

# Nutfield Church CofE Primary School

Inspection report

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<b>Unique Reference Number</b>	125193
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	315185
<b>Inspection date</b>	9 June 2008
<b>Reporting inspector</b>	Peter McGregor

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>	Voluntary aided
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	204
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Hall
<b>Headteacher</b>	Mrs S Sadler
<b>Date of previous school inspection</b>	13 September 2004
<b>School address</b>	59 Mid Street South Nutfield Redhill RH1 4JJ
<b>Telephone number</b>	01737 823239
<b>Fax number</b>	01737 822125

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## Introduction

The inspection was carried out by an Additional Inspector who evaluated the overall effectiveness of the school. The inspector looked particularly at pupils' achievement and standards, how effectively teaching and learning meet the full range of learners' needs, how well the curriculum and other activities meet the range of needs and interests of learners, and how well they are cared for, guided and supported. The inspector met with staff and pupils. Parts of lessons were observed, parents' questionnaires were examined and school information including assessment records and self-evaluation were scrutinised. 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 the report.

## Description of the school

Nutfield is an average-sized primary school. There are broadly equal numbers of boys and girls although there is great variation within classes. The proportions of pupils entitled to free school meals, from minority ethnic backgrounds and for whom English is an additional language are low. The proportion of pupils with learning difficulties and/or disabilities is below average and an average proportion has statements of special educational need. Pupils' needs relate mainly to moderate learning, behavioural, emotional and social, speech language and communication difficulties, and autism.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Nutfield is a good school, whose headteacher provides dynamic and successful leadership, resulting in improvements in many areas. Pupils' standards are above average when they leave in Year 6 and, given their starting points, their achievement is good. Their behaviour and personal development are excellent, as are the curriculum and the care, guidance and support provided, particularly the tracking of academic progress and intervention arrangements. Teaching is effective in helping pupils make good progress in lessons.

Standards in Year 2, though they have varied over several years, have now improved to an above average picture. In Year 6 there has been an upward trend in standards over the past five years. In national tests in 2007, results were above average, substantially so in English and science. Since then a successful focus on mathematics has led to a further rise in standards. In lessons, pupils of all abilities and backgrounds achieve well. The high quality support programme that comes into play for older pupils, when they are identified as underachieving, often means that they make outstanding progress. An investment in new, small notebook computers, in addition to an upgraded computer network, has resulted in much higher standards in information and communication technology (ICT). Pupils now accept the use of computers as a normal part of successful lessons.

Pupils' attitudes to learning, and to one another, are extremely positive. They refer to how helpful the friendship benches in the playgrounds are and how wearing 'buddy bands' helps to prevent pupils becoming isolated or upset. Their attendance is good and they have adopted healthy life styles. About three-quarters of the pupils attend an extra-curricular sports club and all have two physical education sessions each week. Healthy Schools status has been awarded. Pupils know they are safe and any instances of bullying are dealt with quickly and fairly. They very much enjoy school life. Their spiritual, moral, social and cultural development is outstanding, supported by the strong Christian ethos of the school. Money is regularly collected for local and distant organisations, such as a linked school in Zimbabwe. School council members are responsible for the excellent 'trim trail' that has been built in the playground and for establishing a highly productive vegetable garden on the school field. Year 6 pupils are extremely well prepared for moving on to their next schools as confident individuals with very good literacy, numeracy and ICT skills.

Teachers use the digital projectors in their classrooms very well to share key ideas, and pupils are effectively involved in their own learning through, for example, the use of talk partners. Pupils of all abilities are highly motivated, listen attentively and work hard. Occasionally the pace and challenge of work is not great enough which results in some pupils not progressing as well as they might. The outstanding curriculum includes modern foreign language teaching, visits and visitors for each year group and a residential experience in each of Years 3, 4 and 6; the cost of Year 6 pupils' week in France is covered by their own fundraising. Creative time during an afternoon each week enables pupils to garden, paint, learn first aid and sew, as well as a host of other activities. An excellent range of sport, music, academic and general interest clubs attracts participation by the vast majority of pupils. Staff know the pupils very well and provide a high quality of pastoral care, ensuring their health and safety. The progress of each pupil is monitored with great care and skill, ensuring that expected levels are achieved each term. This process, involving moderated teacher assessments and tests, enables the headteacher and senior staff to provide additional support where it is most needed. Excellent records are

kept and reported to governors; the system is exemplary and a key element in the outstanding progress of a number of older pupils in the school.

The overall quality of leadership and management is good. A number of aspects are excellent. The leaders set a very clear direction that focuses on pupils' enjoyment and achievement. Accurate self-evaluation is proving effective in raising the quality of teaching and learning, although some variation in the effectiveness of teaching and support staff remains. Challenging targets are set and these form the basis of the school's system for tracking pupils' progress. High quality resources are used for the benefit of the pupils, particularly the excellent outdoor learning environments. Governance is outstanding. Governors have a detailed knowledge of the school, meet regularly, monitor what is taking place and hold the school to account. All safeguarding procedures are followed rigorously. The school works closely with a network of schools and a wide range of external agencies. The majority of parents' comments about the school are very positive. A few suggest that there is a lack of information for parents and too little notice is taken of parents' views, for example on homework arrangements. The evidence of termly curriculum information sent home, a clear and appropriate homework policy, two parents' meetings each year, in addition to the annual report, parents' curriculum and open evenings, and forum meetings open to all parents, indicates that parents are well informed and their views are considered with care. The outstanding progress made since the last inspection, with improving trends in achievement and standards, indicates that the school has excellent capacity to improve further.

### **Effectiveness of the Foundation Stage**

#### **Grade: 2**

Pupils' abilities, when they enter the school, are wide-ranging and a little above expectations overall. They make good progress in the Reception year in all areas of learning and move onto Year 1 very well prepared, with standards above those usually found. Teaching is effective and staff work together to keep improving the quality. The very good curriculum is built around high quality indoor and outdoor environments. The programme of suitable and stimulating activities is well planned and leadership is good.

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

- Ensure that teaching provides appropriate pace and challenge in all classes, so that pupils progress as well as they can.

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## Annex A

## 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	1

### 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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### 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?	1
How well are learners cared for, guided and supported?	1

<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	1
How effectively leaders and managers use challenging targets to raise standards	1
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	1
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	1
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

20 June 2008

Dear Pupils

Inspection of Nutfield Church CofE Primary School, Redhill, RH1 4JJ

Thank you for your welcome and for looking after me so well when I visited your school. I enjoyed meeting you and speaking to many of you.

You told me about how much you enjoy being at your good school, the way you have learnt to live healthy lives, eating properly and taking part in lots of sport, and that you feel very safe. You behave really well and look after each other. Everyone knows they have someone to turn to if they feel upset or worried. You are making good progress with your work and do very well in the national tests you take in English, mathematics and science in Year 6. Your computer skills are good and getting better as you have lots of opportunities to use the new small laptop machines. You think about the needs of others less fortunate than yourselves, and are confident and very well prepared for moving on to your next schools.

You are doing so well because you listen carefully and try hard in lessons, and because your teachers are good at their jobs. I have asked the headteacher to make sure that the work you do challenges you in all your lessons so that you make even better progress in future. The excellent range of subjects you are taught, including creative work and modern languages helps to keep you interested. Most of you take part in, and enjoy, the wonderful range of clubs and activities the school provides. The staff check how much progress you are making extremely carefully and provide you with excellent extra help if you are not doing quite as well as you should be. They also care for you and know you all very well so they can provide help when it is needed.

Your headteacher is very good at her job, and is helping you all to do well. She is very well supported by the school governors and all the staff.

Yours sincerely,

Peter McGregor

Lead Inspector