



# Hutton All Saints' Church of England Primary School

## Inspection Report

**Unique Reference Number** 115258  
**LEA** ESSEX LEA  
**Inspection number** 290179  
**Inspection dates** 3 May 2006 to 4 May 2006  
**Reporting inspector** Mr. Mike Sutton LI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

<b>Type of school</b>	Primary	<b>School address</b>	Cloughton Way
<b>School category</b>	Voluntary aided		CM13 1JW
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01277213945
<b>Number on roll</b>	229	<b>Fax number</b>	01277230046
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Rev.Robert Wallace
<b>Date of previous inspection</b>	28 February 2001	<b>Headteacher</b>	Mrs. Linda Dean

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors. During the inspection, school documents were examined and discussions held with the headteacher, other senior school leaders and members of the Governing Body. Members of the school council also spoke with the inspector as did children representing different groups within the school. All classrooms were visited during the working day and children's books and teachers' planning documents were examined. Morning break and lunchtime were observed and 120 returned parent questionnaires were analysed.

## Description of the school

The school serves an area to the east of Brentwood. It is of average size but the ratio of boys to girls is greater than in most primary schools. There is a broad range of social circumstances amongst the families whose children attend. Taken over several years, the levels of skills and knowledge which children have when they start in the Reception class is typical for their ages but each new cohort varies considerable either side of this average. The current intake has good personal, social and language skills. The percentage of children entitled to free school meals is about average. The school has fewer children with learning difficulties and disabilities than is typically seen in primary schools. The proportion of children from minority ethnic groups is about average. Those who do not speak English as their first language make up the same share of the school as is seen nationally, but their number has doubled in the last two years and continues to rise.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Hutton All Saints' is a good school with several outstanding features. It is popular with children, their parents and the staff who work there. It is a school that strives to do better. It has a clear and accurate understanding of what it does well and where and how it could get better still. This is because it looks critically at itself through regular checks and reviews. It is making good progress in all the areas that are crucial to its high aspirations. The factors that make this a good school are the teamwork, the outstanding leadership and management and a consistent focus on helping children to become articulate, confident and compassionate youngsters who achieve well all within a strong Christian ethos. There is clearly a great deal going very well at Hutton All Saints'. A staff with a small but healthy turnover, few recruitment problems, good academic and personal development standards and a waiting list of places for children, all point to a school that is successfully meeting the needs of those who come through its doors. A walk round all the classrooms when the school is at work shows that children are engaged in their learning and that the work is well planned, interesting and pitched at the right level for them. Talking with children, skimming through their written work and listening to them read reveals that they can read very well, write creatively and understand what they have been doing. The quality of some of the boys' writing has been a strong focus in recent years, and good progress has been made in this area with boys' standards in writing close to matching that of the girls. The children are friendly, open and welcoming. They behave extremely well and have developed a very mature and sensible approach to working and playing together. They also have a very strong caring and supportive outlook which goes beyond the immediate school community. The reasons for this aspect of the school's work being outstanding are three fold: strong links with the local church; a caring and child-centred staff who act as good role models; and specific sessions where children learn how to relate to one another and solve difficulties or disagreements. Standards by the time children leave the school are good and overall they make good progress. They leave well equipped with the academic and social skills needed for the next stages in their education. They have a strong desire to learn and much of this is fostered by the practical work they do, for example in science. The headteacher has a strong oversight of the school. She is supported well by senior managers and together they have created effective teams covering different age classes. There is a strong emphasis on knowing how well each child is doing and checking progress regularly. Visits made by the reception staff to the families of each new intake are the start of a school-wide system which builds an accurate picture of each child. This is used well by key staff to follow the progress that children make and provide challenge and support where individuals could be doing better. Classroom assistants and a well co-ordinated programme of help for those with learning difficulties ensure that the school meets the needs of the overwhelming majority of its children. Parents are highly supportive of the school. One hundred and twenty questionnaires were returned representing over 800 answers to questions. Of these, less than 2% were critical and were not specific to any one issue. The remaining 98% were very positive about the school. The school listens to parents who have concerns or queries and consults widely in addressing particular

issues. The governors play a very positive role in helping the school to improve and develop. Many are actively involved in the day to day work of the school. The governing body's structure of committees enables it to take a well informed view of all aspects of the school's work. Where problems have been identified they have been tackled successfully. The school is judged as good, and not outstanding for three reasons. First, children leave the school about a term ahead of what is expected for children of that age, having made good progress. This is the case for about 20% of schools in England. To sit amongst the 10% of schools that make outstanding progress the school needs to take children that bit further and help them move two to three terms ahead of their peers elsewhere by the time they leave school. The signs are strong that the school is close to doing this and undoubtedly has the capacity to do so as shown by the rapidly rising standards in the younger age classes. If it achieves the targets it has set for itself this year, the current Year 6 achievements will be very close to the standard of outstanding. Second, the school is experiencing a steady rise in the number of pupils joining who do not speak English as their first language. For those who join in the reception class the activities already established there are exactly the right ones to help them learn at the same rate as other children. But for the small but growing number of children who join at other points of the school, there is not yet sufficient understanding amongst all staff of how to assess the language development of these children in order to help them make the very best progress. Third, the school deals quickly and effectively with the very few reported incidents of unacceptable behaviour. Through specific lessons, the school has been very successful in giving children the skills and confidence to address any issues between each other and not always rely on adults to solve their problems. As a result they get on well with each other and are learning fast how to deal with the sorts of situations they may face as they grow up. But the school does not know fully how well it is doing in this respect. This is because the children do not always tell their teachers when they have resolved their own problems. In some ways the school is missing a chance to celebrate its success as well as check on how well children are getting on with each other.

## **Achievement and standards**

### **Grade: 2**

An increasingly strong base of knowledge and understanding is being forged within the first three years at school. As a result, standards are particularly good by the end of Year 2 and children's reading and writing has moved well ahead of the national average. Reading is outstanding and the school has made the very best of an unsuitable and cramped library area. In mathematics the school has raised standards from the doldrums they were in at the time of the last inspection and these are now good by the end of Year 2. Standards by the end of Year 6 are above average in English and science and average in mathematics. They have been very secure at or about this level in recent years.

## **Personal development and well-being**

### **Grade: 1**

Behaviour is very good indeed. As one teacher remarked, 'playground duty is a pleasure'. To the inspector it was evident that this is right. The children are well supervised and know and understand the limits of acceptable conduct. Plenty of equipment and games equipment keep them active. Those who are without a playmate have others whose job it is to help engage with them and make them feel part of the school community. The children the inspector spoke with reported that bullying or racism is rare. As one girl said 'there is hardly any racism in this school'. When asked what she would do if she encountered any at school, she replied that on the one occasion it had happened, she had been able to deal with it herself and had not felt it necessary to tell the school. A wide range of fund raising and community activities along with the work of the school council helps children develop a strong sense of social responsibility and financial understanding. The church forms a secure and vital link between the school, children's families and the local community. Attendance is very good although term time holidays is an issue over which the school works with parents in order to minimise the impact on children's progress.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The outcomes for children strongly support the school's view that teaching is good. Lessons are well planned and offer the right challenge at class, group and individual levels. Practical work in mathematics and science is a key plank in the school's success in these subjects. Teaching has not always been of the quality the school expects but appropriate and prompt action has ensured that issues are resolved as quickly as possible.

### **Curriculum and other activities**

#### **Grade: 2**

There is a wide range of interesting work for the children. This is evident from the work in their books and from their comments. They state a range of subjects as their 'favourites' and can give convincing reasons. There is a good range of out of school activities and a well structured programme of residential visits. French lessons are being used very well to prepare children for their forthcoming visit abroad.

### **Care, guidance and support**

#### **Grade: 1**

The school has very strong and secure systems to ensure all aspects of children's welfare are addressed. First day calls to check on absences, rigorous background checks on staff and volunteers and careful attention to health and safety by the governors

are key features. The very small number of concerns expressed to the inspector was checked out. The matters raised had been carefully considered by the school and governors. The school records show this and show that appropriate action was taken and recorded. Children have a good idea of how to improve their work because teachers provide clear written targets to help them. General day-to-day marking is good overall and provides children with helpful suggestions and advice. All children spoken with felt they were doing well and those in Year 6 were looking forward to starting their next schools.

## **Leadership and management**

### **Grade: 1**

The senior leaders of the school have ensured significant improvement on all the issues identified in the previous inspection. Teaching of mathematics to younger children has improved enormously as have standards in the subject. The quality of teaching is regularly checked and work is very largely well matched to children of all abilities. A strong sense of teamwork pervades all that happens and everyone is pulling together; staff, support assistants governors, parents and children. The school has the confidence of children and parents but takes nothing for granted and checks views through surveys. The assessment of children is consistent and the outcomes used well to check progress and plan for new work. The managers who support the headteacher lead their respective teams well but the school has identified that they need to have more skills for strategic review and planning. This is a main thrust of the school's current development planning. Governors give good support and practical help. They have taken up the case for improved buildings through well thought out proposals.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

You will remember I visited your school recently. Thank you for the help you gave and the friendly and open way in which you talked with me. Your contribution was enormously important in helping me form a view of how well the school is doing. Hutton All Saints' is a good school and heading towards being outstanding. Your teachers do a very good job of helping you learn and reach high standards in your work. They are also very effective in helping you understand the right way to solve difficulties between one another. So much so that the school doesn't always know when there has been a problem because you solve it yourselves! You might let your teachers know when this happens - it just helps your headteacher keep tabs on how well her school is doing. The discussions I had with quite a few of you and the work I saw when I visited your lessons, all lead me to the same conclusions. You enjoy school, you are doing well and you get on really well with each other and with your teachers. I can think of no better definition of a good school! You have very dedicated teachers and class assistants who are extremely well lead by your headteacher and her governors. I have suggested some small improvements to help your school become still better. Keep improving on the very good work most of you do already. See if you can make your writing as good as your reading, because your reading is outstanding! In addition, I think the school needs to work out ways to help some of the children who join your school and who speak other languages, learn to speak English even better than they do now. You might like to think of how you might help in this. Your school I am sure will continue to improve. To those of you in Year 6, 'bon voyage' and to all of you, good luck for the future.