

Inspection of a good school: Vale View Primary School

Mill Lane, North Reddish, Stockport, Cheshire SK5 6TP

Inspection dates:

10–11 December 2019

Outcome

Vale View Primary School continues to be a good school.

However, inspectors have some concerns that standards may be declining, as set out below.

What is it like to attend this school?

Pupils get on well with each other and with the adults in school. The pupils I talked to said that they feel safe and bullying is rare. If one pupil is unkind to another, they have confidence that adults in the school will step in and help to sort out their differences. While pupils said they enjoyed coming to school, some pupils do not attend regularly.

Older pupils are good role models, for example when teaching sports to younger children. They are particularly proud of their roles as reading ambassadors. Pupils enjoy other responsibilities such as being on the school council or as a digital leader. This helps prepare them well for the future. Leaders listen to what pupils have to say. For example, pupils have delivered presentations in school assemblies on such issues as palm oil harvesting.

Leaders and governors want the best for pupils but recently these expectations have not been realised. Year 6 pupils have not been well prepared for the next stage of their education. Teachers do not routinely think about what pupils already know and can do when they plan the curriculum. Pupils' previous learning has not helped them to know and remember more. Although this is getting better, improvements in some subjects are very new.

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

There has been a period of significant turbulence in staffing at the school. This is reflected in staff, parent and carer and pupil surveys. Many parents feel the school is on the right path. However, some parents still express concerns. Some issues raised by parents include concerns over bullying and behaviour in class. Evidence collected over the inspection shows that this is not commonplace.

Governors have challenged leaders but have also supported them through a difficult

period. The turbulence at school has affected pupils' achievement in all key stages, including early years. At the end of key stage 2 in 2019, pupils did not attain well at the expected level in reading, writing and mathematics compared to other pupils nationally. Leaders have worked well to improve the curriculum. However, in some subjects, improvements are at an early stage of development.

There are some clear strengths in the curriculum. Computing, music and science are well led. Leaders have been in post for several years and are clear on the aims of the curriculum. They have thought about how pupils' learning should be organised to help them to remember more. Pupils develop skills and knowledge over time as seen in their workbooks, for example in science investigations and in their computing work. In art and mathematics, leaders are clear on what they want children and pupils to know from early years to Year 6. Leaders map out the broad curriculum to develop pupils' knowledge. While current work is of high quality, pupils are sometimes unsure about their learning in previous years. In some subjects, the curriculum is not as well developed. This means that pupils' learning does not build on what they already know. As a result, pupils do not know and remember all that they could in these subjects.

In all subjects, leaders are enthusiastic about their role. They provide support to teachers so they can deliver the curriculum. However, some subject leaders are new to role. They have therefore had less time to develop their subjects across the school. This includes how they help other teachers to develop their expertise. This has had an impact on pupils' learning in some subjects, especially where teachers are new.

Much work has recently taken place in the development of reading for children in the early years and pupils across the school. There are well-thought-out reading corners in classrooms and books link well to pupils' English work. Leaders also encourage pupils to read a more diverse range of books. These link to some of the topics that they learn about. Leaders took action following the dip in the proportion of pupils reaching the expected standard in the national Year 1 phonics check in 2018. The phonics curriculum is taught in a logical way and teachers have clear expectations. Books are well matched to the sounds that pupils know. Published data shows that by the end of key stage 1 and key stage 2 pupils do not attain as well as other pupils in reading. Leaders have raised the profile of reading. However, it is too early to see if this work will improve standards in this subject.

Leaders ensure that staff receive training to support the needs of pupils with special educational needs and/or disabilities (SEND). Staff adapt the curriculum well so that pupils with SEND can learn more. This is also the case for pupils who access the resourced provision for pupils with SEND.

Pupils listen to adults in the school. They are respectful and enjoy helping each other. The many visits, sporting activities and clubs provide a broad range of opportunities for pupils. Pupils spoke about how the new ethos of a 'Very Vale View' has improved manners and behaviour around school. Trips, visits and an appreciation of art and music are built into the school's curriculum. There are a large number of activities on offer during and after school. Pupils particularly enjoy brass band club and reading clubs. Pupils told me that they have the opportunity to debate topics such as politics in class.

In class, pupils behave well and they work hard. They persevere with their learning, even when they find the work difficult. There is little disruption to their learning from other pupils' behaviour.

Safeguarding

The arrangements for safeguarding are effective.

Leaders' work to support vulnerable pupils is strong. The culture of safeguarding is consistent with the caring ethos of the school. Staff receive regular training and are vigilant. They can confidently identify pupils who may be at risk and take appropriate action when required. Leaders follow up any safeguarding issues. They work well with external agencies and families to support pupils who need help.

Pupils are taught to keep safe in a range of situations. They are knowledgeable about different types of bullying. Leaders are aware of the risks that are specific to the local area. For example, work has been done with pupils about knife crime and the dangers of social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Over time, pupils have not reached the standards that they should in reading, writing and mathematics. A greater emphasis on reading, plus new approaches to how reading and phonics is taught, are showing some early positive signs. Leaders should build on their recent work to make sure that pupils are well equipped for the next stage of their education.
- Some subject leaders are new to role. They have not had time to develop the subject-specific expertise of other staff in the school. Senior leaders should ensure that new subject leaders are supported so that they fully develop in their roles and have a much greater influence on the way the curriculum is planned and delivered.
- Leaders have taken steps to implement a well-sequenced curriculum. However, because the changes made are recent in some subjects, pupils' learning does not build on what they already know and can do. Leaders need to ensure that the revised plans become embedded and have the desired impact. This will ensure that pupils know and remember more in all subjects.
- Some pupils, including those who are disadvantaged, suffer from poor attendance. Leaders have implemented strategies which are starting to have an impact. These should become embedded so that pupils' attendance at school improves.

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 a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Vale View Primary School to be good on 20–21 January 2015.

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 Ofsted Parent View information 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	131083
Local authority	Stockport
Inspection number	10058058
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	475
Appropriate authority	The governing body
Chair of governing body	Charlie Thompson
Acting Headteachers	Mrs Windeler and Mrs Eves
Website	https://valeview-stockport.frogos.net/app/os#!/home
Date of previous inspection	20–21 January 2015

Information about this school

- A new headteacher is due to take up post in January 2020.
- The school has a resource base for up to 16 pupils. This provides a higher level of support for children with more complex needs.

Information about this inspection

- I held meetings with the senior leadership team. Meetings were also held with those responsible for governance. I also met a representative from the local authority. I spoke to pupils, both formally and informally. I also spoke to parents before school started and after school.
- As part of this inspection the following subjects were considered: reading, mathematics and art. For each of these subjects, I undertook the following: discussions with senior leaders and subject leaders; visits to lessons; discussions with pupils about their experience of learning; discussions with teachers from the lessons visited and scrutiny of the work in pupils' books.
- I heard pupils read and talked with pupils about how the school teaches reading.
- I considered 41 responses to Parent View, Ofsted's online questionnaire. I also

considered 24 responses to the staff survey and 42 responses to the online pupils' questionnaire.

- I spoke to staff, governors and pupils about how the school keeps pupils safe. I examined the single central record. I also reviewed the checks undertaken to make sure that staff are suitable to work in a school. I reviewed the school's safeguarding policy.

Inspection team

Simon Hunter, lead inspector

Her Majesty's Inspector

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 <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020