

Inspection of Valley View Community Primary School

Coal Hill Drive, Rodley, Leeds, West Yorkshire LS13 1DD

Inspection dates:	8 and 9 October 2024
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils flourish at this school. From early years onwards, children learn to be kind, caring and respectful to others. They develop their confidence as they progress through the school. Pupils, including those with special educational needs and/or disabilities (SEND), are very well prepared for their next steps.

Pupils' behaviour is exemplary. They work hard during lessons and participate exceptionally well. Pupils are enthused by the 'star of the week' award. Their attitudes to school life are superb.

Pupils embody the school's vision of 'enjoying, achieving and learning together'. They say that their school is fun and that they 'cannot wait to get there every morning'. The school has exceptionally high expectations of pupils' academic and personal success.

Pupils have a very strong sense of equality. They are adamant that everyone should be treated equally no matter what they look like or where they come from. The school goes the extra mile to make sure all pupils, including pupils with SEND and those with some behavioural difficulties, are safe and take part in all aspects of school life.

Most parents are overwhelmingly positive about the school. They told inspectors that staff are 'amazing', that their children thrive at school, and that the school contributes significantly to the community.

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

The school's high ambition for pupils is reflected in the aspirational curriculum that pupils enjoy. Much thought has gone into designing a curriculum that interests pupils and meets their needs. The early reading programme and the curriculum design in English and mathematics is remarkable. Pupils continually build on previous learning and secure a deep body of knowledge in these subjects.

All subjects are included in the curriculum. After considered research, the school has developed new curriculums in some subjects. Overall, the curriculums in these subjects are working well and pupils' knowledge has improved over time. However, work set in some of these subjects is not sharply focused on the key knowledge to be learned. This means that sometimes pupils do not learn as well as they could.

The school makes the teaching of phonics and reading fundamental to the progress of all pupils. Well-trained staff deliver the phonics and reading programmes incredibly well. Checks on pupils' accuracy are swiftly picked up and remedied. Pupils who find phonics and reading more difficult get the necessary support to help them catch up swiftly. From the beginning of nursery, high-quality texts, songs and rhymes are enjoyed by children. Across the school, adults read stories with enthusiasm to develop pupils' love of reading. Books are closely matched to the sounds children are learning and know already. Pupils become fluent and confident readers as a result.

Reading sits at the heart of the school's work. Staff immerse pupils in a wide range of high-quality texts. Books such as 'The Boy at the Back of the Class' help pupils learn about mental health, protected characteristics and equality. The new writing curriculum is inspired by the reading curriculum. This has led to significant improvement in the quality of pupils' writing.

In Nursery and Reception, children co-operate very well with adults and each other. Parents are grateful for the support to help their children settle smoothly into school. Children develop good language skills, count well and begin to understand the world around them. They enjoy riding bikes and using other outdoor play facilities. Occasionally, children's language skills are not developed well during self-selected activities.

Pupils are excellent ambassadors for their school. Attendance is high and continues to improve for pupils, including disadvantaged pupils. Routines are well-established from the start of early years. High levels of concentration and participation are sustained by the very youngest pupils. Pupils, including those with SEND, build exceptionally well on this positive start. Throughout school, pupils persevere with challenging tasks in class and in their Forest School activities.

Pupils' personal development is enhanced through a range of clubs and residential. Adaptations are made to make sure all pupils can take part. Pupils contribute well to the school. They are school councillors, advocates for the school's values, play leaders and buddies for children in Reception. Pupils are well aware of fundamental British values and know why they are important. Staff make sure that pupils' knowledge of different faiths and cultures is improving.

Governors work exceptionally well with leaders. They fulfil their duties diligently to ensure that pupils have the very best opportunities. They make sure staff have every opportunity for their career development. Staff are proud to be members of the school. They say workload, mental health and well-being are managed 'as best they can be'. Pastoral care is a strength for both staff and pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the work given to pupils does not precisely match the most important knowledge pupils should learn. Therefore, it is more difficult than it should be for teachers to check pupils' learning and identify gaps in key knowledge. The school should make sure that the tasks pupils complete in all subjects match the key knowledge they are expected to learn, and that staff receive further support to check that pupils are successful in remembering it.

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

Unique reference number	131111
Local authority	Leeds
Inspection number	10346377
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	439
Appropriate authority	The governing body
Chair of governing body	Pete Riley
Headteacher	Sarah Griggs and Claire Griffiths
Website	www.valleyview-pri.leeds.sch.uk
Dates of previous inspection	16 and 17 October 2019 under section 8 of the Education Act 2005

Information about this school

- The headteacher at the previous inspection now shares the headship of the school with the previous deputy headteacher. This co-headship arrangement started in September 2021 and governors formalised it in September 2023.
- In September 2021, two additional assistant headteachers were appointed. Currently, there are four assistant headteachers.
- This school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine 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.
- Inspectors met with the two headteachers and held a discussion with the chair of governors and other governors. The lead inspector held a discussion with a representative of the local education authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education and geography. For each deep dive, the inspectors discussed the curriculum with curriculum leaders, 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.
- Inspectors also discussed the curriculum in history, science and writing. They sampled some pupils' work in these subjects. Inspectors also discussed the curriculum in early years.
- To evaluate the effectiveness of safeguarding, the lead inspector: 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 spoke with several staff to establish their knowledge and actions taken when concerns have been raised.
- Inspectors observed pupils' behaviour throughout the day. They spoke to pupils about their views on behaviour in school. Inspectors considered how the school supports pupils' personal development.
- The lead inspector spoke with a number of parents at end of the school day. Inspectors analysed responses to the online survey for parents, Ofsted Parent View. They considered the responses to Ofsted's online staff and pupil surveys.

Inspection team

Jim McGrath, lead inspector	Ofsted Inspector
Shameem Hussain	Ofsted Inspector
Ginny Robinson	Ofsted Inspector

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