

# Nutgrove Methodist Voluntary Aided Primary School

Govett Road, Nutgrove, St Helens, Merseyside, WA9 5NH

**Inspection dates** 4–5 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- From their individual starting points, pupils make outstanding progress as they travel through the school. Progress is rapid and sustained over a period of time.
- Attainment over the last three years has always been above average. By the end of Key Stage 2, attainment in English and mathematics is well above average.
- The relationships are excellent and this supports pupils' very effective learning. Lessons are exciting and provide relevant and very worthwhile experiences for all pupils.
- Teaching assistants are highly trained and make a huge impact on pupils' learning in reading, writing and mathematics.
- Disabled pupils and those with special educational needs are exceptionally well supported.
- Pupils supported by the pupil premium make the same outstanding progress as others in the school. The work they are set is very well matched to all their needs and progress is rapid and sustained over a period of time.
- The headteacher is the driving force in ensuring a high standard of education. He ensures that the spiritual, moral, social and cultural aspects of learning permeate throughout the whole-school community. The school motto, 'My Best Always, Everywhere' underpins all the school's values.
- Rigorous assessment of how well the school is doing provides sharply focused improvement plans for English and mathematics. Improvement has been rapid. Leaders have rightly recognised that providing as many opportunities as possible for pupils to practise their literacy and mathematical skills across the subjects is an area for further development.
- Technology is a huge strength. Pupils computing skills are advanced due to high-quality provision and high expectations from teaching staff.
- Sports provision is extremely well organised. Pupils enjoy all aspects of high-quality coaching.
- Attendance is well above average. Behaviour and safety contribute to outstanding outcomes.

## Information about this inspection

- The inspectors observed 14 lessons. They also made a number of short visits to lessons and listened to pupils read in Years 1 and 6. The teaching of letters and the sounds they make (phonics) was observed in the Early Years Foundation Stage and Year 1 and 2. There was also a visit to the breakfast club.
- Separate meetings were held with members of the governing body, staff, groups of pupils and two representatives from the local authority.
- Inspectors reviewed information from 23 responses to the online parent questionnaire (Parent View).
- They took account of the views of staff from 23 questionnaires.
- The inspectors observed the school's work and looked at a wide range of documentation including national assessment information, the school's assessment of pupils' learning, the school's view of its own performance, local authority reports, information about the subjects pupils study, pupils' work and safeguarding and attendance documents.

## Inspection team

Jean Tarry, Lead inspector

Additional Inspector

Ben Cox

Additional Inspector

## Full report

### Information about this school

- Nutgrove Methodist Aided Primary School is an average-sized primary school.
- The proportion of pupils who are supported by pupil premium funding is in line with the national average. The pupil premium is additional government funding provided for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is higher than the average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is lower than average.
- Most pupils are of White British heritage. The proportion who speak English as an additional language, although increasing, is well below average.
- The school meets the government's current floor standards that set out the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school runs a breakfast club, which is managed by the governing body, and many after-school clubs.

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

- Ensure that pupils have every opportunity to develop their literacy and mathematical skills across other subject areas.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children start school with skills and knowledge that are below those typical for their age, especially in literacy and social skills. They make good and sometimes outstanding progress over time in the Early Years Foundation Stage and achieve well because of the well-matched tasks in the group work.
- As pupils travel through the school they make outstanding progress from the start of Key Stage 1 to the end of Key Stage 2. They are exceptionally well prepared to transfer to the next stage of their education.
- Pupils' attainment is above average at the end of Key Stage 1. This improves further at the end of Key Stage 2. Attainment has improved since the last inspection, particularly in writing and mathematics. In 2013, both these subjects were significantly above the national figures. Reading attainment is always above the national. School data, confirmed by the inspection evidence, show that this outstanding improving trend is set to continue this year and next year.
- In national tests, pupils in Year 6 in 2013 made more than the expected rate of progress in reading, writing and mathematics compared to the national average. The proportion of pupils attaining the higher levels of attainment in reading, writing and mathematics is much higher than average and continually increasing. And this shows that the most able pupils' achievement is excellent.
- From the Reception Year onwards, the excellent teaching of letters and the sounds that they make enables pupils to read very well indeed. Pupils develop a real love of reading as they move through the school. Reading takes a very high priority across the school, with a well-stocked library and initiatives such as daily readers or guided reading groups. Attainment is continually rising in reading, especially at the end of Year 2 and 6. The progress the most able pupils make with their comprehension tasks in reading is excellent.
- Disabled pupils and those who have special educational needs make at least good and sometimes outstanding progress due to the targeted support from exceptionally well-trained teaching and support staff. The extra support given to help these pupils with their basic skills is having a real impact with their reading, writing and mathematics.
- The pupil premium funding ensures that eligible pupils, including those known to be eligible for free school meals are making progress similar to other pupils in English and mathematics. This group makes at least good and often outstanding progress. In Year 6 in 2013, the attainment of eligible pupils in English was in line with their classmates. Their attainment in mathematics was about one term behind, although this gap is narrower than the gap seen nationally. Furthermore, school data and inspection evidence show that this previous small gap in mathematics has also now closed. This clearly shows the school's success in promoting equality of opportunity for all its pupils.

### The quality of teaching

### is outstanding

- Outstanding teaching ensures that pupils make rapid progress. Often there is a high level of engagement in lessons and an excellent pace to the pupils' new learning. Pupils are totally involved and thoroughly motivated to learn as much as possible. They do not always have as many opportunities as possible to practise their literacy and numeracy skills across the curriculum.
- Teachers' recent training in reading, writing and letters and the sounds they make (phonics) has continued to make a real difference to pupils' learning. Teachers help and support the most able readers with their comprehension through well-planned guided reading activities. Often pupils are asked to read difficult texts which make them think really hard or improve their ability to read between the lines or draw conclusions based on evidence.
- Pupils are always surrounded by words and literature particularly in the Early Years Foundation Stage. The activities that children are asked to do by themselves are very well organised and

this means children's learning gets off to a really good start.

- In Year 1, pupils were determined to show how well they could master their reading skills. The teacher challenged and extended their reading skills and their understanding, which resulted in them making rapid progress. The pupils were very confident and they demonstrated a high level of determination as they attempted to improve their linking of the letters and the sounds they make.
- The quality of the teachers' marking is very effective; it is regular, consistent and celebratory. Teachers' comments in books always ensure that pupils know precisely what they need to do next to improve their work, and pupils are always given the time to complete this task.
- Teaching assistants have been involved in high-quality training and this work has had a significant impact on pupils' mathematics, reading, writing and their understanding of the letters and the sounds they make.

### **The behaviour and safety of pupils** are outstanding

- Pupils' attitudes to learning are outstanding and make a very positive contribution to their excellent progress. They have an extremely strong sense of what is good and outstanding behaviour and pride themselves on knowing what is not acceptable in and out of school. There are very sensible older pupils who are excellent role models for the younger pupils. For example, some older pupils helped others to write their thoughts on red hearts describing how it warmed their heart to be kind to others. They thoroughly enjoy the benefits of raising funds for the Steve Prescott Foundation, a local charitable trust. The school's values written on the pebbles in the glass case in the entrance hall are fully embedded within the ethos of the school. The school council has an excellent sense of caring for others. The school's value ambassadors are well on the way to becoming empathetic and caring citizens for the town of St Helens.
- The behaviour of pupils is outstanding over time. In classrooms, pupils' behaviour is often exemplary. Pupils develop an excellent sense of responsibility as they organise their learning. Behaviour strategies are extremely effective. As a result, many pupils act as really good role models and are intrinsically motivated to help their classmates to improve their work.
- Pupils are extremely friendly, exceptionally polite and always considerate. They thoroughly enjoy coming to their school, are very excited by their new learning and always try their very best to succeed in everything they do.
- Attendance has been above average for some time and is now well above average. There are very effective monitoring systems in place and links with parents are very strong to ensure learning does not stop and start at the school gate. Many parents help and support their children with their homework tasks and research work. Some pupils benefit from extra classes, which they thoroughly enjoy. The attendance officer is making a huge impact supporting the school community with issues such as punctuality and attendance. Breakfast club ensures pupils' behaviour is on track at the start on the busy school day.
- The school's work to keep pupils safe and secure is exemplary. Parents and staff believe that pupils feel very safe, secure and happy in school. Pupils know about name-calling and physical bullying and say that it seldom occurs. However, they do know who to talk to if this happens. They know how to keep themselves safe and talk sensibly about the dangers of inappropriate use of the internet.

### **The leadership and management** are outstanding

- The headteacher is extremely effective as he is constantly driving improvement by ensuring that teachers concentrate on the progress pupils are making from their starting points.
- The monitoring of the quality of teaching by senior leaders and subject leaders at all levels is carried out very well indeed. This has led to improvement in teaching across all key stages particularly in Reception. The school leaders at all levels hold the staff to account for the progress of all the pupils, including the link between this and teachers' movement up the pay

scales.

- The headteacher and teachers assess pupils' knowledge and skills very well indeed. This means that the school's data that track pupils' attainment and progress are effective and very reliable.
- School leaders constantly check how well additional funds are used. For example, pupil premium funding is used to provide a range of support including targeted small group work. The new primary school sports funding is used to improve pupils' achievement, health and well-being through a wide range of high-quality sporting opportunities delivered by an excellent coach. The impact of this funding can be seen in outcomes for pupils, which are good and often outstanding, and how well pupils are prepared for their transition to high school.
- The school has excellent partnerships with external agencies and this is helping to ensure those with special educational needs make good and sometimes outstanding progress.
- The outstanding curriculum provision is a huge strength of the school. It provides and meets the needs of all pupils very effectively and ensures that pupils achieve much better than the national average from their starting points. There is an extremely positive impact on pupils' spiritual, moral, social and cultural aspects of learning and their overall development. All pupils thrive in this school community, which many staff describe as a loving, safe environment and a pleasure to work in.
- The local authority has provided a range of effective support. The school is regarded as a 'light touch' school. This support and help has resulted in rapid and sustained improvement in teaching and pupils' achievement since the last inspection.
- **The governance of the school:**
  - Governors have an accurate view of pupils' achievement through rigorously analysing performance data, and of the quality of teaching. Governors have constantly ensured that leaders have addressed identified weaknesses in teaching and checked that performance management systems are implemented effectively. They ensure that the pupil premium funding is allocated to support the learning of those pupils for whom it is intended and have checked closely why this support has been effective in narrowing the gap in the attainment of these pupils compared with similar pupils nationally. Statutory duties are fulfilled and meet requirements and discrimination of any kind is not tolerated.

## 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

<b>Unique reference number</b>	104821
<b>Local authority</b>	St Helens
<b>Inspection number</b>	444334

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

<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 of pupils on the school roll</b>	211
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marlene Murphy
<b>Headteacher</b>	Ian Rimmer
<b>Date of previous school inspection</b>	22 March 2010
<b>Telephone number</b>	01744 678400
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