

Hutchinson Memorial CofE (A) First School

Inspection report

Unique Reference Number	124333
Local Authority	Staffordshire
Inspection number	359639
Inspection dates	16–17 February 2011
Reporting inspector	Clive Lewis

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	The governing body
Chair	Callum Forsyth
Headteacher	Paula Snee
Date of previous school inspection	8 November 2007
School address	Uttoxeter Road Checkley, Stoke-on-Trent ST10 4NB
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed six lessons taught by four teachers and held meetings with groups of pupils, members of the governing body and staff. They observed the school's work, including a sample of pupils' books, teachers' planning documents, and tracking and assessment data. Inspectors analysed questionnaires from 59 parents and carers, 26 pupils and nine staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the quality of teaching is good across the school.
- The quality and rigour of the school's tracking and assessment systems.
- The impact subject managers and curriculum coordinators have had on teaching and learning.

Information about the school

Hutchinson Memorial First is smaller than most primary schools. All pupils are from White British backgrounds and a very small proportion of pupils is known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is below the national average. Due to illness, the substantive headteacher has been absent from school since October and a 'support headteacher' has been working in school for one day a week since the start of the spring term.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Hutchinson Memorial CofE First is a good school. Leaders and managers have a good understanding of how well it is doing and what needs to be done next. As a result, there is a good capacity to maintain and sustain improvement. The part-time support headteacher, with the full support of staff and the strong support of the local authority, has maintained the clear sense of purpose and direction, clearly linked to school improvement. Although a minority of parents and carers are, understandably, concerned about the effects of the headteacher's absence, the overwhelming majority of parents and carers are very supportive of the school. One parent commented: 'In the 18 months my child has been at the school, she has progressed so much - we couldn't wish for a better first school with such caring staff'.

Children enter school with broadly average skills and experiences. They get off to a good start in the Early Years Foundation Stage and make good progress. Planning, provision and resourcing for both the indoor and outdoor curriculum is good. Throughout the school all groups of pupils, including those with special educational needs and/or disabilities, make good progress in their time in school. Overall standards in the latest national tests at Year 2 were above the national average and school data and observations confirm that the current Year 4 cohort of pupils are on track to achieve above average standards in English, mathematics and science. Arrangements for the evaluation and monitoring of teaching and learning are good and the overall quality of teaching is good as a result.

Parents and carers say their children enjoy coming to school and pupils agree enthusiastically, as is reflected in their good levels of attendance. They have a good understanding of how to keep safe and of the need for healthy lifestyles. A strong moral code is implicit in the school's ethos and this is reflected in pupils' good behaviour. They work hard and conscientiously, both independently and co-operatively, without the need for constant adult intervention. This in turn has a positive effect on the good progress pupils make in lessons. The curriculum ensures that pupils receive a good variety of exciting activities and experiences through visits, residential stays and visitors to school. The school has good links with other local schools, which it uses successfully to promote a broader range of curriculum and sporting activities for the pupils.

Pupils' progress is tracked carefully and their attainment is assessed accurately. However, subject leaders have only recently begun to analyse and use the data to effect improvements in their areas of responsibility. Marking is up to date and supportive and, in the best cases, gives pupils guidance on how well they have done and what they need to do next. Although the school has good links with both groups and schools in the local area, it has rightly identified the need to do more to develop links further afield in the United Kingdom, in order to develop pupils' understanding of other cultures and lifestyles.

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What does the school need to do to improve further?

- Develop further the work of staff with responsibilities within the school by ensuring that they are supported in taking a more active role in improving standards in their areas of responsibility.
- Improve the school's work to promote community cohesion and broaden pupils' understanding of the range of cultures represented within the United Kingdom by strengthening and developing links with other schools and organisations more widely beyond the school.

Outcomes for individuals and groups of pupils

2

The school's own tracking data on pupils' attainment and the results of national tests demonstrate clearly that pupils make good progress during their time at the school. Standards are above the national average by the end of Year 2 and by the end of Year 4, when pupils leave the school to attend middle school. This is confirmed by lesson observations and a scrutiny of current work. Pupils with special educational needs and/or disabilities make good progress and outperform similar groups of pupils nationally. This is due to the effective support provided by class teachers, teaching assistants and outside agencies. Lessons are well planned so that more-able pupils benefit from extension tasks which encourage them to think differently and creatively about a problem. Pupils enjoy school and attendance is above average as a result. They understand what constitutes an unsafe situation and are confident that any issues they raise will be dealt with promptly and effectively. Pupils' good behaviour makes a strong contribution to the good progress they make in lessons. They behave considerately towards each other and respond quickly to any additional guidance from staff about how to conduct themselves. Pupils understand the main threats to their health and how they can be avoided. They take on responsibility and play a constructive role in the life of the school and, through the school council, have had some influence on decisions taken. Pupils' spiritual, moral and social development is good. Their good standards in the key skills in English and mathematics, together with their good social skills, prepare them well for the future.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers have strong subject knowledge which enthuses and challenges pupils and contributes to their good progress. Lessons are well planned with clear learning objectives that are routinely shared with pupils so that they are clear about their learning. Very good use is made of resources, including new technology, to motivate pupils and enhance their learning. Good classroom management skills ensure that pupils work well together and there are no marked differences in the responses of boys or girls. In most lessons, carefully targeted questioning draws out pupils' ideas and develops their thinking and reasoning skills. Support by teaching assistants makes a significant contribution to the quality of learning. The whole-school assessment and tracking system provides the school with secure data on pupils' progress as they move through the school. This means teachers now have a better understanding of how well their pupils are doing and the action to be taken to support them effectively in order to reach their challenging targets. However, class teachers have only recently become involved in analysing the data for their pupils and curriculum areas. The curriculum provides carefully adapted activities to ensure all groups of pupils experience success. Staff are skilled at making links with different subjects to make learning more meaningful. The school's good and well-organised arrangements for the care of all pupils, including those with special educational needs and/or disabilities, contribute to their good development and well-being and support their learning well. The small size of the school ensures that all pupils and families are known

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very well by staff. As a result, the school is a happy, harmonious community in which to work and learn.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Since the headteacher joined the school she has identified, and successfully tackled, a number of areas requiring improvement. As a result of regular monitoring and support, teaching is now good across the school and planning is founded on robust evidence and based on good quality data. This has resulted in good progress throughout the school and sustained high standards at the end of Year 2 and Year 4. In her absence, the enthusiastic, committed and well-motivated staff team, with the strong support of the local authority and a headteacher from a nearby school, have taken on the mantle of new responsibilities with enthusiasm and have maintained a firm focus on securing further improvement. The effectiveness of the governing body is satisfactory. It fulfils its statutory duties, is supportive and is beginning to challenge the school to do well. Although parents and carers have understandably been concerned about the recent extended absence of the headteacher and its effect on their children's progress, the school has a positive relationship with most groups of parents and carers. Good links with local schools and community organisations provide experiences the school cannot offer and these contribute well to improvements in pupils' achievement, well-being and development. This fully inclusive school places the promotion of equality of opportunity at the heart of all its work. As a result, the school is a happy, harmonious community in which to work and learn. Safeguarding procedures are met and effectively ensure pupils' safety. The school identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. The school makes a satisfactory contribution to community cohesion. Although it has good links with the local community and links with a school in France, the school realises that pupils' understanding of the wider national dimensions needs to be further developed.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in the Early Years Foundation Stage clearly enjoy school and have settled into the routines well, playing happily both together and individually. They undertake a variety of whole class and group activities and, in most cases, cooperate when working with others. They delight in learning and seeing new things and make good progress in developing their skills and knowledge across a wide range of areas. Their overall achievement is good. Relationships with parents and carers are very good through daily contact at the start and end of each day. Pastoral care and welfare arrangements are good. Consequently, children are safe, well cared-for and aware of how to be healthy. Children with special educational needs and/or disabilities are identified quickly, are well-supported and are integrated into all activities. A strong emphasis is placed on developing children's language and communication skills at every opportunity. Provision for the outdoor curriculum is good. Children have free and direct access to a secure outdoor area with a good range of free-choice and adult-led activities, in most cases, linked to the current class topic. This allows children to explore things with purpose and challenge. Leadership of the Early Years Foundation Stage is effective and provides clear direction for the team. Adults have a good knowledge of the learning, development and welfare requirements for the Early Years Foundation Stage. There are good systems for the long-term assessment and tracking of children's progress and planning builds securely on teachers' accurate assessments of children's needs. All staff monitor and record children's progress on a day-to-day basis effectively and observations and achievements are recorded in individual pupil profiles.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The percentage of parents and carers who responded to the parental questionnaire was above the national average for primary schools. All parents and carers feel their children enjoy school and that the school keeps their child safe. The vast majority declare themselves happy with most other aspects of the school including their child's experience at the school. They believe, for example, that teaching is good and that the school meets their child's needs. A minority, however, expressed understandable concerns about the prolonged absence of the substantive headteacher. The inspection team investigated these concerns and particularly the effects of the headteacher's continued absence on pupils' progress, but found that the school staff and governing body, with the strong support of the local authority, are leading and managing the school well in her absence. A very small minority felt that the school does not deal effectively with unacceptable behaviour. The inspection team looked at behaviour in and around the school carefully and found that, at the time of the inspection, behaviour was good and was managed effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hutchinson Memorial CofE (A) First School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 59 completed questionnaires by the end of the on-site inspection. In total, there are 89 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	64	21	36	0	0	0	0
The school keeps my child safe	38	64	21	36	0	0	0	0
My school informs me about my child's progress	21	36	36	61	1	2	0	0
My child is making enough progress at this school	21	36	31	53	5	8	0	0
The teaching is good at this school	23	39	32	54	2	3	0	0
The school helps me to support my child's learning	25	42	28	47	3	5	0	0
The school helps my child to have a healthy lifestyle	19	32	36	61	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	24	39	66	0	0	0	0
The school meets my child's particular needs	17	29	37	63	5	8	0	0
The school deals effectively with unacceptable behaviour	15	25	33	56	7	12	1	2
The school takes account of my suggestions and concerns	11	19	38	64	5	8	0	0
The school is led and managed effectively	9	15	31	53	11	19	5	8
Overall, I am happy with my child's experience at this school	27	46	27	46	3	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 February 2011

Dear Pupils

Inspection of Hutchinson Memorial CofE (A) First School, Stoke-on-Trent, ST10 4NB

I would like to thank you for your help during the recent inspection of your school. My colleague and I very much enjoyed our visit. I enjoyed watching lessons and talking to some of you. You attend a good school that is a happy and friendly place. It is like this because your headteacher and staff are leading the school well. They give you good support to enable you to learn and enjoy your lessons. They make sure that you understand how to look after yourselves, be healthy and keep safe. It was good to hear from the school councillors about how you are helping to improve the school. You told us that you really like your school and there are lots of things to do and enjoy. We agree with you. Your behaviour is good and you work hard and try to succeed in all that you do. Well done!

We have asked the staff and governors to do two things that we feel will help to improve your school:

- make links with schools in other parts of the United Kingdom so that you can learn more about the lives of children from different backgrounds to your own
- give teachers in charge of subjects opportunities to observe lessons so that they can find ways of making teaching and learning even better.

I wish you well in your future education. You can all help standards to rise even further by always doing your best and making sure you know your targets.

Yours sincerely

Clive Lewis

Lead Inspector

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