

# Huthwaite All Saint's CofE (Aided) Infant School

## Inspection report

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<b>Unique Reference Number</b>	122824
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	366789
<b>Inspection dates</b>	21–22 June 2011
<b>Reporting inspector</b>	Alan Lemon

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Infant
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	87
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Mills
<b>Headteacher</b>	Jo Redfern (Head of School)
<b>Date of previous school inspection</b>	9 December 2009
<b>School address</b>	Common Road Huthwaite NG17 2JR
<b>Telephone number</b>	01623 459199
<b>Fax number</b>	01623 459199
<b>Email address</b>	head@huthwaiteallsaints.notts.sch.uk

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## Introduction

This inspection was carried out by one additional inspector. This was the fourth monitoring inspection of the school since it was placed in special measures at its section 5 inspection in December 2009. Seven lessons were observed, involving four teachers. Meetings were held with staff, pupils, members of the governing body and a representative of the local authority. The inspector observed the school's work, and looked at documentation relating to safeguarding, pupils' attainment and progress, leaders' evaluations of the school's work and external reviews of the school.

The inspector reviewed many aspects of the school's work and looked in detail at a number of key areas.

- Has improvement in the quality of teaching in Key Stage 1 raised expectations and accelerated pupils' progress?
- How rigorous is the tracking of pupils' progress in tackling underachievement?
- What contribution does monitoring and evaluating the school's work make to increasing leaders' capacity to sustain improvement?

## Information about the school

The school is much smaller than average. The large majority of pupils come from White British backgrounds. The proportion of pupils known to be eligible for free school meals is above average and the proportion with special educational needs and/or disabilities is average. The school has achieved national Healthy Schools Gold status and the Active Mark.

The school was placed in special measures following its last inspection. In September 2010, the school entered into close collaboration with John Davies Primary School. In October 2010, the headteacher of John Davies Primary School was appointed as the executive headteacher of both schools and a head of school for Huthwaite All Saints was appointed at the same time. The two schools retain separate governing bodies and this inspection did not involve John Davies Primary School. Since then teachers have been appointed to replace staff who have left. Currently, and until September 2011, one of the three classes is taught by two part-time temporary teachers, one of whom is seconded from another primary school.

**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

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Leadership is firmly established and is effective in raising expectations and driving improvement. Leaders have set a fast pace for change and have made good progress in tackling all of the areas needing urgent improvement. The link with John Davies Primary School, other schools and external support in general have been helpful in moving the school forward. Senior leaders are expert in investigating the school's strengths and weaknesses. Accurate self-evaluation is based on a good analysis of secure evidence. Leaders apply their considerable experience to devising effective actions that eliminate weaknesses. Pupils' progress is tracked carefully, leading to effective strategies to promote high achievement, deal with underachievement and identify support for pupils who have special educational needs and/or disabilities. The monitoring and evaluation of the school's work are comprehensive and rigorous. It has been effective in raising the quality of teaching and developing a good curriculum. The staff are a good team, benefiting from senior leaders' clear direction, high expectations and good management. They share leadership, add to its effectiveness, and the whole team provides the school with a good capacity to sustain improvement.

Pupils' achievement and the extent to which they enjoy learning are good. Attainment at the end of Year 2 is improving and is broadly average. Close tracking of progress and challenging targets have meant that more pupils than in previous years are reaching higher levels in reading and mathematics. In Year 2, pupils' attainment in writing this year is above average, although among some younger pupils there are indications that progress is slow in developing their language for communication and thinking, and their confidence in speaking. Learning and progress are good and, being well managed through teachers' use of assessment, there is no significant variation in the performance of different groups of pupils. Those with special educational needs and/or disabilities are well supported in learning and make good progress. Children in the Early Years Foundation Stage make good progress as a result of good provision, effective teaching and assessment. Teaching in Key Stage 1 is consistently good. Pupils' work is well planned and has clear learning objectives. Assessment is being used with increasing rigour to match the challenge of work to pupils' different abilities. Right through Reception year to the end of Year 2, teaching encourages exploration, imagination and creativity, stimulating the enjoyment of learning.

Pupils are well cared for and supported by all the staff, who are attentive to their needs and promote their well-being. Pupils' behaviour is good. They feel safe and have a good knowledge of a healthy lifestyle. While there are strengths to pupils' spiritual, moral, social

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and cultural development, their knowledge and understanding of the diversity of cultures in Britain is not well developed.

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

- Underpin the good progress pupils now make in literacy by:
  - introducing further developments promoting language and communication across the school
  - sharpening the focus on building pupils' vocabulary and confidence to give better voice to their thoughts and ideas.
- Extend the opportunities for pupils to learn, especially through first-hand experiences, about the diversity of cultures in Britain.

## Outcomes for individuals and groups of pupils

2

Pupils are happy and feel secure in school. They enjoy lessons mainly because their work is made interesting and challenging. In all lessons, pupils work with a good sense of purpose. They settle quickly, listen attentively and many will answer or ask questions with confidence. In mathematics lessons in Years 1 and 2, most pupils are secure in using addition and subtraction skills to solve a wide range of problems. Pupils who find it more difficult than most to learn these skills, and those with special educational needs in particular, benefit from the close, expert attention and support they receive during small group activities on number and counting. In English, emphasis on pupils talking about their ideas for a story and sequencing these by drawing a storyboard gives coherence to their writing and is raising attainment. When they start school many pupils lack the language skills they need to speak and write well which, early on, slows their rate of progress. The school is beginning to tackle this through further development of literacy provision.

Pupils have good awareness of which foods are healthy to eat, benefiting from the school's promotion of a healthy lifestyle and offering pupils healthy choices for snacks and lunch. Games at play time, some organised by pupils, alongside physical education lessons and sports, keep pupils active. They are helpful around school and always enthusiastic when it comes to raising money for charities. Pupils show good regard for each other and are well-grounded in the school's values and beliefs. While they develop a knowledge of other religions and cultures in lessons, their contact with people of difference races, beliefs and customs is limited.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> 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?

A good improvement in the quality of teaching comes from the success with which teachers make learning lively, interesting and challenging for pupils. Pupils' attitudes to learning and their engagement have improved significantly as result. Teachers plan good opportunities for pupils to be active learners and keep to a minimum the time that pupils are passive listeners. Pupils are taken out of the classroom to learn in the locality. They manage their own learning to a good extent, sharing their work with each other, working together to solve problems and evaluating what they have learnt. Good use is made of computers in the classroom to support a wide range of learning. Teachers mark pupils' work well, with advice on what they can improve, and give each pupil targets which help them move to the next level. Experienced teaching assistants complement the work of teachers, often demonstrating the skills to promote good learning with small groups in the classroom or teaching literacy and numeracy to individuals and groups who benefit from this additional help.

The curriculum has benefited from revised provision for literacy, numeracy and information and communication technology. It has increased relevance and interest for pupils and continues to develop in this direction. Several initiatives are currently being implemented, such as a scheme promoting the social and emotional aspects of learning. New provision for writing and mathematics is having a positive impact and is raising attainment.

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The arrangements for children coming into the Reception year from local nurseries and day-care facilities, as well as those for Year 2 pupils leaving, have been improved and their transition is systematic and supportive. The collaboration with John Davies Primary School makes a significant contribution to these arrangements as most Year 2 pupils transfer to there. Several familiarisation visits, the involvement of parents and carers, and information exchange are well managed. Staff have good links with a variety of agencies and specialist services supporting vulnerable pupils and those with special educational needs and/or disabilities.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The high expectations and clear direction permeating the school's work have raised morale. Staff are reflective and self-confident about raising attainment and improving learning and progress. The effective management of teaching has generated a positive culture of improvement. Opportunities to share good practice, and for staff to benefit from a variety of external support, are taken up and welcomed. A wide range of training has given teachers skills in effective approaches to learning which are now paying dividends. The good leadership and management of provision for pupils with special educational needs and/or disabilities have ensured effective strategies are used to meet their needs. The staff are concerned to promote equality for pupils and do so effectively. They challenge negative behaviour such as discrimination. The members of the governing body make regular visits to the school and are sharply focused on what they want to see and what information they need. They are well informed of the school's strengths and weaknesses and are confident in challenging leaders.

Large numbers of parents and carers attend parents' evenings and workshops provided to help them support their children's literacy and numeracy at home. Leaders have made a concerted effort to keep parents and carers well informed through weekly communications, a notice board, texting and the school's website. A variety of partnerships have helped school improvement. As leaders are now self-sufficient in driving improvement, these partnerships have increasingly focused on professional development and sharing good practice such as developing writing in the Early Years Foundation Stage or work just started with speech and language therapists on improving children's communication skills. The school is a cohesive community and promotes greater cohesion with the community it serves. Its contribution to developing an awareness and appreciation of different communities beyond its locality is limited.

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The arrangements for safeguarding pupils are robust. Training for all staff in child protection is up to date and the executive headteacher, who is the designated teacher for child protection, is trained to the appropriate level. Rigorous health and safety checks of the school are managed by the governing body, keeping the school safe and secure for pupils.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Most children enter Reception Year with attainment below the level expected for their age. They make good progress towards the early learning goals and the majority finish the year either meeting or exceeding expectations in all areas of learning. Fewer reach or exceed expectations in language for communication and thinking, when compared to other areas of learning, even though they are encouraged to speak and express themselves. Children are happy and feel secure as a result of adults' close supervision and constant support. Teaching is lively, well-paced and challenging, particularly in relation to children learning literacy, numeracy and information and communication technology skills. There is a good balance of work led by the teacher and opportunities for children to decide their own activities. They are often free to work indoors or outdoors as they choose. The wide range of resources at their disposal provides many openings for developing imagination, creativity and social development. Teaching assistants are skilled at engaging children in communicating and developing vocabulary and language.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## **Responses from parents and carers to Ofsted's questionnaire**

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



23 June 2011

Dear Pupils

**Inspection of Huthwaite All Saint's CofE (Aided) Infant School, Huthwaite, NG17 2JR**

Thank you for your very warm welcome when I visited your school, and many thanks to the pupils who met with me. Your school is a good school and no longer needs special measures.

These are some of the positive things about your school.

You make good progress in learning because you enjoy lessons and teachers plan challenging work for you to do.

You give a lot to the school to make it good by your good behaviour, and by showing kindness and being helpful to others.

All of the work and activities teachers offer you are carefully planned to be interesting and especially to help you improve your reading, writing and mathematics.

You feel safe because staff ensure you are kept safe and they provide you with good care and support.

The headteacher and staff have worked hard and have made your school a much better place in which you can learn and make progress.

I have asked the headteacher and staff to:

- help you to develop your language skills so that you can speak and express yourselves more confidently, as this will help you learn even more than you already do
- ensure you have good opportunities to learn about people living in Britain who have different cultures and beliefs to your own.

You have shown you are keen to learn and I am sure you will rise to any new challenges your teachers provide. I wish you all the very best for the future.

Yours sincerely

Alan Lemon

Lead inspector

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