

Inspection of a good school: Hutton Church of England Primary School

Church Lane, Hutton, Weston-super-Mare, Somerset BS24 9SN

Inspection dates:

9 and 10 February 2022

Outcome

Hutton Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to school. Staff greet pupils and their parents at the gate, where staff can address any pupil's concerns or worries. This helps pupils get straight on with their learning. Pupils feel safe, and are cared for well.

The school has plenty of space in which pupils learn and play. Pupils treat each other with kindness and respect. They enjoy earning 'tribe' points by demonstrating positive behaviour. Bullying is rare and staff deal with it quickly if it happens. Pupils know who to talk to if they have any worries or concerns. They are confident that staff will listen to them sensitively.

Pupils are keen to follow instructions and cooperate. They enjoy learning and speak with enthusiasm about it. For example, excited Year 3 pupils explained that the legacies of the Romans in Britain include roads and rabbits.

Staff have high expectations of pupils, including those with special educational needs and/or disabilities (SEND). Pupils know that their teachers expect them to work hard. As a result, learning is not disturbed by poor behaviour.

What does the school do well and what does it need to do better?

Behaviour is of a high standard. From Reception Year to Year 6, pupils respond well to staff. Pupils' positive attitudes and behaviour help them to learn well.

Leaders have improved planning in most subjects. Subject leaders are passionate about their subjects. They are keen to support staff to implement the curriculum. Staff work collaboratively to develop the curriculum to meet the needs of all pupils. Teachers adapt learning so that most pupils with SEND follow the full curriculum. Where this is not the case, the special educational needs coordinator and teachers create detailed and well-monitored individual plans to meet pupils' academic and emotional needs. Staff know individual pupils well, and work closely with their parents.

Reading is a priority in the school. The teaching of phonics is structured logically and staff deliver the programme faithfully and consistently. Children learn phonics effectively in the early years. Staff assess pupils' progress regularly, and are swift to support any pupils who fall behind. The books that pupils read match the sounds they have learned, which aids pupils' development in reading.

In mathematics, teachers are clear about what they should teach and when. Pupils are ready for each step because teachers check that they have understood prior learning. This helps pupils to build on their knowledge and skills as they progress through the school.

In other subjects, the quality of learning is more varied. Some subjects are further advanced than others. For example, in history, teachers use recurring themes, such as 'legacy' or 'migration' to help pupils make links between things they have learned. In other subjects, the design of the curriculum is not yet fully developed.

Teachers use assessment well. They have many ways of checking what pupils know. Teachers use this information effectively to adapt learning or explain misconceptions.

Leaders and governors place great importance on pupils' personal development. Pupils understand the importance of respecting others, regardless of their race, disability, gender or sexuality. The school's pledge lists a wide range of experiences that each pupil can have before leaving. This includes activities as diverse as tobogganing, trips to the theatre and taking part in a church service. Pupils join in sports and musical events with other local schools. Fundraising for charities helps pupils to think about the needs of other people. Links with a school in Africa help pupils to appreciate the challenges faced by children in other parts of the world. All pupils participate in these events.

Staff are proud to work at the school. They feel well supported by senior leaders. The school's governors and leaders from the multi-academy trust know the school well and hold senior leaders to account effectively.

Safeguarding

The arrangements for safeguarding are effective.

The school has well-trained safeguarding leads who competently support and advise staff. Leaders ensure that staff training is regular and up to date. As a result, staff are knowledgeable about how to keep pupils safe. Pupils learn how to keep themselves safe in the community and online.

Leaders take the necessary steps to ensure that newly appointed staff are suitable to work with children. Safeguarding records are well maintained.

Leaders work effectively with local agencies. This enables staff to access the necessary support for pupils if they are at risk of harm.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum does not support pupils to make connections between things they have learned or build on what they know. Where this is the case, planning does not identify the key concepts that pupils need to understand. Leaders need to ensure that the curriculum clearly identifies what it is that pupils should know in each subject.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Hutton Church of England Primary School, to be good in July 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144919
Local authority	North Somerset
Inspection number	10212145
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	Board of trustees
Chair of trust	Tristan Cogan
Headteacher	Luci Amos
Website	www.huttonceprimaryschool.co.uk/
Date of previous inspection	Not previously inspected

Information about this school

- Hutton Church of England Primary School is a voluntary controlled primary school with a Christian ethos.
- The school joined the Kaleidoscope multi-academy trust in September 2017. The trust comprises seven primary schools in North Somerset.
- When the predecessor school, Hutton Church of England Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the executive headteacher, head of school and special educational needs coordinator. The inspector met the chief executive officer of the trust, the chair of the governing body and three other governors.

- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector spoke to leaders about the curriculum in other subjects.
- The inspector looked at the recruitment process for new staff. In addition, the inspector spoke with the designated safeguarding lead and with staff about their training in safeguarding. The inspector spoke with pupils about their understanding of how to keep themselves safe from harm.
- The inspector considered responses to Ofsted's online questionnaire, Parent View, including free-text responses. In addition, the inspector took into account responses to Ofsted's staff survey and pupil survey.

Inspection team

Mark Burgess, lead inspector

Ofsted Inspector

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