, they learn to take responsibility for their own conduct and actions, and they told inspectors that the behaviour seen during the inspection is typical.
- The pupils' exemplary behaviour contributes very strongly to learning. Observation in lessons and on learning walks showed high levels of concentration and very good cooperation. The opportunities for imaginative play in the Reception class help children to develop excellent social skills.
- Pupils know how to stay safe and the excellent relationships between adults and children help them to feel safe in school. Pupils trust adults and know they can turn to them if there are problems. Even very young pupils know about different types of bullying and what they should do about it. Pupils say that bullying is rare. They also say that if it happens, it is quickly dealt with.

The leadership and management are outstanding

- The headteacher's drive and enthusiasm are fundamental to the success of the school. He and the senior team have high aspirations for the school and lead by example. Together with staff and governors, they have been rigorous in identifying and tackling areas of relative weaknesses. As a result, the quality of teaching has improved, pupils' progress has accelerated and they achieve even higher standards than at the time of the previous inspection.
- Self-evaluation is accurate and the development plans highlight key objectives, for example ensuring that pupils are given every opportunity across the curriculum to write for a variety of purposes and in a variety of styles.
- Regular and systematic monitoring has raised the quality of teaching from good to outstanding, and instances of teaching that requires improvement are rare. Staff are clearly held to account through the performance management systems but are also well supported by excellent opportunities for professional development. They are aware of the relationship between performance management, promotion and salaries.
- 'Parent View' showed high levels of satisfaction with the school. Parents and carers think their children are well taught and make good progress. They say their children are happy in school and they are confident that they are well looked after. The school meets all statutory requirements for safeguarding.
- The curriculum's breadth and richness help to develop pupils' spiritual, moral, social and cultural awareness outstandingly well. The activities widen pupils' horizons and raise their aspirations.

Art, music and physical education feature strongly, and the quality of work in these subjects is exceptionally high. In pupils' written work, there are many examples of their sensitivity to, and understanding of, other people's views and cultures. Pupils who attend the breakfast and after-school clubs enjoy and benefit from them. The early work in classrooms helps to give pupils a purposeful start to the day.

- The partnership with the federated school has given staff more opportunities for good professional development. It has also helped to improve the transfer between the federated nursery school and the Reception classes, particularly for children with disabilities and/or special educational needs. The school is very careful to ensure that this does not disadvantage pupils who have attended other nurseries or pre-schools.
- The local authority provides appropriate 'light-touch' support for the school.
- **The governance of the school:**
 - Members of the governing body are highly effective in supporting and challenging the leadership team. They have responsibility for the whole Federation and ensure that there is maximum continuity across the sites so that the children benefit. The Governors fully understand all aspects of the school's performance. They rigorously monitor and evaluate through detailed scrutiny of information about pupils' progress and careful checking on the impact of action taken to improve teaching. This includes the performance management systems and their relationship to salary progression. Governors ensure effective budget management and use funding sensibly to bring about improvement. They are managing the pupil premium funding well and expect to receive regular reports and data on its impact.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101752
Local authority	Croydon
Inspection number	402808

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	412
Appropriate authority	The governing body
Chair	Edward Denley
Headteacher	Mark Rosewell
Date of previous school inspection	12 September 2007
Telephone number	01737 553255
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