

# Inspection of Chipstead Valley Primary School

Chipstead Valley Road, Coulsdon, Surrey, CR5 3BW

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Inspection dates: 15 and 16 May 2024

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Clare Rackham. This school is part of The PACE Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Zoe Harris, and overseen by a board of trustees, chaired by Kevin Bright.

Ofsted has not previously inspected Chipstead Valley Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Chipstead Valley Primary School to be outstanding, before it opened as an academy.

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

This is a happy, caring and thoroughly inclusive school. This is evident in the way that pupils play with their friends, including those in the specially resourced provision. Pupils are proud of their school and their personal achievements. For example, pupils value receiving the 'Charlotte Wicker' award for working hard and demonstrating the school's values of 'respect' and 'resilience'. Pupils achieve well here across a range of subjects.

Pupils are incredibly well behaved. This starts in the two-year-old provision where children are taught to share and collaborate well. Across the school, pupils work hard to 'be the best they can be'. Kind, nurturing relationships exist between pupils and staff. Pupils are confident that if they have a worry or a concern that there is an adult who will listen and help them. This helps pupils to feel safe.

There are a range of opportunities for pupils to take on roles of responsibility. For example, older pupils take pride in looking after the library and recommending books to their classmates.

Pupils enjoy the wide range of enrichment activities on offer, such as choir, gardening and football club. These opportunities help pupils to develop their talents and pursue their interests.

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

The school has designed an ambitious curriculum for all pupils including those in the specially resourced provision. The curriculum is well-structured. The school has thought carefully about what pupils need to learn and when. As a result, pupils consistently build on their previous learning. For example, pupils in Year 6 explain how using perspective, space and shading creates a sense of 'vulnerability' in their artwork. This is because they have previously been taught the techniques used by the artist Henry Moore.

Staff have excellent subject knowledge. They explain concepts clearly, making links across subjects so that pupils develop their knowledge. Teachers check what pupils know regularly and correct misconceptions quickly. The school has actions in place to ensure that standards of writing improve, so that a greater proportion of pupils make strong progress by the end of Year 6.

Reading is given the highest priority here. Children are taught to read right from the start of their time in Reception. This is because leaders want pupils to read fluently and without delay.

Pupils are given regular opportunities to visit the school library. They read widely and often and are read aloud to daily. Children in Reception take great delight in joining in with repetitive phrases and using actions to show the Gruffalo's 'terrible tusks' and 'terrible claws', for example. Children in the two-year-old provision eagerly

predict the next animal that will make an appearance in the book they share as a class. This is because teachers and other adults read aloud with animation and enthusiasm. These experiences develop a love for reading.

There is a consistent approach to the teaching of reading here. Teachers and teaching assistants have been well trained. Letters and sounds are taught in a logical order. Teachers provide regular opportunities for pupils to visit previously learned sounds. Pupils who need support to catch up are quickly given the help they need. Books are well-matched to the sounds and letters that pupils have been taught. Therefore, pupils read with high levels of confidence and accuracy.

Thorough systems are in place for identifying those pupils with special educational needs and/or disabilities (SEND). The curriculum in the specially resourced provision is impressive. Staff use well-matched approaches so that these pupils achieve very well. Staff provide effective support to develop pupils' social skills and independence.

The school has high expectations for pupils' behaviour which starts from the two-year-old provision. This means the curriculum is taught without any interruption. The school has appropriate actions in place to ensure that attendance remains high.

The school intends that the wider curriculum should equip pupils with the skills needed to be open-minded and considerate citizens. Pupils are taught to develop 'international mindedness'. They are given opportunities to consider views that may be different to their own through partnerships with schools in other countries.

Children in the early years are taught how to call for help in an emergency. Pupils know not to share personal information online and to report any concerns to an adult. Pupils have an age-appropriate understanding of healthy and unhealthy relationships. Pupils are given strategies to manage their feelings. This starts from the early years where children learn the language needed to express how they feel.

Directors and governors have the skills and knowledge required to fulfil their statutory duties. They have an accurate understanding of what the school is doing well. The school carefully considers staff well-being and workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	140704
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10323397
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	687
<b>Appropriate authority</b>	Board of trustees (directors)
<b>Chair of trust</b>	Kevin Bright (chair of directors)
<b>CEO of the trust</b>	Zoe Harris
<b>Headteacher</b>	Clare Rackham
<b>Website</b>	<a href="http://www.chipsteadvalley.com">www.chipsteadvalley.com</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Chipstead Valley Primary School converted to become an academy in April 2014. When its predecessor school, Chipstead Valley Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- Chipstead Valley Primary School is part of The PACE Academy Trust which consists of five schools.
- The school runs a breakfast club and an after-school club.
- The school does not make use of any alternative provision.
- The school has provision for two-year-olds.
- The school has a specially resourced provision for up to 13 pupils with physical disabilities and medical needs. Currently, ten pupils attend this provision.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the senior leadership team to discuss school development.
- The inspectors met with representatives of the board of trustees and the local governing body.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors scrutinised a wide range of documents, including those related to pupils' personal development and behaviour and attendance. The inspectors also met with groups of staff and pupils to discuss these aspects of the school's work.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and physical education. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- The views of parents and staff were also considered, including through Ofsted's online surveys.

## **Inspection team**

Deborah Walters, lead inspector	His Majesty's Inspector
Jonathan Newby	Ofsted Inspector
Rebecca Iles-Smith	His Majesty's Inspector
Ogugua Okolo-Angus	Ofsted Inspector

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