

Inspection of a school judged good for overall effectiveness before September 2024: Nutfield Church CofE Primary School

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

Inspection dates: 18 and 19 March 2025

Outcome

Nutfield Church CofE Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils love to attend this wonderfully warm and welcoming school. They thrive and flourish here. They talk with excitement about the many fun learning activities in lessons. Relationships between staff and pupils are kind and caring. As a result, pupils feel happy and safe in school.

The school has high expectations for the attainment of all pupils. Pupils rise to these expectations. They achieve very well in national assessments in English and mathematics. This includes pupils with special educational needs and/or disabilities (SEND), who benefit from the support they receive. Children who join in Reception settle quickly, learn to share, listen to others and take turns.

The school enthusiastically promotes equity and diversity. All pupils in Year 5 have been trained as equity ambassadors. Pupils learn the school's Peacemakers' Charter, which states that 'we're different and we like it that way'. Pupils enjoy being in the school farm, with its guinea pig, rabbit and chickens. They can work as farm leaders or farm managers. Children in Reception specifically look after the rabbit. Older children plant vegetables, such as potatoes and broccoli.

Parents are very positive about the school. One parent summed up the views of many when they described the school as like 'a breath of fresh air'.

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

Reading is a high priority in the school. Children start to learn phonics as soon as they join Reception. The books they read help them practise the sounds that they are learning in class. Staff demonstrate strong subject knowledge and teach the phonics programme well. Younger pupils quickly learn to segment, sound out and blend the words they are reading. Those who fall behind are supported to catch up and keep up. Older pupils become fluent readers and develop a genuine love for reading. Pupils enjoy borrowing a book from the well-stocked school library.

The school has created a broad and ambitious curriculum, which matches what is required nationally. The school has thought carefully about the essential knowledge and vocabulary that pupils must learn. For example, pupils in Year 1 practise their phonics by sounding out words such as 'reflection', 'resilience' and 'hemisphere'. Older pupils learn about 'segregation' in 1950s America. Pupils in Year 6 write their own poem modelled on William Blake's 'The Tyger'.

The school identifies pupils' additional needs and ensures that effective adaptations are put in place to support their learning. As a result, pupils with SEND achieve well. Children in Reception develop strong foundations for learning in a nurturing, language- and number-rich environment. Typically, the curriculum is taught effectively, and pupils learn well. Teachers demonstrate strong subject knowledge and present new learning clearly. However, in a small number of subjects the curriculum is not always taught with the same ambition. In these subjects, pupils do not always have enough opportunities to recall and apply new knowledge. As a result, they do not achieve as well as they could in these subjects.

The school has very high expectations of pupils' behaviour and conduct in school. Children in early years learn to follow well-established routines and listen to instructions. They cooperate well, take turns and focus on their learning. Pupils are enthusiastic to learn and enjoy contributing their ideas and opinions to lessons. As a result, classrooms are positive learning environments, and social times are calm and orderly. With the help of the pupil anti-bullying team, younger pupils learn that bullying is 'not allowed' and that 'you should not exclude anyone'. The school works closely with families to ensure that all pupils attend school as much as possible. As a result, the attendance of pupils is high.

The school provides many opportunities for pupils to take on positions of responsibility. Pupils are proud to be library leaders, charity ambassadors, members of the pupil parliament or on the eco team. Older pupils act as 'buddies' for the children who join in Reception. These roles help pupils to become active citizens in their school and wider community. The school also supports pupils' wider development through a carefully crafted well-being curriculum. Pupils learn how to maintain healthy relationships. Through the discussion of philosophical questions, they understand that they can disagree with others respectfully. Pupils also learn about the role of physical activity in their well-being. Each week, a different year group takes part in a morning of physical education in addition to their timetabled lessons. Older pupils take part in swimming, sailing and lifesaving.

The school acts in the best interests of pupils. Staff are very positive about working at the school. They appreciate the care shown by leaders for their well-being. School leaders, including governors, are reflective, strategic and ambitious for the pupils. Parents, pupils and staff are all proud to be part of this kind and caring community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects, teaching does not provide sufficient opportunities for pupils to practise and secure important knowledge. This limits pupils' deeper knowledge and understanding in these subjects. The school should ensure that staff use strategies to embed key knowledge in pupils' long-term memory so that they know and remember more across all subjects.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 school to be good for overall effectiveness in October 2015.

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	125193
Local authority	Surrey
Inspection number	10341584
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair of governing body	Sam Nicholls
Headteacher	Imogen Woods
Website	www.nutfield.surrey.sch.uk
Date of previous inspection	9 July 2019, under section 8 of the Education Act 2005

Information about this school

- The school is a Church of England school in the Diocese of Southwark. It was last inspected under section 48 of the Education Act 2005 in April 2018. The school's next section 48 inspection will be within eight school years.
- The school operates breakfast and after-school clubs on site.
- The school does not make use of any alternative provision.

Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- During the inspection, the inspector met with the headteacher, members of the school senior leadership team, a selection of subject leaders, teachers and support staff.

- The inspector met with those responsible for governance, including the chair of governors. The inspector also spoke with a representative from the local authority and a representative from the diocese.
- The inspector visited a sample of lessons, spoke to some pupils about their learning, looked at samples of pupils' work and met with some staff.
- The inspector scrutinised a wide range of documents, including those related to pupils' wider development, behaviour and attendance. They also observed pupils' behaviour in lessons, around school and during breaktime.
- To evaluate the effectiveness of safeguarding, the 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.
- The inspector considered the views of parents submitted via Ofsted Parent View, including the free-text comments. They reviewed the responses to Ofsted's surveys for school staff and pupils.

Inspection team

Christian Hicks, lead inspector

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025