

Hutton Church of England Primary School Profile

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Hutton Church of England Primary School

Church Lane, Hutton

Weston-super-Mare, North Somerset, BS24 9SN

Telephone: 01934 812852

<http://www.huttonceprimaryschool.co.uk>

Children's Service Authority:	North Somerset
Age range:	4-11
Number of pupils:	192
Head teacher:	Mrs Lucinda Amos
Chair of governors:	Ms Erica Last

What have been our successes this year?

The 2008/9 school year saw our academic results make the improvement that we have been working towards, resulting in pupils making good progress.

We have now established a school council and an eco-council across the school, encouraging the pupils to play a more active role in their environment.

The Governing Body saw a transition period with 50% turnover in governors and a successful restructuring of the committee structure.

We have extensively developed our school grounds, completing the second phase of the development to enable the children to enhance their school experience through a range of outdoor activities spanning the curriculum and beyond.

The staff worked successfully in partnership with a school in a neighbouring authority to enhance teaching and learning

What are we trying to improve?

Our school development plan identifies the areas for development as:

- To raise academic standards of achievement across the school.
- To develop the values and attitudes which underpin effective personal development and learning.
- To develop the leadership & management of the school in order to:

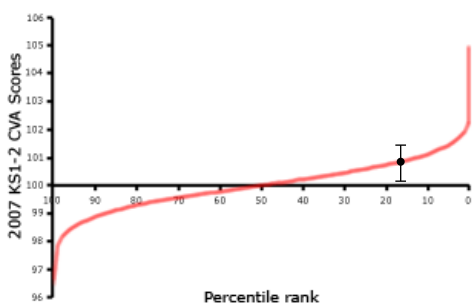
a) provide effective self evaluation

b) effectively target the school's human and physical resources to achieve our vision.

c) provide organisational systems and structures that use all stakeholders time and skills most productively

We monitor our progress against these goals regularly and are focusing appropriate resources towards achieving them.

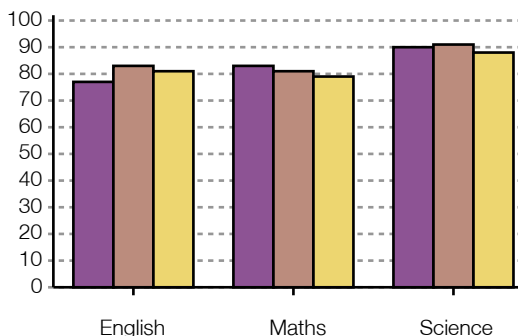
How much progress do pupils make between age 7 and 11?



- Our school
- I Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

How well do pupils achieve at age 11?



- Our school
- Local schools (Local Authority)
- All schools

This chart shows the Key Stage 2 results for 2008. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

How have our results changed over time?

The last couple of years have shown the benefit of a more stable staffing structure and leadership initiatives which are improving results across the school. English and Maths are above National Average.

Our results in Science have historically been erratic and we are focussed towards slow and steady improvement in this subject by bringing this area across the curriculum.

How are we making sure that every child gets teaching to meet their individual needs?

The headteacher is committed to staff development and training, and all support staff have further developed their qualifications to NVQ Levels 3 or 4.

Additional support staff are deployed to boost individuals or groups of pupils, whether to challenge the more able pupils or consolidate work for pupils with special needs.

Additional resources have been purchased to ensure the pitch of guided reading is appropriate for all pupils.

Assessment for learning techniques have been used successfully to further engage the pupils with their learning and target setting.

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How are we working with parents and the community?

Our family school is at the heart of Hutton's community, leading and supporting a wide range of events. For example school takes part in the village Horticultural show and leads the village scarecrow festival. Parents help in classrooms, and with activities generally. Our PTFA regularly organise fund raising events such as fetes, quizzes, discos.

There are many communication channels available for parents including: discussion evenings, parent forum meetings, home/link books, school newsletter, annual parents' questionnaire, pre-school home visits.

The school has a hall facility which is available for community/church events.

The school has links with Dabaso, a Kenyan village which is twinned with Hutton Village. Hutton is also part of two school cluster groups, facilitating the exchange of information and adoption of best practice.

We are a Church of England Primary School and have strong links with the local church with regular Church Worship led by the clergy and we have a number of regular extra curricular activities which reflect this.

What have pupils told us about the school, and what have we done as a result?

The children tell us that they enjoy coming to school and feel involved with their learning.

The pupils told us they wanted to further develop the school grounds. As a result of pupils' ideas and suggestions we have increased the seating arrangements and planted more trees for shade.

How do we make sure our pupils are healthy, safe and well-supported?

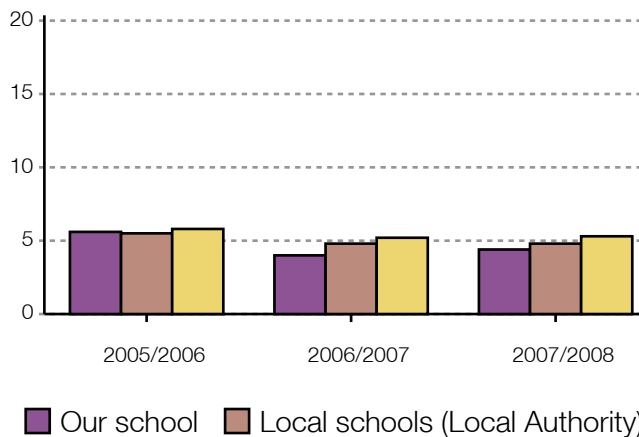
Hutton achieved both Healthy School Status and Bronze Eco status this year.

All pupils have had training on stranger danger, antibullying, road safety and e-safety. Older pupils have also had training on water and rail safety with Y6 pupils attending the Life Skills visitor centre.

Excellent behaviour is expected at all times and bullying is not tolerated. There are clear school rules and a behaviour code of conduct which all children are aware of and there are related rewards and sanctions in recognition of good or poor behaviour.

All full range of policies relating to the above are in place and parents are informed and involved where they have a clear contribution to make, particularly in supporting good attendance and behaviour.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

What activities and options are available to pupils?

As well as all the national curriculum subjects, Hutton offers a wide range of out-of-school activities, providing opportunities for the children to enrich their education. Some of the activities offered in 2008/9 included art., football, street dancing, gym, orchestra and choir. The school also provides a wide range of trips to places of interest in the area. Residential outward bound activities are made available to the children in Years, 4, 5, and 6.

What do our pupils do after leaving this school?

Most pupils move to Broadoak Community or Churchill Community Schools when they leave Hutton. We are in the cluster group for both schools and have established close links with them. Broadoak and Churchill staff visit Hutton and meet prospective pupils near the end of year 6, and hold induction days at the secondary schools for the pupils as well as organising parent evenings. Pupil assessments and records are passed onto each secondary school to facilitate a smooth transition.

Ofsted's view of our school

Hutton Church of England Primary School provides a satisfactory education for its pupils. The school is emerging from a difficult period when many staff changes, including senior leaders, affected the quality of provision and led to underachievement. Recent improvements to the quality of teaching mean that achievement is now satisfactory. Teaching is satisfactory overall and good in the Foundation Stage and in Years 4 to 6. The pupils' personal development has been promoted well by all staff and is good. Behaviour is much improved and is satisfactory.

Children are taught well in the Foundation Stage, making good progress to reach the levels expected of them from their below average starting points. In Years 1 to 6, standards are average except in writing, where attainment is lower because improvements to the teaching of basic skills have been too recent to have had significant results. Also, the development of writing skills is not sufficiently linked to work in other subjects. Sound support enables pupils with learning difficulties and disabilities to make satisfactory progress. In all year groups, more able pupils underachieve. The school's approach to the setting of targets for individual pupils and marking of work to show how well they are learning is inconsistent. The curriculum is satisfactory, with some good opportunities for learning outside lessons. Staff are committed to the safeguarding of all pupils and give good pastoral care.

Leadership and management are satisfactory. The headteacher has high expectations of her staff and pupils. She and senior leaders have a firm grasp of the school's strengths and weaknesses because there are accurate systems in place for checking and evaluating the quality of education and the rate of pupils' progress. The capacity for future improvement is satisfactory. Together with the governors, leaders have developed an appropriate plan to guide improvement. Whilst the school's analysis of its overall performance is accurate, the evaluation of specific improvement initiatives is less precise and this slows progress.

Date of last inspection: 21-Jun-2007

Ofsted graded our school as satisfactory

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Hutton Church of England Primary School](#)

What have we done in response to Ofsted?

We are continuing to pursue our strategies and improvement plans, as endorsed by Ofsted who agreed with our emphasis on the following

- Making sure pupils of all abilities and especially the more able are suitably challenged and supported in order to maximise their achievement.
- Increasing opportunities for pupils to apply their writing skills across the curriculum
- Evaluating strategies for improvement more closely to ensure that they bring about more rapid improvement.
- Improve the use of target-setting so that pupils have a clearer understanding of their next steps in learning.

These are monitored and reviewed through the school development plan and its impact tables.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

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