

# Chipstead Valley Primary School

## Inspection report

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<b>Unique Reference Number</b>	101752
<b>Local Authority</b>	Croydon
<b>Inspection number</b>	307794
<b>Inspection date</b>	12 September 2007
<b>Reporting inspector</b>	Lynn Bappa

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	410
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr E Denley
<b>Headteacher</b>	Mr M Rosewell
<b>Date of previous school inspection</b>	2 October 2001
<b>School address</b>	Chipstead Valley Road Coulsdon CR5 3BW
<b>Telephone number</b>	01737 553255
<b>Fax number</b>	01737 553657

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<b>Age group</b>	4-11
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## Introduction

This was a reduced tariff inspection carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- Achievement and standards
- Teaching and learning
- Care, Guidance and Support
- Leadership and management

Evidence was gathered from performance data, observations of teaching and the work produced by pupils. Parents' questionnaires and discussions with children, the chair of governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Chipstead Valley is a larger-than-average school on the outskirts of Croydon. It is in a federation with a local Nursery that was inspected recently. It serves a socially diverse, but generally advantaged, community. The percentage of pupils entitled to free school meals is below average but increasing. The proportion of pupils with learning difficulties and disabilities is higher than found in most schools. The school has recently been awarded the Basic Skills Quality Mark and the Inclusion Quality Mark.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school where, in the words of one pupil, 'we can grow our imaginations'. Parents are very pleased with the quality of education it offers. As one parent commented, 'I have always been very pleased with the education my children have received at Chipstead Valley. It is a welcoming, calm, yet vibrant environment'. Although the inspector did not investigate pupils' personal development and well-being in detail, it was clear that by Year 6, pupils are lively, thoughtful, well behaved and responsible youngsters who are well prepared for secondary school and for their future lives. Pupils say they are very happy because, in the words of one girl, the teachers make learning 'hard in a good way'. The school provides a stimulating learning environment in which pupils are able to blossom. Teachers make particularly good use of the excellent outdoor environment and there are exciting plans to enrich the curriculum further in this regard. These facilities are highly valued by the pupils and include a forest trail, a theatre, extensive vegetable gardens and an outdoor classroom.

Standards are above average at the end of Years 2 and 6. Pupils achieve well overall, irrespective of their gender, ethnicity or ability. National test results in 2005 and 2006, however, showed that too many pupils did not make the progress of which they were capable, particularly in writing. The school is working hard to tackle this under-achievement and its actions have begun to bear fruit. Inspection evidence and the school's own data show that standards in writing have begun to rise. Senior leaders are aware, however, that more needs to be done to raise standards further to ensure that all groups of pupils achieve as well as they can. The emphasis on educating the whole child adds breadth to pupils' achievements. The school is rightly proud of its sporting success and strong musical traditions. A particularly good feature of the activities developed to promote healthy lifestyles is the daily Chipstead Challenge where pupils take part in a variety of fitness activities before school.

A further important factor in the school's success is the good teaching. Strengths include clear objectives, challenging tasks and the range of techniques used by teachers to help make learning enjoyable. As a result, pupils thoroughly enjoy lessons and other activities. As one parent commented, 'My daughter loves Year 1 because she says there is more work to do than in Reception. What more can I say!' Frequent, accurate assessment of pupils' progress enables teachers to give clear guidance to pupils about what they need to do to improve their work. As part of the drive to raise standards in writing, teachers have rightly begun to focus on making writing tasks more relevant and interesting and on planning sequences of lessons so that pupils have more opportunities to share their ideas in a variety of ways before committing them to paper.

Pupils are developing so well as individuals because the school has established an excellent ethos of care and respect for others. They feel safe and welcomed from the start. Vulnerable pupils, including those with learning difficulties or disabilities, are very well supported so that they play a full part in lessons and other activities. There are very good procedures for child protection. Academic guidance is good. Teachers have greatly improved their tracking and assessment procedures so that it is easier to identify pupils who need extra help or who are at risk of under-achieving.

The driving force behind the school's success is the good leadership provided. In particular, the headteacher gives very clear strategic direction. He ensures that this is not a school that rests on its laurels but one that always looks for ways to improve. The school has good systems

for checking how well it is doing and uses them well. A good start has been made in raising standards in writing, and there is a real sense of determination to do better in this regard. Teamwork is strong and staff are motivated to succeed. There is a strong commitment to making every pupil feel valued. It is clear that every child really does matter at Chipstead Valley. Staff, parents and pupils are rightly proud of this aspect of school life. The very positive relationships with parents and the good levels of support from outside agencies contribute significantly to pupils' good progress. There are many signs of real improvement and the school is in a good position to build on these. Issues from the last inspection have been tackled well. Standards in information and communications technology, for example, have risen.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

It was not possible to investigate the effectiveness of the Foundation Stage in detail because children in the Reception classes had not started school at the time of this inspection. Evidence provided by the school, however, indicates that children get off to a good start in the Reception classes because of good teaching and management. Parents whose children have now started main school mirror the school's judgements about the quality of the Foundation Stage in their written comments. They say that children are well cared for, staff are friendly and nothing is too much trouble. The induction of children into the Reception classes is thoughtfully planned. All children, for example, receive a home visit. The school provides its children with interesting and exciting things to do, both indoors and out. The outdoor area, for example, contains a thriving vegetable garden.

## **What the school should do to improve further**

- Raise standards in writing

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



## Text from letter to pupils explaining the findings of the inspection

24 September 2007

Dear Pupils

Inspection of Chipstead Valley Primary School, Coulsdon, CR5 3BW

Thank you for being so friendly and helpful when I came to inspect your school. I am writing to tell you what I think about how well you are getting on and how well your school is helping you to learn. I particularly enjoyed looking at your work and talking to some of you. I agree with your parents that you go to a good school.

There is so much I like about your school that I can't mention everything, so here is a list of what I think are the most important things.

- Everyone in your school is friendly and welcoming. Well done, and keep it up!
- You learn well in lessons because your teachers give you plenty of interesting things to do in lessons.
- There are many interesting activities for you to do outside lessons. I know that you really appreciate these. I really enjoyed seeing some of you doing the Chipstead Challenge, for example. I also think you are very lucky to have so many excellent outdoor facilities, such as the forest and the theatre.
- The adults in your school look after you really well.
- Your headteacher and the senior teachers who help run your school do a good job.

Everyone in your school wants it to be even better. I have suggested one thing to do next.

- Work has begun on helping you do better in writing. I have asked your school to carry on doing this. You can help your teachers by always working as hard as you can.

I am sure that you will continue to have great success in the future.

With best wishes

Lynn Bappa Lead Inspector