

Nutfield Church of England (Aided) Primary School

59 Mid Street, South Nutfield, Redhill, Surrey RH1 4JJ

Inspection dates 11–12 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Pupils' achievement in mathematics requires improvement as it is not yet good and does not match that in reading and writing.
- Despite some current strengths, teaching has not been consistently good enough over time and teachers' expectations are not always high enough to enable all pupils to achieve as well or as quickly as they might.
- Not all teachers adjust tasks to ensure pupils are sufficiently challenged, especially in mathematics, and there are not enough lessons that help pupils learn through active, practical activities.
- Planning does not provide sufficient opportunities for pupils to apply their numeracy skills in solving problems.
- The best practice in teaching is not routinely shared across the school as leadership roles are too limited.
- Senior leaders check the quality of the teaching, but this work has not been effective enough to ensure teaching helps pupils make consistently good progress.
- Leadership and management are not firmly established as the school does not currently have a substantive headteacher or assistant headteacher. This reduces the impact on school improvement and pupils' achievement.

The school has the following strengths:

- Standards in reading are good. Pupils make good progress in developing their skills, are confident and enjoy reading.
- Pupils' progress generally has started to improve across the school, especially in Years 4, 5 and 6, where there is strong teaching.
- Pupils behave well and are polite and caring. They enjoy school, as shown in their high attendance rates, and feel safe and secure.
- The acting headteacher and relatively new leadership team have worked very effectively in a limited amount of time, resulting already in improved teaching and progress.
- Members of the governing body provide a good level of challenge and support, which is helping the school to improve.

Information about this inspection

- The inspection team observed 13 lessons, or parts of lessons, and one assembly. The majority of lessons were observed jointly with either the acting headteacher or acting assistant headteacher.
- Activities relating to the teaching of, and support or intervention for, disabled pupils and those who have special educational needs were also observed.
- Inspectors talked with pupils, listened to them read and observed pupils at play during break and lunchtimes.
- Discussions were held with the acting headteacher, other staff with leadership responsibilities, groups of pupils, three members of the governing body and the local authority improvement adviser.
- The inspection team observed the school's work, and looked at a number of documents, including the school's information on pupils' progress for the current school year and previous three years, and pupils' work. The inspection team also looked at self-evaluation and school improvement documentation, planning, assessment information, documentation on the management of teachers' performance and school policies, and records relating to behaviour, safety and attendance. The school's safeguarding procedures were also evaluated.
- The inspection took account of the 56 responses from parents and carers to the online questionnaire (Parent View) and 15 staff questionnaires. The views of 18 parents and carers were sought at the start of the school day as they brought their children to school, and the lead inspector received one letter from a parent.

Inspection team

Wendy Forbes, Lead inspector

Additional Inspector

Teresa Kiely

Additional Inspector

Full report

Information about this school

- Nutfield Church of England Primary School is slightly smaller than the average-sized primary school.
- All pupils are taught in single-age classes, including those in the Early Years Foundation Stage.
- The majority of pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, those in local authority care and those from service families, is well below average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. A below-average proportion of pupils are supported by school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not use any alternative or off-site provision.
- The governing body manages the school's breakfast and after-school club known as the Turtles.
- Following the retirement of the substantive headteacher in 2011, the school has experienced a lengthy period of interim headship covered initially by two assistant headteachers, a substantive headteacher from September 2012 to March 2013, and most recently by the school's current acting headteacher, previously the school's permanent deputy headteacher. The governors plan to make a permanent headteacher appointment in the coming academic year. The school has also experienced a number of changes and absence in teaching staff since the previous inspection, some mid-year. These were covered by both temporary as well as permanent teaching staff. At the time of the inspection, all classes had permanent full-time or part-time job-sharing class teachers.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better by ensuring that:
 - there is a faster pace of teaching and learning, and that lesson introduction and explanations are not too long, so pupils get more time to work on their own and find things out for themselves
 - teachers have consistently high expectations of what pupils can achieve across the school
 - there are more lessons that provide pupils with active, practical tasks.
- Raise achievement in mathematics by:
 - ensuring pupils have more opportunities to practise and extend their knowledge and understanding of basic skills in mathematics so that they can use these skills to solve real-life problems and apply them in other subjects as well
 - ensuring that teachers provide mathematical activities that provide just the right level of challenge.
- Improve leadership and management by:
 - providing more opportunities for teachers to share best teaching practice
 - encouraging teachers to reflect more deeply on how well they are helping their pupils learn
 - checking teaching regularly to ensure that all pupils are making good progress
 - ensuring all staff have opportunities to contribute to school improvement by expanding the capacity of leadership at all levels.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because progress is not consistently good enough across the school, particularly in mathematics. Too few pupils have made enough progress because of some inconsistencies in the quality of teaching over time and some disruption to learning as a result of a staff changes and absence. This has left some pupils with gaps in their learning. However, school records indicate that some pupils currently at the top end of Key Stage 2 are now making up lost ground and benefiting from stronger teaching.
- Children enter Reception with skills and knowledge that vary each year, but are generally as expected for their age. They make steady progress in all areas of learning, particularly in their language and literacy skills, and are achieving well by the time they start Year 1.
- Compared to the national picture, overall attainment in 2012 was considerably above average for Year 2 pupils. By the end of Year 6, attainment above average in English, most notably in reading, but below average in mathematics. Disabled pupils and those with special educational needs make similar progress to others, which means they do better in English than in mathematics.
- Despite signs of recent improvement in mathematics, achievement in English remains stronger, particularly in reading. This is because of the school's focus on literacy, particularly early reading, and the strengthened use of assessment data to track progress.
- In the 2012 Year 1 phonics screening check (linking sounds and letters) taken by pupils currently in Year 2, the proportion of pupils achieving the expected result was just below average. However, the considerable focus on the teaching of phonics has ensured that most pupils have a confident knowledge of phonics to help them read unfamiliar words. By the time they reach Year 6, many are fluent, enthusiastic readers who can express preferences and read for enjoyment.
- From year to year, there are very few pupils eligible to benefit from the pupil premium, and currently there is none in Year 6. In the 2012 tests, when just three pupils were eligible, attainment in English was four months above other pupils in the school and four months below in mathematics.

The quality of teaching

requires improvement

- There is not enough good or better teaching to ensure pupils' good achievement, despite recent improvements as a result of the acting headteacher's determined efforts.
- Staffing difficulties have had a negative impact on pupils' achievement and the overall quality of teaching. Many of these issues have now been resolved. Much of the teaching seen during the inspection was good, but the impact of past difficulties remains.
- In the past, the teaching of mathematics has been less effective than in English. The planning and teaching of mathematics does not challenge pupils sufficiently to apply their numeracy skills or provide them with sufficient opportunities to solve problems.
- Where learning is most effective, pupils' engagement is sustained and there are good relationships between pupils and adults. As a result, pupils want to do well and are prepared to work hard. Recently, the quality of pupils' work has improved and their rates of progress have accelerated in English and mathematics, particularly in Key Stage 2.
- However, in a few lessons, teachers' introductions and explanations are too long and cause learning to slow because pupils have insufficient time to work on their own and find things out for themselves. Not enough opportunities are provided for pupils to learn through practical activities.
- Stronger teaching, as seen in a Year 6 lesson, has had a positive impact on pupils' progress. Skilful questioning and effective modelling of writing by the enthusiastic teacher helped pupils develop a description of a climber. The lesson was well planned to meet pupils' needs, engaging them in their writing. As one pupil said, 'You could just feel what it was like for the mountain-

climber struggling against the wind's raging force as he climbed.'

- Teaching assistants contribute well to pupils' learning through providing additional group work or one-to-one support.
- The systematic teaching of reading, particularly the focus on early reading, has helped pupils make good gains in reading over time. The effective teaching of phonics ensures younger pupils progress well in reading. Key Stage 2 pupils benefit from the effective teaching of guided reading.
- Marking provides useful information to pupils about the next steps in their learning.

The behaviour and safety of pupils are good

- Enjoyment of school is reflected in pupils' high attendance. As one pupil said, 'You can always find something good to do.'
- Most pupils behave well; school records show that this is fairly typical behaviour over time. Pupils are polite and helpful to visitors and generally considerate to each other. Occasionally, some pupils become distracted when activities in lessons are not pitched at the right level to fully challenge or engage them, which is why behaviour is not outstanding.
- A few pupils with challenging behaviour receive effective support so that they learn self-control. Adults show good understanding of their needs and use well-planned intervention to support pupils displaying behavioural or sometimes emotional difficulties.
- Although a minority of parents and carers expressed concerns in the online questionnaire over behaviour and bullying, pupils are confident that behaviour is typically good and that bullying is rare but swiftly dealt with should it occur. Pupils understand that bullying can take different forms such as physical, name-calling, cyber-bullying or prejudiced-based bullying.
- Pupils say they feel safe and secure in school, and have a good understanding of potential dangers and how to keep safe in different situations.
- Pupils are proud of taking responsibilities, such as school council members, looking after the school garden or as members of the Eco-schools team.
- Most parents and carers agree their children are happy in school, feel safe, are well looked after and generally behave well. They appreciate the well-organised before- and after-school clubs.

The leadership and management require improvement

- Leadership and management require improvement because, since the previous inspection, too many temporary changes in leadership have impeded momentum and progress on pupils' achievement.
- The acting headteacher has, however, made a significant impact in a relatively short time. Her drive for improvement is shared by the new leadership team. They work closely to monitor plans and pupils' work. Resulting improvements in teaching and pupils' progress can already be seen. The school's understanding of its own effectiveness is generally accurate. Staff and governors know what needs to be done to improve. This demonstrates the school's capacity to improve further, although it has not yet produced consistently good teaching or achievement.
- Progress is tracked and checks made on the quality of teaching and learning. Support is provided where weaknesses are identified. Targets are set for teachers linked to pupils' progress. Teachers know they are accountable for pupils' progress and that this is linked to pay and salary progression. However, there have been insufficient opportunities for all staff to be fully involved in driving improvement.
- The efficient management of provision, and support for disabled pupils and those with special educational needs, is ensuring they make similar progress to others.
- Subjects taught are well planned to engage the interest of pupils. Good use is made of the school's excellent grounds, including its wildlife area, to enhance learning. There is a sharp focus on developing pupils' literacy skills, but less so on numeracy. Pupils' spiritual, moral, social and

cultural development is promoted well. Activities which involve pupils' learning about others' beliefs help to promote tolerance and understanding well.

- All are committed to ensuring equal opportunities are provided for all pupils, and that there is no discrimination. The school provides a caring community, informed by its Christian values. Most parents and carers are positive about the school's work and demonstrate their support.
- Safeguarding procedures meet requirements.
- The local authority has provided a range of support, for example in the analysis of data, and the observation of teaching, throughout the period of change in leadership.
- Effective use is made of pupil premium funding to overcome barriers to learning and raise the achievement of those eligible. Funding is targeted to provide a range of additional small-group or one-to-one support in literacy and mathematics while also making a positive contribution to pupils' emotional, personal and social needs. This has already led to improvements in their reading and writing, and in their engagement in learning.
- **The governance of the school:**
 - The governing body offers good support and challenge, and in providing stability. Governors know the school well, how pupils' achievement compares with other schools nationally and what needs to be done to secure improvement. They undertake regular monitoring activities and have a good understanding of the impact of teaching on learning. Governors are involved in decision making to reward good teaching and in tackling any underperformance. Effective performance management systems are in place to ensure that staff are accountable and targets are set linked to pupils' progress. Governors keep a close check on finances, including the pupil premium, to make sure it is spent effectively. Statutory duties are met, including those for safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125193
Local authority	Surrey
Inspection number	403572

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

Type of school	Primary
School category	Aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	Joanne Hall
Headteacher	Nicky Robinson
Date of previous school inspection	9 June 2008
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