

# Inspection of a good school: Cutnall Green CofE Primary School

School Lane, Cutnall Green, Droitwich, Worcestershire WR9 0PH

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Inspection dates:

30 November and 1 December 2022

## **Outcome**

Cutnall Green CofE Primary School continues to be a good school.

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

Pupils very much enjoy learning at this school. They say that there is always someone to turn to if they have a concern. Bullying is rare and staff resolve any disagreements quickly. Pupils feel safe. Parents value greatly the education and the support that the school provides.

Leaders have high expectations for what all pupils can achieve. This includes pupils with special educational needs and/or disabilities (SEND). Leaders have planned learning effectively across the school so that it builds upon what pupils can already do. Children settle well into the early years, and soon become competent readers. There is a strong culture of reading. Pupils study all the subjects in the national curriculum. Leaders encourage the use of information technology and oral discussion. These help pupils to become confident, articulate learners.

Pupils behave well in lessons and at social times. There is a calm, purposeful atmosphere in classrooms and corridors. Pupils show respect towards one another and adults. Pupils have valuable opportunities to take responsibility, for example as well-being ambassadors or school councillors. Many pupils take part in a wide range of extra-curricular activities, including cookery, art and a range of sports.

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

Leaders have planned an ambitious curriculum for all. It reflects the importance that leaders place on sustainability and preparing pupils for the future. The early years staff provide an exciting learning environment that encourages children's curiosity about words and numbers. Children's learning moves easily into key stage 1. Leaders have set out clearly how sequences of activities should build up learning over time in different subjects. Staff understand the particular needs of pupils with SEND and enable them to learn the same topics as their peers.

Teachers have secure subject knowledge. They check on what pupils know and remember, and take steps to fill any gaps in pupils' learning. In general, teachers plan the day-to-day learning for pupils, so that they meet longer-term learning aims. Pupils, including those with SEND, learn well. However, the curriculum is not yet fully implemented in all subjects. For example, in history, teachers sometimes do not ensure that pupils learn the knowledge in the depth and detail which leaders intend. On these occasions, pupils do not remember as much as they should. For example, pupils' knowledge of chronology is not secure. Leaders are sometimes unaware of these weaknesses.

In mathematics, staff use equipment and diagrams to help pupils grasp difficult concepts. Teachers explain new ideas clearly, and make sure that pupils use the correct mathematical vocabulary.

Leaders ensure that learning to read is a top priority. Pupils follow a structured phonics programme from the early years onwards. This programme ensures that pupils learn about letters and their sounds in a logical order. Adults check on how well pupils are learning and provide effective support for any pupils at risk of falling behind. Books are well matched to pupils' knowledge of phonics. Across the school, pupils read widely, including non-fiction and a range of poetry. Staff encourage pupils to read aloud with appropriate expression. Pupils become confident and enthusiastic readers.

Teachers ensure that pupils routinely discuss their work. As a result, pupils become more articulate, and learn to respect the views of others. Staff and pupils use information technology to enhance pupils' learning effectively. For example, in mathematics, tablets help pupils to visualise new ideas and digital applications support pupils' reading.

Leaders have high expectations for pupils' behaviour. Staff establish effective routines for managing pupils' behaviour from the start of the early years. As a result, pupils behave well. They show consideration for each other, and courtesy to adults. Pupils concentrate well in lessons. Disruption to learning is rare. At breaktimes and lunchtimes, pupils play happily together.

Staff provide high-quality pastoral care. Pupils have valuable opportunities to take on positions of responsibility. Some are trained to befriend others or support their well-being. The formal appointment of pupils to the school council teaches them how to represent others. Pupils learn about a range of traditions and cultures, for example, through the curriculum in design technology and music. Many pupils, including those who are disadvantaged, enjoy a wide range of after-school clubs.

Staff believe that senior leaders are considerate of their workload. They appreciate the training that leaders provide. The academy trust provides effective support for leaders and staff.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff are well trained in the school's safeguarding procedures. Staff are vigilant and know how to manage the risks that pupils face. When there are any safeguarding concerns, leaders take the right steps to involve other agencies, so that children receive the help that they need. Leaders are persistent in following up concerns when the need arises.

Leaders make the necessary checks on the staff who join the school. The school keeps accurate records. The academy trust supports safeguarding arrangements effectively.

Pupils feel safe in school and have full confidence in the staff to resolve any difficulties.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In some instances, leaders have not identified weaknesses in how well some teachers are implementing the curriculum. This means that some pupils do not learn the full knowledge that leaders intend. Leaders should ensure that all teachers implement the curriculum effectively, so that pupils achieve well across all subjects.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Cutnall Green CofE First School, to be good in September 2010.

## 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

<b>Unique reference number</b>	141412
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10240926
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	160
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Caroline Hoddinott
<b>Headteacher</b>	Stuart Grimes
<b>Website</b>	<a href="http://www.cutnallgreenprimary.co.uk">www.cutnallgreenprimary.co.uk</a>
<b>Date of previous inspection</b>	19 September 2017, under section 8 of the Education Act 2005

## Information about this school

- Cutnall Green CofE Primary School is a Church of England faith school within the Diocese of Worcester. The religious character of the predecessor school was last inspected in March 2016. The school is on the list of schools whose religious character the Church of England intends to inspect during the current academic year.
- The school is part of The Rivers CofE Academy Trust.
- Some pupils transfer to middle school at the end of Year 4. The school runs a mixed-age class for pupils in Years 5 and 6.
- The school does not make use of any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher and other senior leaders. Meetings were also held with curriculum leaders and the SEND coordinator.

- The chief executive officer and the director of education for the trust met with the inspector.
- The inspector spoke with pupils at social times, and with groups of pupils more formally.
- When inspecting safeguarding, the inspector looked at the school's procedures for recruiting and checking on staff suitability to work with children. He also considered the effectiveness of staff training and the procedures to keep pupils safe.
- The inspector reviewed a range of documentation, including evaluations and improvement plans, and trust documents relating to the school. He also reviewed the school's attendance and behaviour records.
- The inspector took account of responses to Ofsted Parent View, Ofsted's questionnaire for parents, and correspondence from parents. The inspector met with parents at the start of the second day of the inspection. The inspector also considered responses to Ofsted's surveys for staff and for pupils.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of their work.
- The inspector listened to some pupils reading to a familiar adult.

### **Inspection team**

Martin Spoor, lead inspector

Ofsted Inspector

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