

# Inspection of Culvers House Primary School

Orchard Avenue, Mitcham, Surrey CR4 4JH

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Inspection dates: 16 and 17 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils are proud of their school and excited to learn here. Leaders ensure that all pupils access an ambitious curriculum. They want learning to be relevant and reflective of the school's community. This includes encouraging pupils to celebrate differences and treating everyone as individuals.

Leaders have high expectations of pupils' behaviour and learning. This helps with pupils' excellent behaviour and positive attitudes. Pupils support and care for one another actively. The school values thread through school life. For example, staff encourage pupils to work together with each other during lessons. All staff have positive, warm working relationships with pupils. They model respect, which pupils respond to very positively. Staff help to keep pupils safe and happy here.

Leaders provide pupils with a wealth of enrichment opportunities. Pupils enjoy outings to support their understanding of the curriculum. Leaders have high aspirations for all pupils. They invite parents and carers, along with community members, to talk about future careers. Leaders ensure pupils can take on responsibility and leadership. For instance, pupils on the 'learning council' meet with leaders to share their views on the curriculum. Pupils are delighted to contribute to school life.

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

Leaders have considered the key knowledge and skills that they want pupils to know. They have sequenced the curriculum carefully to help pupils build on their prior learning. In early years, leaders give children an excellent start with a highly ambitious and engaging curriculum. Adults support children to develop very strong foundations of knowledge along with their confidence and independence. For example, children in Reception adapted the design of a model suitcase they were making. Teachers use a range of effective strategies to check pupils' understanding. In a few subjects, leaders do not identify as precisely the important content that they want pupils to remember over time.

Leaders have agreed on the key vocabulary that they want pupils to know and use. For instance, pupils in Year 6 used correct language to explain how they simplified fractions. In early years, staff are highly skilled to develop children's knowledge and understanding. For example, in Nursery, staff helped children to count and order tiles with great expertise. Teachers present information to pupils with clarity. They ask questions effectively to deepen pupils' understanding.

Leaders place a high priority in ensuring that all pupils can read, and enjoy reading. Leaders ensure that all staff deliver phonics in a consistent way. Pupils learn the letter sounds quickly and learn to blend effectively. Teachers provide bespoke help to any pupils who need extra help with reading.

Pupils with special educational needs and/or disabilities (SEND) access the same ambitious learning as their peers. Staff support pupils to learn successfully through expert support. They adapt activities for pupils using well-chosen resources to support their understanding.

Behaviour throughout the school is extremely calm and positive. Teachers refocus swiftly pupils who may lose concentration so that learning in lessons continues uninterrupted. In early years, staff develop children's understanding of routines very well. Children play well together, take turns and share equipment. For instance, children in Reception worked together to construct a home for their teddy collection. Prefects take their roles seriously at playtimes and help younger pupils with games and activities.

Leaders offer a vast array of activities to support the curriculum and pupils' wider development. They ensure that pupils are taught about financial management. For example, pupils in Year 1 learned how to keep money safely. In Year 6, pupils took part in a project to make profit for charity. Teachers help pupils to have a strong understanding of different beliefs and values. Every class visits a place of worship to gain a better understanding of faiths. Teachers encourage pupils to express their opinions and listen to different points of view, including through debates. Leaders provide a wide range of clubs for pupils to develop new interests. They encourage pupils to join local music activities and sports groups.

The governing body knows the school well and provides leaders with appropriate challenge and support. Leaders work collaboratively with other schools in the trust. This helps them to provide staff with regular professional development. Staff enjoy working at the school. They appreciate the support they receive from leaders, including for their workload and well-being. Staff are excellent role models for pupils to aspire to.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have a robust understanding of their pupils. They work with external agencies when required to ensure pupils and families receive the right support. Leaders have secure processes to ensure that vulnerable pupils receive effective support. All staff are aware of their safeguarding responsibilities. They know what to do if they have any concerns.

Pupils know that they can share any worries with the adults. Leaders teach pupils how to keep safe both online and in the community.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In a few foundation subjects, leaders do not identify precisely the important content they want pupils to learn over time. As a result, in these subjects, teachers are not as clear as in other subjects about the small steps in pupils' learning that they need to check and build on. Leaders need to ensure they have identified all the key knowledge and vocabulary that pupils need to know in every subject so that teachers can identify and address any gaps in pupils' understanding.

### 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

<b>Unique reference number</b>	131103
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10255367
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	456
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Susan Smith
<b>Headteacher</b>	Bernie Garvey
<b>Website</b>	<a href="http://www.culvershouse.sutton.sch.uk">www.culvershouse.sutton.sch.uk</a>
<b>Date of previous inspection</b>	14 November 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is part of Sutton Education Trust.
- The school does not use any alternative providers.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders and a range of staff. They also met with the governing body and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, science, history, mathematics and art. Activities included discussions with leaders and teachers about the curriculum, visiting lessons, speaking with groups of pupils

about their learning, and a scrutiny of pupils' work. Inspectors considered the curriculum in other subjects.

- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors considered responses of parents and staff to Ofsted's online surveys.
- To inspect safeguarding, inspectors met with leaders with responsibility for safeguarding and considered safeguarding documents and records. These included the school's records and plans for supporting pupils who have been referred to outside agencies.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived at and left school.

### **Inspection team**

Sacha Husnu-Beresford, lead inspector      His Majesty's Inspector

Nick Hitchen      Ofsted Inspector

Raj Mehta      Ofsted Inspector

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