

Inspection of Westvale Park Primary Academy

Cavell Way, Westvale Park, Horley, Surrey RH6 8SU

Inspection dates: 7 and 8 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

This is a happy and nurturing school where pupils are cared for exceptionally well. Leaders have created a positive family-orientated community that enables all children to thrive right from the start in Nursery. All adults are determined for children to grow in confidence and resilience. The Westvale Park values of family, curiosity, gratitude, responsibility, diversity and excellence are lived by all. Pupils are proud of their learning and achieve well in all subjects.

Pupils consistently behave well and the school is calm and orderly. Pupils are taught how to self-regulate and their emotional security is a priority. Bullying is rare and adults quickly identify and help with any worries that pupils may have. Leaders ensure an inclusive environment and pupils with special educational needs and/or disabilities (SEND) are given the support they need to learn well.

Leaders are ambitious for all pupils to experience excellent opportunities to develop their character and enrich their learning beyond the academic. Pupils benefit from a vast number of exciting clubs and trips, including a recent residential in Year 2 to High Ashurst. Pupils learn about the world around them in preparation to be active citizens. For example, they learn about sustainability and enjoy looking after the school's own chickens.

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

Reading is leaders' top priority and is a strength of the school. They believe that 'reading is the key that unlocks all learning'. Children are taught phonics right from the start in early years. Younger pupils learn sounds in a structured way using a phonics programme that is delivered well by well-trained staff. Those that struggle with reading are given the support they need. Pupils develop their vocabulary and understanding, enabling them to become fluent and successful readers. They develop a love of reading through listening to stories and rhymes. Across the school, teachers read to pupils in daily story times. They are skilled at bringing stories alive, so pupils are enthralled.

The multi-academy trust has supported leaders to put in place an ambitious well-sequenced curriculum. This effective curriculum supports pupils to learn new vocabulary and to connect with and remember previous learning. Overall, pupils achieve well, particularly in reading and mathematics. However, pupils in key stage 1 cannot always draw on previous learning in some subjects. Nursery children learn alongside older pupils in 'the village', helping them to feel safe and secure. Well-chosen resources and an enabling environment support children's learning well. Adults interact well with children, promoting their understanding of language and communication well from the start.

Staff have good subject knowledge. Teachers explain things clearly and know the end points that children should reach in their learning. Teachers regularly check what pupils know and can do. However, they do not always use this information to

quickly identify and address any gaps in learning. Sometimes learning activities do not build as well as they could do on pupils' prior learning.

The school is highly inclusive. Pupils with SEND get the help they need and participate fully in all aspects of school life. Individual needs are identified quickly and accurately. Well-matched support is in place for each child, so they are ready to learn. Parents of pupils with SEND receive effective communication about the support their children receive.

Leaders have high expectations of behaviour and staff manage behaviour consistently well. This has resulted in a calm environment characterised by very supportive, respectful relationships. The foundations of positive behaviour start in early years. The majority of pupils attend regularly and leaders work well with families and keep effective oversight of this to improve attendance further.

Leaders have established a comprehensive personal, social and health education curriculum with a significant emphasis on well-being and mental health. In addition to the school's very strong ethos, leaders provide exceptionally well for pupils' wider development. Opportunities for pupils include weekly forest school provision and an extensive range of clubs and trips. Pupils are encouraged to develop their talents and interests. They particularly enjoy the live music performances and performing class assemblies. Pupils have a strong understanding of respecting differences and leaders draw on parental links to widen pupil experiences of different faiths and cultures.

Local academy governors, trustees and the chief executive officer (CEO) maintain clear oversight of the school. They challenge leaders effectively, have a visible presence in school and ably fulfil their strategic roles and responsibilities. Their contribution to driving the school forward since it opened in 2020 is demonstrable. Morale is high and there is a strong sense of teamwork. Staff feel valued by leaders and are complimentary that leaders take steps to support their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a culture of vigilance. Clear systems are in place to identify pupils who may need support and record-keeping is detailed. Leaders tenaciously follow up any concerns about pupils. They liaise closely with external agencies to secure the help pupils and families may need. Recruitment checks for new staff are rigorous. Governors are proactive in seeking external quality assurance and monitor safeguarding regularly, ensuring that actions are followed up. Staff receive regular training and updates. Safeguarding within the curriculum is a priority to ensure that pupils learn how to keep themselves safe on- and offline.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not always use their knowledge of what pupils have already learned, remembered and can do. This means that sometimes learning activities do not build as well as they could on pupils' previous learning or address gaps in pupils' knowledge. Leaders should ensure that teachers use assessment information to plan learning that builds effectively on what pupils know and can do.

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	147856
Local authority	Surrey
Inspection number	10256261
Type of school	Primary
School category	Academy free school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	Board of trustees
Chair of trust	Tony Blaker QPM
Headteacher	Susan Kelly
Website	www.westvaleparkprimaryacademy.org
Date of previous inspection	Not previously inspected

Information about this school

- This is an academy free school and is part of the Aurora Academies Trust. It opened in September 2020. The number of pupils on roll is growing and will continue to do so until the school reaches capacity. At the time of the inspection, there were not any pupils on roll in key stage 2.
- The school operates a nursery which caters for children from the age of two.
- The school is governed by the trust and by a local academy board with delegated powers.
- The school does not use any alternative provision.

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 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.

- During the inspection, the lead inspector met regularly with the headteacher. The lead inspector met with representatives from the trust and the local academy board as well as the CEO of the trust.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography and physical education. For each deep dive, the inspectors discussed curriculum planning with the subject leader, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to some pupils read.
- Documentation relating to safeguarding and behaviour was scrutinised.
- Inspectors spoke with pupils about their learning, safety, personal development and behaviour. The inspectors spoke to pupils during lessons and around the school at playtimes.
- Inspectors spoke to staff to discuss workload, well-being and safeguarding.
- The inspectors reviewed responses to the online survey, Ofsted Parent View. They also considered the responses to Ofsted's pupil and staff surveys. Ofsted received a telephone call from a parent which was considered and an inspector spoke with some parents and carers at the start of the school day.

Inspection team

Alice Early, lead inspector	Ofsted Inspector
Gillian Lovatt-Young	Ofsted Inspector

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