



# Nutley Church of England Primary School

Inspection Report

**Unique Reference Number** 114517  
**Local Authority** East Sussex  
**Inspection number** 289949  
**Inspection date** 11 October 2006  
**Reporting inspector** Brenda Spencer

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

<b>Type of school</b>	Primary	<b>School address</b>	High Street
<b>School category</b>	Voluntary controlled		Nutley
<b>Age range of pupils</b>	4-11		Uckfield TN22 3NW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01825 712575
<b>Number on roll (school)</b>	97	<b>Fax number</b>	01825 712575
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ray Kennedy
		<b>Headteacher</b>	Amanda Gander-Miller
<b>Date of previous school inspection</b>	29 January 2001		

<b>Age group</b> 4-11	<b>Inspection date</b> 11 October 2006	<b>Inspection number</b> 289949
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Nutley Church of England Primary is a small and popular school which has very close links with the village church. Most of its pupils come from the local area. The vast majority of pupils are of White British origin; however, nine pupils are of seven other ethnic backgrounds. Three pupils are at an early stage of learning English. Pupils' attainment on entry is broadly average and relatively few pupils are eligible for free school meals. More pupils than usual join the school at other than normal admission times, especially into the older classes. The school has been awarded an Arts Mark Gold twice, most recently in 2006. It takes pride in its gardens and gained a Silver Gilt medal in the schools section of Britain in Bloom in 2006.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

Nutley Church of England is an improving school which provides a good standard of education. One parent commented that staff genuinely care for the children and want what is best for them. Consequently, pupils' well-being and personal development are good and they achieve well. The leadership of the school is aspirational and it has great success in carrying out its plans for improvement. Since the last inspection, weaknesses in the Foundation Stage, in standards in information and communication technology (ICT) and in evaluating its work have been sorted out. In addition, standards in English have risen markedly.

Standards on entry to school are broadly average. Children build on these steadily through good provision in Reception, enabling a good start to Year 1 which is continued through the school. Standards at the end of Years 2 and 6 are above average and achievement is good, due to effective teaching. Crucial to this success has been the regular review of pupils' progress, particularly in English and mathematics. This enables the school to pinpoint accurately where to seek improvement. Whilst pupils make very good progress in English, this progress has been better in writing than in reading, reflecting the greater emphasis given to writing in the curriculum in recent years. Pupils make best progress in English and mathematics because pupils have clearer academic guidance and targets for learning in these areas than in science and other subjects.

Staff aim to inspire the children. The curriculum is stimulating and provides lots of opportunities for creative activities. Lessons are well planned for the range of abilities, and pupils work with a sense of purpose as the aims of each lesson are made so clear. Marking of work points out to pupils well why their work was good but does not so often identify where improvements can be made.

The school makes good efforts to safeguard its pupils so they feel well looked after and are confident. Strong links with the local pre-school setting enable the school to prepare well for new entrants. Identification of pupils with learning difficulties and those who are gifted and talented is well established and there are effective programmes to help them achieve well.

The school is well placed to flourish as the staff are dedicated and skilled. They enjoy the support of a hardworking governing body and of parents, and the plans for improvement are already tackling the important areas for development.

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

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- ensure pupils achieve as well in reading as in writing by giving this area of learning due emphasis in the curriculum
- accelerate the progress all pupils make in science by giving them the same good quality academic guidance that they receive in English and mathematics.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good and has improved over recent years. Pockets of underachievement, for example by average attainers in mathematics, have been addressed successfully. On entry to school and by the end of Reception, the majority of children reach the standards which are expected. This reflects the much better provision made for these young children compared to that at the time of the previous inspection. By the end of Year 2, standards are above average in reading and mathematics and average in writing. Standards at the end of Year 6 have notably improved, particularly in mathematics and for higher attainers in science. In 2006, from below average starting points, pupils reached standards which were above average in English and mathematics, and average in science. Although achievement in English is good, it is better in writing than reading. The valiant efforts to improve writing have been to the cost of reading and the school is currently rebalancing the curriculum accordingly. The standards the boys reach are below those of the girls, but their achievement is equivalent as they make similar progress but from lower starting points. The school's careful checking of pupils' progress shows that those from ethnic groups other than White British achieve well. Pupils with learning difficulties also make good progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils' thorough enjoyment of school is reflected in good attendance and punctuality. Attitudes to learning and exemplary behaviour are the norm. Pupils say bullying is rare and that adults deal with inappropriate behaviour quickly and fairly. Pupils' spiritual, moral, social and cultural development is good and helps them develop a sensitive approach to life and to appreciate the achievement of others. This is supported well by the beautiful school environment. Pupils contribute well to the school and local community. The school council makes an effective contribution to the day-to-day life of the school. Pupils raise funds for charities and take part in activities that develop skills in negotiating and decision making, as, for example, when they obtained sponsorship for the school magazine. Such activities help pupils prepare well for secondary school and their future economic well-being. Pupils have a secure understanding of the need for safety, regular exercise and healthy eating. The school is now working towards achieving 'Healthy School' status.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good and has improved since the previous inspection. In particular, the provision in Reception is much better. This reflects the

good appraisals and feedback that staff receive on how to be effective. The relationships between staff and pupils are warm and respectful. Pupils live up to high expectations of behaviour and a very conducive atmosphere to learning is evident in all classes. Pupils work with a sense of purpose as the aims of their lessons are clearly explained. Lessons are usually planned well, with proper consideration being given to the different needs of pupils across the range of ability and attainment. Teaching assistants give good support to pupils, clarifying discussions and helping them make good use of resources, for example number squares to do subtraction. However, the assistants' time is not always well used, particularly in whole-class introductions. Pupils' work is marked conscientiously, highlighting why aspects are good. Marking does not point out frequently enough what could be improved.

## **Curriculum and other activities**

### **Grade: 2**

The school's stimulating and well-planned curriculum provides pupils with interesting lessons and experiences enriched by a good range of out-of-class activities, visits and visitors. What better way to support Years' 5 and 6 understanding of a text they were studying than to take them to the theatre to watch a performance and then, when back in school, have a workshop led by an actor? Good provision is made for the development of literacy and numeracy, although the time allocated to writing has been disproportionately high compared to that for reading in the recent past. Provision for ICT is good, having improved substantially since the previous inspection. The great enthusiasm with which pupils speak about creative elements of the curriculum, such as art and music, reflects the school's success in gaining the Arts Mark Gold award. Provision for pupils with learning difficulties is good, as is that for those identified as gifted and talented. To further improve its programme of personal, social and health education, the school is now implementing a nationally agreed scheme to support and promote social and emotional aspects of pupils' learning.

## **Care, guidance and support**

### **Grade: 3**

The care, guidance and support of pupils are satisfactory. Pupils' welfare and safety are well provided for so they feel happy and safe. One remarked, 'We are like one big family here'. Strong links with pre-school providers mean that new pupils make a smooth and happy transition to school. The governing body takes good steps to ensure the environment is safe, appropriate adults are employed and potential dangers are avoided through careful risk assessments. Academic guidance is satisfactory. It is strong for English and mathematics, leading to improving achievement and standards. The progress pupils make is well tracked in these subjects and they are supported well where this falters. However, this is not so well developed in other subjects leading to, for example, only satisfactory progress by many pupils in science.

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## Leadership and management

### Grade: 2

Good leadership and management focus on both pupils' personal development and academic achievement to good effect. The headteacher provides strong leadership and, aided by the deputy headteacher and staff, has overseen improvements in teaching and resources which have brought about better achievement for pupils. The school has a clear understanding of its strengths and areas for improvement. These are shown in its good self-evaluation and development plans. The latter reflects the views of all those involved with the school and is an effective tool to move the school forward. The school has been successful in raising standards in mathematics in 2006, although it regards this journey, and that of improving science, as incomplete. It rightly acknowledges that in order to raise pupil performance, the good academic guidance pupils are given in English and mathematics should be applied to other subjects. Whilst teaching and learning are monitored rigorously, the management skills of subject leaders have yet to be developed fully. Provision for pupils with learning difficulties is managed well, as is that for children in Reception. Governors carry out their duties effectively. They manage finances well and play a full part in strategic planning. Under the guidance of an enthusiastic and knowledgeable chairman, they are now developing their role of 'critical friend'. Given the determination of the headteacher, together with her clear understanding of the needs of the pupils, the school has good capacity to improve.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	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

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	3

<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.

## 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 performance is monitored, evaluated and improved to meet challenging targets	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**

12 October 2006

Dear Pupils,

Nutley C of E Primary School, High Street, Nutley, Uckfield, TN22 3NW

Thank you for making us feel so welcome when we came to your school recently. We enjoyed talking to you. A particular thank-you must go to those of you who gave up your time to talk to Mr Thelwell. He thought you were very polite and your behaviour excellent.

We think you go to a good school and it is going from strength to strength because of the work of the staff and governors. You are making good progress, especially in English and mathematics, but you are better at writing than reading. Your teachers plan to spend more time on reading and you should let them know which books you particularly like to read. How enthusiastic you are about school, because you are taught well and you do such interesting things in your lessons! It does help having lots of different clubs and stimulating visits and visitors. Your vegetable garden was impressive and it is not surprising you are knowledgeable about how to eat a healthy diet. You are very well looked after and that is why you feel safe. You are also helped to do well at school, especially in English and mathematics. The good advice you get about how to improve in these subjects would be useful to receive about the other subjects you learn. Then you will know what to work particularly hard at.

Please thank your parents for sending in the questionnaires. That helped us understand how well the school is doing.

Yours sincerely,

Brenda Spencer Lead Inspector