

Hutton Church of England Primary School

Church Lane, Hutton, Weston-super-Mare, North Somerset, BS24 9SN

Inspection dates 1–2 July 2014

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Children get off to a good start when they join Reception.
- The teaching of phonics (letters and the sounds they make) is particularly strong, contributing to pupils' above average attainment in spelling and reading.
- Pupils eligible for the pupil premium, disabled pupils and those who have special educational needs, achieve as well as, and sometimes better than, other pupils.
- Strong professional relationships between teachers and pupils create a culture of mutual respect within which pupils make good progress.
- Pupils are polite and courteous. They behave well and demonstrate great pride in their school and their achievements.
- Pupils are safe and well cared for. Staff know pupils' individual needs extremely well and provide personalised support to help them to overcome any barriers to learning.
- The headteacher has high expectations and is well respected in the school. She has created an environment where everyone is valued and all talents are celebrated.
- Middle leaders are skilful and committed. They are effective in supporting improvements in teaching.
- Pupils take on a wide range of leadership responsibilities. These activities prepare them extremely well for making valuable contributions to society as responsible citizens.
- Governors challenge the school where necessary and support improvement measures.

It is not yet an outstanding school because

- The quality of teaching is not yet outstanding. Some lessons do not always allow pupils to make the progress of which they are capable.
- Teachers do not always communicate high expectations.
- Teachers' marking is of inconsistent quality and does not always clearly show pupils what they need to do to improve.
- The presentation of pupils' work is sometimes not of a high enough standard.

Information about this inspection

- Inspectors observed 12 lessons, three of which were carried out jointly with senior leaders. Short visits to classes were also conducted.
- Meetings were held with the headteacher, senior leaders, teachers with subject responsibilities, members of the governing body, and groups of pupils. A telephone conversation took place between a representative from the local authority and the lead inspector.
- Inspectors scrutinised a wide range of documentation, including information on pupils' achievement, the school's self-evaluation and development plan, minutes of meetings, and records relating to the monitoring of teaching, behaviour and safety.
- Inspectors met with two groups of pupils to discuss their work and to explore their views about behaviour at the school.
- Inspectors listened to two pupils from Year 1 and two pupils from Year 6 read.
- Inspectors took account of 48 responses to the online Parent View survey, one letter from a parent and 22 responses to the staff questionnaire.

Inspection team

| | |
|------------------------------|-------------------------|
| Tracy Hannon, Lead inspector | Seconded Inspector |
| Simon Rowe | Her Majesty's Inspector |

Full report

Information about this school

- Hutton Church of England Primary School is slightly smaller than most primary schools.
- The proportion of pupils eligible for the pupil premium is lower than average. This is extra funding given to the school for children known to be eligible for free school meals and children looked after by the local authority. There are currently no children in the school who are looked after by the local authority.
- Most pupils come from White British backgrounds.
- The proportion of disabled pupils and those with special educational needs supported at school action is lower than the national average. The proportion of pupils at school action plus or with a statement of special educational needs is higher than the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise pupils' achievement further by ensuring that teachers:
 - plan tasks and activities that enable all pupils to make the progress of which they are capable
 - mark pupils' work so that not only do pupils know what they have done well but also what that need to do to improve
 - have the highest expectations of pupils' presentation of their work.

Inspection judgements

The achievement of pupils

is good

- Children join the Reception class with levels of skill and knowledge that are broadly typical for their age. Good teaching enables them to develop their academic and social skills quickly. Children become confident speakers and quickly develop the language skills they need for the start of Year 1.
- Phonics is taught well and systematically. As a result, the proportion of pupils reaching the expected level in the phonic screening check in Year 1 is higher than the national average and pupils' spelling and reading skills continue to strengthen throughout Key Stages 1 and 2. The well-structured reading programme is enabling pupils to read with a high level of accuracy and confidence. Pupils in Key Stage 1 spoke enthusiastically about their love of books. Most teachers' high expectations ensure that pupils read well, a capacity which continues to develop as pupils move through the school.
- The attainment of pupils in Year 2 is above average in reading, writing and mathematics.
- In 2013, there was a dip in Year 6 pupils' attainment in reading, writing and mathematics. As a result of the school's swift action, the unverified results of current Year 6 pupils in these subjects are now above average.
- The headteacher sets highly ambitious targets for pupils' progress. Current school data and the quality work in pupils' books show that standards are continuing to rise. The percentage of pupils making outstanding progress is increasing.
- Pupils eligible for the pupil premium share in the good progress being made by their classmates. The provision of a skilled teaching assistant to support pupils' speech and language development and two qualified teachers to provide additional support in literacy and numeracy has helped to close the gap significantly for these pupils. In reading, pupils eligible for additional funding are one point above the average point score of similar pupils nationally.
- The special educational needs coordinator supports teachers in matching what they teach to the needs of disabled pupils and those with special educational needs. As a result, this group of pupils sometimes does better than their peers.
- The most able pupils generally make good progress. However, there are inconsistencies. Some tasks set by teachers do not provide sufficient challenge for the most able pupils in some subjects, so they do not do as well as they might.
- While pupils achieve well in the basics of reading, writing and mathematics, individual talents are nurtured with all pupils having the chance to shine and make progress. For example, a pupil who is a talented singer is encouraged to sing at community events. Talented musicians have many opportunities to develop their skills in additional music lessons and by playing to audiences beyond the school.

The quality of teaching

is good

- Teaching is typified by strong, professional relationships between teachers and pupils. Pupils follow their teachers' instructions quickly, allowing lessons to proceed at a good pace and maximising learning time. As a result, pupils are achieving well.
- On a few occasions, teachers do not have high enough expectations of pupils. Teaching does not inspire pupils or challenge them enough; pupils remain compliant but are not enthusiastic about their learning.
- The strong subject knowledge of teachers enables them to use high-quality questioning techniques. Through their questioning, teachers assess pupils' understanding of key concepts and ideas.
- Teachers ensure that their classrooms are stimulating places in which to learn. Displays, such as the 'star writer', celebrate pupils' learning, while the reading dens provide interesting and quiet spaces for pupils to read and enjoy books.

- High-quality teaching extension groups provide challenge for the most able pupils in Year 6, where pupils were observed carrying out complex algebraic calculations.
- Teachers encourage pupils to participate during lessons and they willingly offer their thoughts and ideas. Pupils work well together. They enjoy marking each other's work and commenting on what they like about it and how it could be made better.
- Extra adults are utilised well and provide effective, additional support. The support provided by teaching assistants is equally effective in lessons and in one-to-one work outside of the classroom.
- The work in many pupils' books is well presented and pupils are, rightly, proud of it. Sometimes, however, the quality of presentation is not of a high enough standard and this is not consistently challenged by teachers.
- Teachers do not always give feedback to pupils through marking which helps them to improve. Sometimes, when teachers do show pupils what they need to do to get better, they do not check that pupils have understood or that they have responded suitably.
- Pupils speak very highly of their teachers and enjoy lessons. Most parents who responded to the Parent View survey feel that their children are taught well.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. The headteacher has created a culture of tolerance and respect and pupils respond well to this. All adults model expected behaviour exceptionally well and are extremely respectful of pupils' individual needs. Pupils are polite and courteous to adults and one another. Relationships in the school create a harmonious atmosphere and support pupils' strong progress and personal development.
- Pupils come to school well prepared, smart in their correct uniform and ready to learn.
- A very large majority of the parents who responded to Parent View felt that the school makes sure that pupils are well behaved. Staff questionnaires also support this view. Pupils reported that classes are only occasionally disrupted by poor behaviour. The school has had no exclusions since the last inspection.
- Attendance has improved this year and is now slightly above the national average. Leaders have worked closely with external agencies and families and, as a result, have significantly reduced the amount of persistent absenteeism.
- The school's work to keep pupils safe and secure is good.
- Pupils are actively encouraged to make decisions about their outdoor space. They have planned, purchased and helped to install the equipment and, as a result, use it extremely sensibly and safely. Together with the caretaker, they take great care to keep their play areas in an immaculate condition. The health and safety pupil group takes great pride in carrying out regular checks with the caretaker to ensure there are no hazards in and around the school. This helps to deepen their understanding of how to stay safe.
- Pupils know the difference between bullying and disagreements between friends. They are extremely confident that any bullying will be dealt with by adults immediately. All pupils are positive about the support provided by the learning mentor who they can go to if they feel sad or worried.
- Pupils know about the wider aspects of safeguarding such as internet safety.

The leadership and management are good

- The headteacher and her team have developed an ethos of respect, self-improvement and personal worth. This has resulted in improvements in the quality of teaching and pupils' achievement and contributed to pupils' strong sense of social and moral responsibility. Staff work positively alongside senior leaders and the overwhelming majority of those who responded to the staff questionnaire said that they were proud to be a member of staff at the school.

- The procedures to manage staff performance have been strengthened to ensure that all staff take responsibility for improving their practice. For example, all teachers are required to assess their own teaching proficiency against the Teachers' Standards. Teachers are open to change and development and meet with the headteacher at least three times a year to monitor their progress towards their personal targets and whole-school priorities.
- Subject leaders work alongside other teachers and regularly monitor subjects through short visits to lessons, observations of teaching, scrutiny of pupils' work and discussions with pupils. This work has resulted in improvements, in particular to the teaching of writing. Middle leaders recognise that there is more to do to raise the proportion of outstanding teaching in the school.
- The curriculum sets out a wide range of activities aimed at promoting pupils' skills, knowledge and personal development. Teachers are creative in linking subjects and work with many visitors to bring learning to life. For example, as part of their science project, pupils from Years 5 and 6 worked with a leading aircraft manufacturer to design, make and launch model planes. A good selection of after-school activities is designed around pupils' interests. The school's highly effective support for pupils and acknowledgement of their particular interests and talents ensure a strong and appropriate focus on equality of opportunity, giving all pupils the chance to fulfil their potential.
- To strengthen home-school links, the school provides a comprehensive range of activities for pupils and their parents under the umbrella of 'skills, talents, activities and recreations'. This is an opportunity for families to come in to school and work alongside pupils. Parents recently worked with their children in a science-based activity which involved creating the strongest and tallest structure out of newspaper.
- Pupils' spiritual, moral, social and cultural development is a strength. The school has developed strong links with a school in Kenya and pupils have become very knowledgeable about Kenya and its culture. Pupils spoke positively about their fundraising activities for those less fortunate than themselves.
- A group of the most able pupils leads a press club where pupils develop publishing skills and write for real audiences. They are supported by a local journalist who has helped them to produce a high-quality school newspaper covering topical issues and interviews. Pupil groups take responsibility for setting up and leading whole-school assemblies and pupils run these occasions with confidence.
- The new primary school sport funding is used effectively to improve physical education teaching, encourage better physical well-being and to broaden access to sporting activities. Qualified coaches work alongside teaching staff to develop their expertise and confidence. Pupils spoke enthusiastically about the opportunities for sport and dance in the school. A school 'health and PE council' regularly puts on events and encourages other pupils to be more active.
- The school draws upon a range of external support from the diocese, the local authority and a local collaboration of schools. This work has seen improvements in attendance and helped pupils' writing. Local authority advisers have reviewed pupils' achievement with conclusions in line with the school's judgements.
- **The governance of the school:**
 - The governing body knows the school's strengths and weaknesses. Governors gather first-hand evidence about the school alongside senior and middle leaders, which they term 'walking the school'. This enables them to check the success of improvement plans while gaining an insight into the quality of teaching. Governors provide a good level of challenge and have very clear systems for ensuring that the performance management of staff is robust. They often use their skills and experience for the benefit of pupils. For example, a governor worked closely with a senior teacher to arrange a link with a science specialist in a local secondary school. Governors administer additional funding for pupils effectively and monitor the impact of expenditure well. All safeguarding policies and procedures meet statutory requirements.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 109218 |
| Local authority | North Somerset |
| Inspection number | 439840 |

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 | 209 |
| Appropriate authority | The governing body |
| Chair | Mrs Kay Allen |
| Headteacher | Mrs Lucinda Amos |
| Date of previous school inspection | 28–29 April 2010 |
| Telephone number | 01934 812852 |
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