

Inspection of a good school: Hutton All Saints' Church of England Primary School

Claughton Way, Hutton, Brentwood, Essex CM13 1JW

Inspection dates:

19 and 20 September 2023

Outcome

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

The headteacher of this school is Jeanette Manookian. This school is a single academy trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Nayan Mistry.

What is it like to attend this school?

There is a friendly welcome for everyone at this school. Pupils try hard and have the confidence to have a go with their learning. They feel secure because they trust the adults in school to care for them.

Everyone is included during breaktimes. Older pupils help the youngest children to join in by organising games. There is plenty of equipment for pupils to select from so they can play together.

Pupils show their good manners throughout the day. They say please and thank you without reminders. They listen attentively to their teachers and each other in lessons.

Pupils know that teachers expect them to work hard. They settle swiftly to the tasks their teachers set for them. In most lessons, pupils get on with work that helps them to practise skills and learn new ideas. However, in a few lessons, the work provided does not help them to understand and remember what they have covered.

A wide range of clubs take place before and after school, and at lunchtime. These include board games, gymnastics and choir. Everyone has the chance to take part in a variety of sporting clubs and events during the year. Older pupils relish the opportunities to develop independence, confidence and friendships by participating in residential trips.

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

In each subject, curriculum plans set out what pupils are to learn. In many subjects, these plans are clear about the small steps that pupils need to master so that their

learning can develop over time. These plans make links between what pupils already know and what they will learn next. In these subjects, plans are sufficiently clear for teachers to check whether pupils have secured what they need to know. Teachers then adapt their lessons so that pupils get the extra practice, explanations or challenge that they need. They provide tasks that carefully consolidate and extend skills. Teachers adapt lessons well to include pupils with special educational needs and/or disabilities (SEND). In these subjects, pupils achieve well.

In a few foundation subjects, the school's curriculum plans are developing. In these subjects, plans do not specify clearly enough what pupils need to know at each stage and how this supports what they will learn next. This makes it hard for teachers to check how well pupils are faring in lessons and over time. While pupils are enthusiastic and enjoy many of the tasks set in these subjects, they develop gaps and misconceptions in their learning. Pupils achieve less well in these subjects.

The curriculum for reading is clear and detailed, right from the start in the early years. Staff have the training they need to teach reading well. They regularly check what pupils know. They use this information to ensure pupils receive the right teaching to develop their reading. Teachers quickly spot any pupils falling behind and put the right help in place. Pupils get plenty of practice with their phonics in lessons and with books well-matched to the sounds they know. Most pupils rapidly learn to read fluently and confidently. Older pupils enjoy reading independently. They talk enthusiastically about the more ambitious authors and vocabulary they encounter in the books their teachers read aloud to them.

Pupils behave well in school. Trustees have a clear vision for good behaviour aligned with the school's values. Clear routines and expectations ensure that lessons proceed smoothly across the school. In the early years, children learn to take turns and to share. Pupils, including those with SEND, work well together and independently. The very few pupils who need support with their behaviour are sensitively helped by adults.

There is a thoughtful approach to ensuring that pupils have experiences to broaden their development. Pupils develop as compassionate citizens. They visit a local care home to share their prayers and handmade gifts with the residents. Pupils learn about the wider world through their linked school in Africa as well as a diverse range of books and experiences. Pupils consider 'big questions' in their classes. They are encouraged to reflect and think deeply about issues.

Staff are proud to be part of the team here. They are supportive of school leaders and appreciate the concern shown for their well-being. Staff benefit from opportunities to work together and with other local schools to develop their teaching. Many parents value the caring relationships at the heart of the school. However, a minority of parents lack confidence in aspects of school provision and the actions of leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few foundation subjects, curriculum plans and their implementation lack the precision necessary for pupils to remember the key knowledge and skills intended. Pupils do not achieve as well as they should in these subjects. The school should ensure that curriculum plans are clear about what is to be learned and how this develops over time. The school should ensure that curriculum plans in all subjects are implemented effectively and consistently.
- A minority of parents have concerns about or do not understand the reasons for some school decisions. A small proportion of parents feel that leaders could engage with them more effectively. The school should continue to develop its work to secure the confidence and understanding of parents.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we the school to be good in September 2013.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium](#)

[funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137698
Local authority	Essex
Inspection number	10288507
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	210
Appropriate authority	Board of trustees
Chair of trust	Nayan Mistry
Headteacher	Jeanette Manookian
Website	www.huttonallsaints.co.uk
Date of previous inspection	23 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use any registered or unregistered alternative providers.
- As the school is designated as having a religious character, it is inspected under section 48 of the Education Act 2005. The last section 48 inspection of the school took place in February 2016. The school will receive its next inspection within eight years of this date.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with senior staff in the school and the trust, including the head teacher, the chair of trustees, other trustees and governors, and the safeguarding lead. The inspector also spoke with representatives of the local authority and the diocese.
- The inspector carried out deep dives in these subjects: early reading, mathematics and

history. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at some samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Lynne Williams, lead inspector

His Majesty's Inspector

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