

Hutton Church of England Primary School

Inspection report

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| Unique Reference Number | 109218 |
| Local Authority | North Somerset |
| Inspection number | 337243 |
| Inspection dates | 28–29 April 2010 |
| Reporting inspector | Rodney Braithwaite |

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

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 197 |
| Appropriate authority | The governing body |
| Chair | Miss Erica Last |
| Headteacher | Mrs Lucinda Amos |
| Date of previous school inspection | 20–21 June 2007 |
| School address | Church Lane Hutton Weston-super-Mare BS24 9SN |
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Introduction

This inspection was carried out by three additional inspectors. They visited 14 lessons and observed nine different teachers. They held meetings with groups of pupils, the chair of governors and staff, and spoke to a number of parents. They observed the school's work and looked at documentation relating to pupils' attainment and progress, assessment data, self-evaluation, school policies and the safeguarding of pupils. They also looked at samples of pupils' work, governing body minutes, the school development plan and recent school reviews by the School Improvement Partner and local authority advisors.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by children in the Early Years Foundation Stage, and the school's provision for improvement in the Reception class
- the effectiveness of the school in improving attainment and progress in Years 1 and 2, especially in writing
- the effectiveness of teaching in raising achievement through improving the curriculum
- the contribution of the governing body to the leadership and management of the school.

Information about the school

Hutton Church of England Primary School is slightly smaller than most other primary schools. Most pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is higher than average, with a majority having emotional difficulties. The school has a number of awards including the silver Eco-Schools award and the intermediate International School award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which is showing a good capacity to continue the improvement made in the last two years. This is because attainment, especially in writing throughout the school, is improving and continues to do so. Rigorous monitoring by school leaders has led to significant improvement in teaching, and in the assessment of pupils' progress. Consequently all groups of pupils, including those with special educational needs and/or disabilities, are achieving well and making good progress. A young and enthusiastic team of staff, led determinedly by the caring headteacher, provides a good standard of care and guidance for the needs of all pupils, especially the most vulnerable. The school's own evaluation of its performance is realistic and accurate. Many parents and carers praise the school, a typical comment being, 'We are very happy with this fantastic little school which is reflected in our happy and confident child.' A few, though, have some concerns about how the school deals with unacceptable behaviour and passes information to them about actions taken. The school leadership accepts that this has been a problem and is planning further steps to ensure that all parents and carers are better informed and can engage positively with school leaders.

Children make a satisfactory start to their learning and personal development in the Early Years Foundation Stage, and this is improving. Pupils are making increasingly better progress in Years 1 and 2, and this accelerates throughout Years 4 to 6 so that pupils leave school with above-average attainment in English, mathematics and science. A strength of the school is its lively and friendly pupils, who have good attitudes to learning and, with isolated exceptions, behave well in and out of school and have been commended by members of the public. They enjoy their learning, have good relationships with the staff, and are developing good skills of independence, initiative and self-reliance. Their involvement in the school community, particularly through their 'pupil voice' is good. They also have strong links with the local community and church, and with their twin village in Kenya. A varied and stimulating curriculum is helping pupils to improve their learning and knowledge of the world. These developing skills all help to extend their good spiritual, moral, social and cultural education. The school recognises, though, that more needs to be done to improve pupils' knowledge of a multicultural society.

The governing body supports the school strongly under the clear-sighted leadership of the experienced chair, challenges leaders where appropriate, and makes a satisfactory contribution to the leadership and management of the school.

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What does the school need to do to improve further?

- Enable all parents and carers to have a thorough understanding of school procedures and communication channels by:
 - ensuring that parents and carers are aware of how they may bring concerns to school leaders, and work with the school to achieve mutually acceptable outcomes
 - reinforcing information for parents about the school's behaviour management strategies, and its inclusion policy for the education and well-being of all pupils.

Outcomes for individuals and groups of pupils

2

Pupils respond well to stimulating and exciting teaching. This is very evident when they are given opportunities to speak at length, such as pupils in Year 4 who took the 'hot seat', one claiming, 'I am Ignus, I am a dragon', and then answered questions from the rest of the class very thoughtfully. Progress is enhanced by the well-understood success criteria which are promoted in all classes so that pupils have a very clear knowledge of what they are expected to learn. After a steady start in the Early Years Foundation Stage, pupils build on their skills and make accelerating progress through the school. Inspection evidence confirmed that good achievement is now consistent throughout the school and those pupils with special educational needs and/or disabilities make similarly good progress. Challenging targets are being met, there has been notable improvement in writing skills in Years 1 and 2, and more-able pupils are now reaching the higher levels of which they are capable.

Relationships throughout the school are good. Pupils are very appreciative of the help they get from learning support assistants, mentioning particularly the learning mentor, and the opportunities they have to contribute to the school community. Many mention their 'pupil voice' activities, which they relish as there are so many ways in which they can contribute through their 'councils'. Pupils feel safe and trust adults in the school, but also feel that they are encouraged to solve their own problems as they grow up. They enjoy their learning and have a good understanding of the need to adopt a healthy lifestyle. Attendance has improved, and is now above average. Pupils have few concerns about bullying and feel that any incidents they report are dealt with fairly by staff. Pupils believe that 'sometimes' behaviour lapses, but this is dealt with quickly, and they understand the school's behaviour policy. They enjoy opportunities for games and clubs, and take part enthusiastically in the excellent new sports hall and the pleasant school grounds. A strength in their personal development is their preparation for the future. They attain good basic skills and are rapidly developing independence and self-confidence.

These are the grades for pupils' outcomes

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| | |
|---|----------|
| Pupils’ achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils’ attainment ¹ | 2 |
| The quality of pupils’ learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils’ behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils’ attendance ¹ | 2 |
| The extent of pupils’ spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Teaching and learning are good most of the time, and occasionally outstanding. Teachers have good relationships with their pupils, ask open questions which encourage pupils to think and give articulate answers, and have good expectations as to what their pupils can achieve. Planning for all abilities is good and this shows in a consistently good level of ongoing assessment during lessons, such as a lesson with pupils from Years 5 and 6, where the teacher went to considerable lengths to ensure that pupils understood how to use a protractor to measure angles. Lessons are well managed and lively and teachers ensure that the classrooms are environments which celebrate their pupils’ work. Teachers work well with very proactive and well-informed learning support assistants. Behaviour management is clearly structured and pupils know precisely what is expected of them, particularly the small number of pupils whose behaviour can be challenging. New assessment systems have been introduced and are being used effectively to identify the achievement and needs of all pupils. Teachers occasionally talk for too long at the beginning of lessons, and sometimes do not provide sufficient resources for a learning activity.

The school provides an imaginative and stimulating curriculum which encourages pupils to think and act independently. The curriculum is notable for the wide and varied extra-curricular activities provided. This includes many visits, with residential stays for several year groups, and numerous clubs such as Fit Families for Life and Street Dance. There is good provision for the use of information and communication technology across the curriculum which the school is continually enhancing. The use of writing across the curriculum has improved and is making a good contribution to

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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improving writing skills.

The school is a welcoming environment, and has particularly inviting grounds with many interesting resources and displays which encourage pupils’ imagination and well-being. They feel safe, and confident in the adults around them. They are supported well in all their needs, with the learning mentor and support assistants playing a major part. The school’s provision for pupils with special educational needs and/or disabilities is good. Provision for child protection, risk assessment and health and safety is fully in place and reviewed regularly. Attendance issues are dealt with effectively, as illustrated by the improvement in attendance in the last year. There are good arrangements for preparing pupils for the transition to the next stage of their education.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher has given an effective lead to a youthful and energetic staff after some difficult years with staffing problems. Consequently, all share her vision for a continually improving school, and her passion for equal opportunities and inclusion to meet the needs of all pupils. This has helped the school to have a mutually supportive and motivated team of teachers and support assistants who understand and provide for the needs of all pupils. This is leading to improvement in many areas of the school, notably in the development of writing skills and through the ‘pupil voice’ councils which are helping pupils to understand what they can contribute to the community. The headteacher, deputy headteacher and literacy coordinator are especially effective in monitoring and developing teaching and learning skills, particularly with staff new to teaching. The governing body, with several new governors, makes a satisfactory contribution to the management of the school. Governors are supportive, learning to challenge, and well led by a knowledgeable and determined chair. They have ensured a good standard of safeguarding and other statutory health and safety procedures.

Parents and carers are regularly informed and consulted about the learning and personal development of their children and most of them are strong supporters of the school. However, a minority have concerns about how leaders deal with challenging behaviour and listen to their views. School leaders accept that improvement is necessary in this aspect of communication and are planning further steps to ensure that all parents understand school policies and actions, and can work

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cooperatively with the school for the benefit of all pupils. The school has strong partnerships with other schools and outside agencies which make a good contribution to the learning and well-being of pupils. The school’s contribution to community cohesion is good. There are good links with Kenya through village twinning, and very effective local community links. The school has recognised that an area for development is the promotion of a better understanding of the many cultures in this country and is planning for increased contacts with multi-ethnic organisations in Bristol.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school’s engagement with parents and carers | 3 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

The majority of children enter the Early Years Foundation Stage with the skills expected for their age, but there are children with below-average skills, and there are differences year on year. They make satisfactory progress and this year some are making good progress because adults are using accurate data well to personalise the learning needs of each child. Most children are now entering Year1 at levels expected nationally. Teaching is satisfactory and occasionally good, and adults work well together as a team. Children enjoy their learning, are safe and are beginning to understand the importance of being healthy and looking after themselves. They are willing and inquisitive learners and ask questions confidently, such as when they were hearing the story of Goldilocks and one mystified child asked, ‘Why does Goldilocks need to sleep?’ Children enjoy using the spacious outside areas, but sometimes they are unfocused on their activities and their learning can be ‘hit or miss’. Some of the outdoor resources are rather old or worn.

Leadership and management are satisfactory. Safeguarding is robust, and staff work closely and successfully with parents, especially on the induction of children into the

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school and also into Year1. There are clear signs of improving provision and management in the Reception class which are reflected in the rising attainment in communication skills and writing.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

Just under half of all parents and carers responded to the questionnaires. A good majority of them show strong support for the school and what it does for their children. Nearly all feel their children enjoy school, are kept safe and healthy, and are happy with their children’s experiences in school. Typically a parent commented, ‘The school has a very welcoming feel and I have always felt very comfortable coming in to speak to the staff who are a fantastic team.’ A minority express concerns about how the school deals with some behaviour, and how the school leadership deals with their concerns. The inspection team judges that much useful information is offered to parents and carers on a regular basis through a variety of media, and that parents and carers have opportunities to express their views through replying to questionnaires. The team also finds that some parents and carers are not sufficiently informed by the school about its behaviour management strategies and inclusion policy, which can lead to misunderstanding.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hutton Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 83 completed questionnaires by the end of the on-site inspection. In total, there are 197 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 42 | 51 | 39 | 47 | 2 | 2 | 0 | 0 |
| The school keeps my child safe | 48 | 58 | 33 | 40 | 2 | 2 | 0 | 0 |
| The school informs me about my child's progress | 30 | 36 | 44 | 53 | 7 | 8 | 1 | 1 |
| My child is making enough progress at this school | 33 | 40 | 37 | 45 | 10 | 12 | 2 | 2 |
| The teaching is good at this school | 34 | 41 | 36 | 43 | 7 | 8 | 0 | 0 |
| The school helps me to support my child's learning | 31 | 37 | 40 | 48 | 9 | 11 | 1 | 1 |
| The school helps my child to have a healthy lifestyle | 37 | 45 | 40 | 48 | 4 | 5 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 23 | 28 | 43 | 52 | 9 | 11 | 0 | 0 |
| The school meets my child's particular needs | 28 | 34 | 44 | 53 | 9 | 11 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 24 | 29 | 32 | 39 | 20 | 24 | 2 | 2 |
| The school takes account of my suggestions and concerns | 27 | 33 | 35 | 42 | 13 | 16 | 3 | 4 |
| The school is led and managed effectively | 22 | 27 | 42 | 51 | 10 | 12 | 7 | 8 |
| Overall, I am happy with my child's experience at this school | 31 | 37 | 46 | 55 | 4 | 5 | 2 | 2 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 April 2010

Dear Pupils

Inspection of Hutton Church of England Primary School, Weston-super-Mare BS24 9SN

Thank you for making us so welcome when we visited your school. It was pleasing to see how much you enjoy school, especially the way you think you can improve it through the 'pupil voice' councils. You go to a good school, are well looked after by the staff, and by the time you leave your attainment is above average in English, mathematics and science.

We saw that you are polite and friendly and are glad that you like your teachers. You know how to keep safe and healthy, and have lots of interesting clubs and many different learning activities, like ballroom dancing! You have good teachers and their assistants who are helping you to make good progress in all you do, and are always there when you have a problem. We also liked you telling us what your success criteria (OSCA) are when you are learning. We think that your school is well led and managed, which has helped many things to improve in the school recently.

We have suggested another way in which the school can improve. Although most of your parents and carers are very pleased with the school, a few are not sure that the school is dealing with some behaviour very well, and would like the school to take more notice if they say this. We think that this can be improved by the school making sure that all parents and carers know exactly what the school does if there is any bad behaviour. Also we have asked the school leaders to make sure that everyone knows how they are providing for the different needs of all of you. We think that you can be a real help here by telling your parents and carers more about how the school expects you to behave.

We are confident that you can help, that you will continue to improve, and hope that you enjoy your learning in the summer in your lovely school grounds.

Yours sincerely

Rod Braithwaite
Lead Inspector

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