

Hutton All Saint's Church of England Primary School

Claughton Way, Hutton, Brentwood, CM13 1JW

Inspection dates 25–26 September 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and reach well-above-average standards in English and mathematics. The most able make particularly good progress and achieve well.
- Pupils make a good start in the Reception class because their teacher plans a range of interesting activities that help them to learn quickly.
- Teaching is good. Lessons are engaging and tasks for pupils are well matched to their differing abilities.
- Pupils supported by the pupil premium do well.
- Pupils' attitudes to school are very positive. They greatly enjoy lessons and are very interested in the topics they are taught.
- Pupils' behaviour is outstanding. Pupils are very attentive in lessons and behave extremely well on the playground. Attendance levels are high.
- Parents are very positive about the work of the school. All of those who responded to the Parent View questionnaire feel their children are happy and safe at school.
- The headteacher and senior leaders strongly – and successfully – promote pupils' spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- Pupils' progress in writing, particularly in Key Stage 1, is not as fast as it is in reading and mathematics. The school has taken steps to increase the rate of progress in writing, but it is not yet as fast as it could be.
- The school's plan for improvement does not have sharp enough targets to allow leaders and governors to accurately evaluate its impact on pupils' progress.
- Leaders' checking of the quality of teaching is not incisive enough to bring rapid improvements and raise it to be outstanding.

Information about this inspection

- The inspectors observed 19 lessons and, in addition, made a number of short visits to lessons. They spoke to pupils in lessons, at playtimes and lunchtimes.
- The inspectors scrutinised a range of documents, including the school's plans for improvement, and policies about keeping pupils safe. They also examined the work in some pupils' books, and a range of data about their progress.
- The inspectors held discussions with teachers, the headteacher, and three members of the governing body.
- The views of 90 parents were analysed through the Parent View website. The inspector also considered the views expressed in questionnaires returned by members of staff.

Inspection team

Christopher Parker, Lead inspector

Additional Inspector

Deirde Lyddy

Additional Inspector

Full report

Information about this school

- The school is the same size as an average primary school.
- Eight out of 10 pupils are White British. The proportion of pupils from minority ethnic groups and the proportion who speak English as an additional language are both similar to the national average.
- The proportion of disabled pupils and those who have special educational needs at school action (pupils who need extra support with their learning) is broadly average. The proportion at school action plus, or who have a statement of special educational needs, is also below average.
- The proportion of pupils supported through the pupil premium is half the national average. This funding supports those pupils known to be eligible for free school meals.
- The school converted to become an academy school on 1 December 2011. When its predecessor school of the same name was last inspected by Ofsted, it was judged to be outstanding.
- The school met the government's floor standard, which set the minimum expectations for attainment and progress, in 2013.
- The headteacher has been in post since January 2013.

What does the school need to do to improve further?

- Accelerate pupils' progress in writing, particularly in Key Stage 1, so that more pupils reach higher standards, by:
 - making sure that pupils' work is always marked in a way that helps them to improve, and that pupils always have the opportunity to respond, and to revise and correct their writing
 - extending the range of opportunities that pupils are given, in their writing, to apply their knowledge of, and skills in using, the sounds that letters make
 - increasing the frequency with which the progress of disabled pupils and those who have special educational needs is checked and recorded.
- Take a sharper and more focused approach to checking how effective the teaching is, and to planning for improvement, by:
 - making sure that checks on the quality of teaching always evaluate its impact on pupils' learning and progress
 - setting measurable targets for pupils' performance against which teachers can be appraised
 - setting clear and, wherever possible, measurable targets against which leaders and governors can evaluate the success of improvement plans.

Inspection judgements

The achievement of pupils is good

- The pupils make good progress. The information the school collects shows that, when children start school in the Reception class, most have the skills that are expected for their age. It also shows that, over the last two years, the proportion of children whose skills are not as well developed has increased.
- Children make good progress in the Reception class and are typically well prepared for Year 1. They settle quickly and listen carefully to their teacher. At this early stage in the year, the children are learning to count to 10, and some know the numbers that add up to 10. Others can identify a range of shapes and name them.
- Pupils make good progress in Key Stage 1, but their progress in writing is not as fast as it is in reading and mathematics. This is because links between the pupils' writing and the teaching of letters and sounds are not strong enough – in particular, to improve spelling. The school has introduced 'Talk for Writing' to help pupils to make faster progress.
- The progress that pupils make in Key Stage 2 has increased over the last two years. As a result, attainment in English and mathematics has risen. In 2012, pupils left the school two terms ahead of the national average in both English and mathematics. Pupils who speak English as an additional language achieved particularly well.
- Rates of progress between the start of Year 3 and the end of Year 6 have also increased but, as in Key Stage 1, progress is not quite as fast in writing as it is in reading and mathematics. In 2013, over half of the pupils made more progress than expected nationally in reading and mathematics, whereas only a third did so in writing.
- Disabled pupils and those who have special educational needs do well. These pupils often reach the level expected for all pupils by the end of Year 6. They are taught well in small groups, but there are occasions when their progress, for example in writing, is not recorded as frequently as it could be, which is necessary so that work can be planned to accelerate their progress further.
- As a result of the range of the additional opportunities given to those pupils supported by the pupil premium funding in 2012, these pupils made faster progress than the good progress made by all pupils. This group of pupils attained similar standards to their classmates in English, and higher standards than them in mathematics.

The quality of teaching is good

- Teachers plan interesting lessons that promote positive attitudes and extend pupils' knowledge. In most lessons, the work that the teachers set is at the right level to build on what they already know and are able to do, and to make sure that they make good progress. Work is carefully modified for different abilities and provides a good level of challenge for the most able.
- Teachers have high expectations of behaviour. They expect the pupils to try hard. In most lessons, the teachers plan and teach lessons that are well organised and structured, so that pupils are well prepared for the next task. In a very effective lesson in Year 6, for example, pupils were successfully learning to write a biography after researching the life of C S Lewis.
- In the Reception class, good learning takes place inside and outside the classroom. The adults

question and prompt very effectively to promote good learning through a broad range of activities, both ones which they lead and those which the children themselves choose. The children have settled quickly and are making good progress in their first weeks at school.

- In lessons, teachers question the pupils very effectively and draw them into discussion – for example, when pupils were learning about the Second World War in Year 5. Teachers also question pupils well to check their understanding and quicken the pace of learning. This allows them to make sure that pupils continue to make good progress.
- The teaching of the sounds that letters make has become more systematic. Most sessions are well paced and pupils make good progress, although, occasionally, these short sessions do not get off to a sharp enough start and valuable time is lost. Increased homework and good use of software to test pupils' knowledge of letter sounds is increasing the rate of progress.
- The marking of pupils' writing has improved since the last inspection, and some is particularly detailed. However, some of the teachers' comments about how pupils might improve a piece of writing are not followed up by pupils when revising or correcting their work. Consequently, marking does not have as much impact on improving pupils' writing as it should.

The behaviour and safety of pupils are outstanding

- Attendance is high. Pupils are highly positive about school, and thoroughly enjoy the topics and themes they are learning about. They talk animatedly about the information they have found out – for example, in their topic about rainforests. Pupils love reading, and talk confidently about their favourite books and the authors whose books they enjoy.
- Pupils say that behaviour is typically very good and that it is very unusual for their learning to be interrupted. Their parents and the staff agree that pupils behave very well. In lessons, pupils respond immediately to their teachers' instructions and persevere to complete the tasks they are set.
- Behaviour in lessons, assembly, the corridors and in the playground is excellent. There are several 'quiet' areas in the playground which many pupils appreciate. Pupils say that they have no concerns about bullying. Pupils from differing ethnic backgrounds are unanimous that unpleasant name-calling is very rare.
- Pupils say that they feel safe at school, and the online survey of parents' views indicates that they wholeheartedly agree. They know about the forms that bullying can take, and know how to stay safe when using the internet. One pupil, who had recently arrived at the school, spoke to inspectors about how quickly she had been made to feel at home.
- The pupils are very proud of their school, and those with additional responsibilities, such as team captains, are very pleased to take on the role. Throughout the school, there are reminders of the pupils' contribution to many aspects of school life which illustrate, very clearly, the positive impact on their spiritual, moral, social and cultural development.

The leadership and management are good

- The headteacher carefully tracks the progress of all pupils, including those supported by the pupil premium and those who speak English as an additional language. The resulting information is analysed in detail by all leaders and informs the school's thorough and accurate evaluation of

its own performance and its priorities for improvement.

- The school's plan for improvement sets out a range of activities which, rightly, aim to bring further improvements. Its priorities are entirely appropriate. It is a well-structured plan which contains clear timescales, and responsibilities for taking action and for evaluating impact. However, the criteria against which success can be measured are not always sharp enough.
- The headteacher regularly checks the quality of teaching. While these observations maintain the good quality of teaching, they are not as sharply focused as they could be on how effective the teaching is in accelerating the pupils' learning and progress. At the moment, they are not incisive enough to rapidly improve teaching so that more of it is outstanding.
- The school's appraisal of teachers is linked closely to the award of salary increases. The targets set for the teachers are related to both their professional development needs and the school's priorities. However, some of the targets set for increasing pupils' progress are not precise enough to set the right amount of challenge, or to easily evaluate success.
- The subjects, themes and topics that the pupils are taught are broad and interesting and are enjoyed by them, forming a solid foundation for the good progress which they make. The teachers and other members of staff run a very broad range of before-school, lunchtime and after-school clubs which extend and enhance the pupils' learning and personal development.
- The pupils' spiritual, moral, social and cultural development is promoted very strongly through many interesting activities that include musical productions, visits and residential trips. Their physical well-being is supported by good teaching of physical education and games. The school has plans in place to make full use of the recently announced sports funding.
- **The governance of the school:**
 - Governors keep a keen eye on the school's resources, ensuring that the deployment of teaching and support staff meets the needs of the pupils. They have reviewed what the pupil premium is spent on, and checked that it has been effective.
 - Governors are involved in a wide range of activities in school, and this allows them to assess for themselves how well the school is doing. They receive regular reviews of the quality of teaching, and are fully aware of how well pupils are performing and of the priorities for improvement.
 - Governors set the headteacher targets, and assure themselves that the teachers' appraisals are carried out diligently. They check that arrangements to make sure the pupils are kept as safe as possible meet current requirements, and that staff training is up to date.

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

Unique reference number	137698
Local authority	Essex
Inspection number	427239

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	The governing body
Chair	Jonathan Williams
Headteacher	Jeanette Miller
Date of previous school inspection	11 May 2009
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