

Hutton All Saints' Church of England Primary School

Inspection report

Unique Reference Number	115258
Local Authority	Essex
Inspection number	326164
Inspection date	11 May 2009
Reporting inspector	Martin Beale

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	229
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Father Robert Wallace
Headteacher	Mrs Linda Dean
Date of previous school inspection	3 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Cloughton Way Hutton Brentwood Essex CM13 1JW

Age group	4–11
Inspection date	11 May 2009
Inspection number	326164

Telephone number
Fax number

01277213945
01277230046

Age group	4-11
Inspection date	11 May 2009
Inspection number	326164

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two additional inspectors. The inspection focused on:

- the impact of action to improve standards of writing
- the progress made in developing the pupils' problem-solving skills in mathematics
- the extent to which the learning of Reception children is linked to the outside classroom.

Evidence was gathered from observations of parts of lessons, school assessment data, a scrutiny of pupils' work and school documents, discussions with pupils, staff and the chair of governors, and from the parents' questionnaires. Other aspects of the school's work were not investigated in as much detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

There are more boys than girls in this average sized primary school. Free school meal eligibility is low, partly because a cooked lunch is not provided. The proportion of pupils from minority ethnic backgrounds is half the national average and the proportion of the pupils with a mother tongue other than English is below average. There are considerably fewer pupils who need additional support with their learning than in other primary schools. Provision for children in the Early Years Foundation Stage is through a Reception class. The school has gained the Healthy Schools award and Activemark and a Financial Management in schools award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The school has taken great strides forward in recent years and is now providing an outstanding quality of education for its pupils. There are many reasons why the school has improved and continues to do so. Chief of these is that the headteacher has very high expectations of pupils and staff alike. She sets ambitious targets for everyone and does her utmost to ensure that these can be met. Great care is taken to monitor how well each pupil is progressing both academically and in their personal development. No stone is left unturned when action is needed if there are signs that an individual might be struggling and needing extra support with their learning or their language development. One parent commented accurately on this when writing, 'My daughter's teachers have always been totally supportive and it is always a pleasure to meet with them and know they truly know my child and her strengths and weaknesses.'

Self evaluation is rigorous and accurate. There has been a relentless and successful drive to improve the quality of teaching, by carefully checking how well pupils are learning, setting goals for teachers and then providing individual support and guidance for these to be achieved. Teaching is now consistently at least good across the school, with much that is outstanding. This has been the major reason for the significant improvements in pupils' learning, progress and achievement, all of which are reflected in the extremely strong standards now being reached by the oldest pupils. From skills that match those expected for their age on entry to the school, pupils reach well above average standards by Year 6. Current Year 6 pupils are on track to reach even higher standards by the time they leave. All but a very few pupils reach nationally expected levels in English, mathematics and science. The school has reached the point where the majority now exceed expected levels. Virtually all pupils reach, and many exceed, the challenging targets they are set.

The school has successfully improved standards in two key areas in the last few years. Standards of writing have been raised by providing pupils with opportunities to develop their skills across many subjects. The contexts for their writing are stimulating and enable pupils to feel their writing has a clear purpose. Displays in all classrooms and around the school celebrate the quality of pupils' work and act as a good model for others to aim for. More pupils are now producing writing of a standard beyond that expected for their age. One further outcome is that the gap between the writing of girls and boys is much narrower here than nationally. Targets are set to help the pupils see how to improve the quality of their written work but their use is still a little inconsistent, as is the use of marking to help pupils evaluate their work and understand how it could be better.

Mathematics has also been an area of focus. Following a careful analysis of assessments, it was noted that pupils had high basic skills but could not always apply these when faced with different types of mathematical problems. By altering plans and introducing frequent opportunities each week for pupils to solve problems or undertake mathematical investigations, the school has seen a rapid improvement in pupils' standards and confidence. This was particularly marked in an excellent Year 2 lesson as the pupils discussed the systemic strategies they would need to adopt to solve a problem requiring more than one mathematical operation.

The pupils are superb ambassadors for the school. They are highly motivated, have high attendance levels, are hard working and behave exceptionally well in lessons and around the school. Pupils value the diversity around them, helping to make the school a harmonious place in which everyone is treated with respect and in which the pupils can thrive both academically

and socially. This is largely because they feel so valued by everyone and encouraged to do their best. They are sure that any problems will be dealt with constructively and are confident that there is always someone to confide in if they have a concern. They thoroughly enjoy school and speak with particular fondness about the wide range of activities provided beyond the normal curriculum. These factors underpin their outstanding personal development. This and their academic achievements give the pupils a very firm foundation for the future.

The school rightly promotes equally high standards across the non tested subjects, by providing more interesting and stimulating experiences for all pupils. Linking learning across these subjects is the key priority for the next stage of its development. It has already made a good start in this respect. Residential trips, including one to France for Year 6 pupils, for example, are a highlight of their year. These add much to their sense of community and team spirit. Older pupils take great delight in helping younger ones with their reading, organising activities in the playground or having a voice in school developments through their council. Pupils show how deeply and sensitively they can reflect on important issues, such as when Year 4 were seen responding to a short animated film about homelessness by thoughtfully analysing the characters' feelings. Activities such as the visit by a group of Zulus from South Africa are used very well to develop pupils' sharp awareness of the wider world. Through the focus on sport and sensible eating, pupils develop an excellent understanding of how to adopt a healthy lifestyle.

Parents are very much in support of the school and all that it provides for their children. They are very happy that their children's care and welfare is given the highest priority by all staff. One parent aptly summed up the views of many when writing 'Hutton All Saints is a wonderful school. Both of my children have progressed well and have become happy and confident.'

Senior staff and governors have a very clear picture of the school's qualities and how they intend to bring about secure improvements. Newer staff fit quickly into the school and plans are in place for them to develop their skills so they can undertake greater leadership roles as they become more experienced. Governors are a great asset in the drive for further improvement. They are well led by an astute and experienced chair. Governors are very ambitious for the school and the pupils. They share in determining the school's direction and challenge the headteacher and her staff to do even better. These outstanding features of the school's leadership and management place it in an excellent position to maintain recent improvements and meet its future goals.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make good progress in Reception so that many have exceeded their goals in all areas of learning by the time they enter Year 1. The stage is well led and the staff work closely together as a united team. The children make great progress in their personal development because of the focus by all adults on encouraging them to become independent. The children play well together, are able to take responsibility for choosing activities and can explain to adults what they are doing. They concentrate well on the variety of activities set out for them. Their behaviour is very good. All adults closely support the children's learning but they miss opportunities at times to encourage their speaking and listening. This is partly because they do not always let the children lead discussions. Those who need additional support with their learning or language development also make good progress.

The outdoor classroom has been developed well, although there is scope for it to focus more sharply on all areas of development and it is currently not accessible to the children who have moved in with the Year 1 class. Resolving this matter is a priority within the school's future plans.

Parents are very pleased with all that Reception offers their children. They speak particularly warmly about the way their children were inducted into the class. One parent encapsulated the views of many when writing, 'The settling-in arrangements into Reception are exceptional, ensuring that the school and the teachers are familiar with the children before they commence their school life.' Parents are happy with the high quality of the arrangements to keep their children safe and are kept frequently informed of their children's progress and involved in setting each term's targets.

What the school should do to improve further

- Move forward with plans to make learning more stimulating by linking learning across all subjects.
- Bring greater consistency to the way marking is used to help pupils meet their individual targets.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

12 May 2009

Dear Pupils

Inspection of Hutton All Saints' CE Primary School, Hutton, CM13 1JW

You will probably remember that inspectors visited your school not too long ago. I am now writing to let you know what we found out. Before I do, I would just like to thank you for making us feel welcome and for being so ready to share your thoughts about your school. We had a chance to talk to quite a lot of you, and have told your teachers how you were very helpful and polite. It was great to hear how much you enjoy school. It was also good to hear about how safe you feel and that there is always someone to talk to if you are worried. You, your parents, teachers and governors are right in thinking that your school is outstanding.

You make very good progress during your time at school. Nearly all of you reach the standards expected by the time you move on to secondary school and very many of you do better than this. You attend very regularly, work hard and behave sensibly. Your teachers make learning interesting and you clearly enjoy extra activities such as sporting opportunities and residential trips. All members of staff help to make sure you are safe and cared for very well. You take your responsibilities seriously and make a huge contribution to the life of the school. You have an excellent understanding of the importance of diet and exercise for a healthy lifestyle.

Your headteacher, other staff and governors are trying hard to make the school even better. We think that there are two things they could do, so we have asked them to look for ways of making learning even more interesting by linking different subjects more closely and helping you through marking to understand how to improve the quality of your work.

I am sure that you and your teachers will work hard to make these improvements. You can play your part in helping the school to get even better by continuing to show such pride and enthusiasm for learning.

I wish you well for the future.

Yours faithfully

Martin Beale

Lead inspector