

Serco Inspections
Cedar House
21 William Street
Edgbaston
Birmingham
B15 1LH

Ofsted
T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Serco
Direct T 0121 683 3888



16 March 2011

Mr S P Bowler
Executive Headteacher
Huthwaite All Saints' CofE (Aided) Infant School
Common Road
Sutton-in-Ashfield
NG17 2JR

Dear Mr Bowler

Special measures: monitoring inspection of Huthwaite All Saints' CofE (Aided) Infant School

Following my visit to your school on 14 March 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in December 2009. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures - satisfactory.

Progress since the previous monitoring inspection - good.

Newly qualified teachers may be appointed in the Early Years Foundation Stage and Key Stage 1.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body, the Diocesan Board of Education for the Diocese of Southwell and the Director of Children's Services for Nottinghamshire.

Yours sincerely

Alan Lemon
Additional Inspector

Special measures: monitoring of Huthwaite All Saint's CofE (Aided) Infant School

Report from the third monitoring inspection on 14 March 2011

Evidence

The monitoring inspector observed the school's work, and scrutinised documents and pupils' English and mathematics workbooks. Meetings were held with the executive headteacher, the head of school, teachers, pupils, two parent council members, four members of the governing body and the School Improvement Partner.

Context

The school continues its close collaboration with the John Davies Primary School; both schools share an executive headteacher but separate governing bodies. Since the monitoring inspection of November 2010, a new teacher has been appointed for the Year 2 class. A temporary teacher, seconded from a Nottinghamshire infant school from January to July 2011, teaches in one of the Year 1 classes. A parents' council has recently been established and has six members.

Pupils' achievement and the extent to which they enjoy their learning

The improvement in standards in 2010 is being sustained by the impact of strong leadership and management and the fact that the teaching team has gained more stability than has been the case in the past. As a result of good improvements in teaching and the use of assessment, and good developments in provision for English and mathematics, pupils in Year 2 are on course to attain broadly average standards in 2011. Currently, their progress in lessons is good and the progress made over their time in school is now satisfactory as the attainment gap is closing towards age-related expectations, in writing and mathematics in particular. Pupils now learn mathematics systematically as the expertise in teaching the subject has improved, as has planning for mathematics across the school. Children in the Reception Year continue to make good progress because Early Years Foundation Stage provision remains good. With effective teaching, good progress is being maintained in both Year 1 classes at present. Throughout the school pupils are engaged effectively by lesson activities.

Other relevant pupil outcomes

While attendance remains average, the large majority of pupils certainly enjoy school. Their behaviour is good and attitudes to learning are improved. They arrive at school ready to work, settle quickly and make good efforts in class all day long.

The effectiveness of provision

Following on from the last monitoring inspection, leaders have eliminated inadequate teaching and built on the work they had already begun to improve the use of assessment in the classroom. In the lessons seen, teaching was good, and this matches the evaluation made by senior leaders. Lessons are well planned, using assessment effectively to match work and activities to pupils' abilities and prior learning. Teachers' good knowledge of pupils' attainment, the product of close tracking of progress, enables them to set high expectations. Marking in pupils' books continues to get better and offers pupils praise and good advice about how to improve their work. Each pupil is given targets for English and mathematics which are placed in their workbooks. In some instances targets reflect something less than pupils' current level of knowledge and skills and are not linked firmly enough to teachers' assessments to be challenging for pupils. Otherwise, there is good practice emerging in lessons of pupils being actively involved in promoting their own learning, for example through discussing their ideas and solutions to problems with each other. Teachers maintain a brisk pace and are confident, drawing upon good subject knowledge which is now apparent in mathematics. Lessons are lively and enjoyable and engage pupils.

The coordination of provision for pupils with special educational needs and/or disabilities is good. Some very detailed individual planning clearly directs the work of teachers and their assistants and has led to these pupils learning effectively.

By the time of the previous monitoring inspection, improvement in provision for English and literacy was well underway. Since then, mathematics has been tackled. A calculation policy has now been implemented, supported by training for staff, and is the focus for a parental briefing on the school's methods for teaching calculation. The school has also rolled out an internet mathematics program which many pupils are using at home, and this will also feature in an after-school club in the near future. Pupils spoken to say they have taken to this computer activity very enthusiastically.

Progress since the last monitoring inspection on the areas for improvement:

- raise the quality of teaching and learning in Years 1 and 2 and accelerate pupils' progress by raising teachers' expectations of pupils' learning – good.

The effectiveness of leadership and management

Strong leadership at a senior level is becoming increasingly established and is bringing about improvement. Good leadership and management are to be found in the provision for the Early Years Foundation Stage, in the coordination of special educational needs provision, in English and increasingly in mathematics. The system for tracking pupils' progress, adopted from John Davies Primary School, is firmly embedded. Senior leaders, the governing body and staff have a clear picture of

pupils' current attainment and their progress. This gives teachers an effective tool to plan appropriately challenging work for pupils. It enables immediate action to be taken in classrooms or through intervention groups and individual support to tackle underachievement and to boost pupils' progress.

A comprehensive programme of monitoring provides leaders and the governing body with a good evaluation of the school's work. Regular scrutiny of teaching, curricular planning and pupils' work highlights strengths and weaknesses; from this the school improvement plan focuses sharply on the key development priorities. Progress on completing development plans is carefully monitored. Issues related to staffing that led to inadequacies in teaching in the past have largely been resolved, although there is still one key teaching appointment to be made. Leaders are giving clear direction to staff and are ensuring they develop practices that account for good teaching. The governing body is organising its roles and responsibilities effectively. Members have trained for various key functions such as safer recruitment; more training for a variety of purposes is scheduled and governors' recent contacts with staff are improving their engagement with the school.

Progress since the last monitoring inspection on the areas for improvement:

- improve the systems for tracking pupils' progress so that any underachievement is identified quickly and the school intervenes promptly to boost progress – good
- improve the systems for monitoring and evaluating teaching and learning and all of the school's work – good.

External support

The school's reliance on the good external support made available to it has lessened considerably. The local authority, through the School Improvement Partner, continues to closely monitor progress on improvement. The support provided by a local leader of education, through the collaboration with John Davies Primary School and a link with another Nottinghamshire primary school, is now more representative of good partnerships in sharing good practice and resources, and developing expertise.

Priorities for further improvement

- Ensure that pupils' English and mathematics targets are matched closely to their current attainment and challenge them to move to the next level.

Annex

The areas for improvement identified during the inspection which took place in December 2009

- Raise the quality of teaching and learning in Years 1 and 2 and accelerate pupils' progress by raising teachers' expectations of pupils' learning and ensuring that:
 - assessment information is used consistently in all planning to match pupils' work to their different abilities
 - the teaching of writing gives more emphasis to ensuring pupils write equally well at all times
 - the teaching of mathematics gives pupils more opportunities to use their mathematical skills to solve real life problems
 - teachers' marking helps pupils understand what they have to do to improve their work
 - writing and mathematical skills are promoted wherever possible in all subjects.

- Improve the systems for tracking pupils' progress so that any underachievement is identified quickly and the school intervenes promptly to boost progress.

- Improve the systems for monitoring and evaluating teaching, learning and all of the school's work by:
 - clearly identifying areas for improvement in teaching and learning and following them up to ensure teachers are doing what is asked of them
 - taking steps to ensure pupils' learning is continuous no matter who is teaching them
 - helping all staff and governors to understand their part in helping to improve pupils' performance and progress
 - increasing the challenge in the targets set for improvement in order to accelerate pupils' learning and progress.