

# Huthwaite All Saint's CofE (Aided) Infant School

Common Road, Huthwaite, Sutton-in-Ashfield, NG17 2JR

**Inspection dates** 25–26 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- The headteacher has provided strong leadership and management and receives good support from staff and governors.
- The headteacher works hard to improve standards and teaching, and this ensures pupils make good progress in English and mathematics.
- Teaching is typically good throughout the school and teachers are successful in engaging pupils' interest and helping them to make good progress in their work.
- Children start school with skills that are well below the expectations for their age. They make good progress through the school and leave at the end of Year 2 with knowledge and skills that are close to those expected.
- The pastoral care provided for pupils, and especially those whose personal circumstances make them vulnerable, is excellent. Pupils respond well to this support which is a key factor in their progress.
- Pupils' behaviour is good and they know how to stay safe and healthy. They enjoy school and have positive attitudes to learning.
- Relationships across the school are very positive and adults provide excellent role models.

### It is not yet an outstanding school because

- Occasionally, lesson introductions continue for too long. This prevents pupils moving into small group or individual activities that are precisely matched to their needs, where they can begin their learning more quickly.
- Teachers do not always challenge the more able to reach the higher levels.
- Teachers do not always give pupils clear next steps to help them improve their work.

## Information about this inspection

- The inspector observed nine lessons or parts of lessons. Four of these lessons were observed jointly with the headteacher. In addition, the inspector made some short visits to small groups being taught by teaching assistants, heard pupils read and looked at their work.
- Meetings were held with pupils, governors and the school's staff. The inspector also had a telephone conversation about the school with a representative from the local authority.
- Discussions with parents took place at the start and end of the school day. The inspector also received and considered 10 staff questionnaires. Not enough parents responded to the online questionnaire (Parent View) for these to be taken into account.
- The inspector observed the school's work and looked at a number of documents, including those relating to the school's self-evaluation and planning for improvement, the information the school keeps on pupils' current progress and achievement, records relating to behaviour and attendance and the school's safeguarding information.
- The inspector observed pupils' behaviour during morning playtime and at lunchtime and attended an assembly.

## Inspection team

Sarah Somers, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The large majority of pupils are White British.
- The proportion of pupils supported by the pupil premium (additional funding from the government for children in local authority care, those known to be eligible for free school meals and the children of service families) is well above average.
- The proportion of pupils supported through school action is well above average. The proportion of pupils supported through school action plus or with a statement of special educational needs is below average.
- Pupils are taught in three single-age classes.

### What does the school need to do to improve further?

- Improve the quality of teaching and subsequently pupils' learning from good to outstanding by ensuring :
  - lesson introductions are succinct so that pupils can more quickly move into the individual and group learning activities that are specifically matched to their abilities.
  - the most capable pupils are always fully challenged by giving them demanding tasks in all parts of the lesson.
  - pupils are always given clear feedback in marking and in lessons on how to improve their work.
  - the outstanding practice in the school is shared and used to develop the skills and expertise of all staff.

## Inspection judgements

### The achievement of pupils is good

- Children start school with skill levels in all areas that are well below those normally found at their age, especially in language and communication skills. Children quickly settle into the school's routines, and enjoy their learning and the stimulating range of activities the school offers.
- Pupils take part in collaborative group work daily and work together to support each other's learning well. Every opportunity is taken to develop pupils' speaking and listening skills and this ensures that pupils make good gains in their communication skills.
- Good teaching and additional assistance in all classes have brought pupils' attainment in reading, writing and mathematics to a point where it is broadly average overall. From well below expected starting points in Reception, this indicates good achievement.
- Pupils currently in the school are making good progress from their well-below average starting points. Learning observed in lessons and work seen in pupils' books also demonstrates good progress.
- A slight dip in reading in 2012 at the end of Year 2 has been successfully reversed. In the 2012 reading check at age six, an above average proportion of pupils met the expected standard which reflects good progress from well below average starting points.
- Reading is a high priority for the school and, in response to a strong focus on teaching phonics (the sounds letters make), progress in reading is rising in all classes. The school's careful use of ability groups and a reading recovery programme have also supported pupils extremely well and helped them make good progress in their reading skills.
- Disabled pupils and those who have special educational needs receive effective help from teaching assistants in lessons. This helps them to understand their work and to be fully involved in all activities. These pupils make good progress across the school from their individual starting points. The school is effective in ensuring equality of opportunity for all pupils in their learning.
- The school has used the new pupil premium funding to provide eligible pupils with additional support from teaching assistants and to purchase a new reading recovery programme. In 2012 in reading, mathematics and writing, pupils were about a term and a half to two terms behind other pupils in the school. Pupils currently in the school are making good progress and this gap is narrowing rapidly between this group and their classmates.

### The quality of teaching is good

- Teaching is good across the school. Rigorous monitoring of teaching has improved teaching and learning. Reading, writing and mathematics are taught well. Common strengths of teaching include the positive relationships between adults and pupils, skilful questioning and the clear way teachers explain to pupils what they are learning in lessons.
- Teachers place a high focus on speaking and listening skills. Teachers give pupils many opportunities to talk with and learn from each other. This promotes pupils' speaking and

listening skills and also their social skills well. In these lessons, all groups of pupils work well together in very well-managed pupil discussions. Consequently, they make progress in their learning.

- Teachers use the newly erected outdoor area very effectively to help pupils to practise their skills in a variety of interesting activities, and this is the foundation for their good learning.
- On occasions, teachers continue discussions for too long at the start of lessons and do not move pupils into focused teaching groups and activities that are matched to their abilities quickly enough.
- Teaching assistants who support pupils' learning, play an important part in their good progress. They lead daily groups in the phonics, reading and writing sessions, as well as intervention and support groups. They have good questioning skills and discuss aspects of learning effectively with pupils, leading to good progress being made by the pupils in their care.
- Pupil progress meetings are held regularly and this enables staff to decide what each pupil needs to do to achieve even more, and how the staff can bring this about through their teaching or by providing extra programmes of support.
- Work is usually set at the right level for individual pupils, including those who are disabled and have special educational needs. However, on a few occasions, teachers do not always make sure that the work is finely tuned to the needs of the more able pupils. As a result, these pupils are not consistently stretched and their learning is not extended sufficiently for them to reach the higher levels of which they are capable.
- Teachers mark work regularly and some examples were seen of regular corrections and clearly indicated next steps for pupils. However, this is not consistently the case across the school and pupils are not always clear about how to improve their work in all areas.

### **The behaviour and safety of pupils are good**

- Pupils behave well in their classes, in assembly, at break times and around the school. The school is a very friendly and orderly learning community. Pupils are polite and courteous towards each other and adults. One pupil commented, 'Everybody is friendly and happy. Teachers are always nice.'
  - Pupils enjoy their activities and want to do well. They have positive attitudes to learning and co-operate well with each other when working independently in pairs or small groups.
  - Pupils are very positive about the way the school looks after them and helps them feel and stay safe. They say that they enjoy being there because behaviour is good. Parents and carers who spoke to the inspector during the inspection feel their children are safe and, along with staff and governors, agree that behaviour is good.
  - Pupils have a good understanding of the different types of bullying. They say that bullying is quite rare, apart from a little name-calling that sometimes happens. Pupils say that teachers deal with this quickly and effectively and they trust adults to deal with any that might occur.
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- Staff expect the best of pupils' behaviour. Members of staff work together as a cohesive team and are excellent role models for pupils. They make sure that no discrimination is tolerated at all.
- Consistent strategies are used throughout the school for managing behaviour. This ensures that pupils who demonstrate challenging behaviour are dealt with effectively to avoid any disruption to learning in classes.
- The school has very good links with external professionals when specialised services are needed. These, for example, help to support pupils and families who are in difficult circumstances, or pupils who have difficulty in managing their behaviour.
- Attendance is broadly average compared to other schools nationally. The school has clear procedures for registering and improving attendance and the school gives a high priority to encouraging pupils to attend regularly and most pupils attend well. The school works closely with the local children's centre to follow up the small minority of pupils with poorer attendance. As a result, the attendance of the majority of these pupils has been steadily improving.

### **The leadership and management** are good

- The school is extremely well led by the headteacher. She has a clear vision of how the school can improve. Staff and governors support this vision well and are enthusiastic about the leadership of the headteacher. This was seen in the unanimous positive comments of staff in their survey.
  - The school development plan is clear, comprehensive and includes a range of priorities that are designed to enable the school to maintain and improve its overall effectiveness. The headteacher understands the features of high quality teaching and is consequently able to judge teaching accurately. Targets set for teachers have led to improvements in the quality of teaching in lessons.
  - The performance of staff is monitored closely and there is a close link between teachers' pay and the quality of teaching. Teachers' pay rises are carefully managed and promotions are only given when the impact on pupils' achievement shows they are merited. Good staff training has led to a whole school approach to improvements.
  - Leaders have a thorough knowledge of how well individuals and groups of pupils are learning and making progress. This information is analysed and shared with the governing body very effectively. Any pupils at risk of falling behind are quickly identified and given support they need to help them catch up.
  - Teaching programmes are well-designed to meet pupils' needs and hold their interest. Pupils are provided with a variety of valuable experiences which stimulate pupils' learning and broaden their horizons. Pupils are very enthusiastic about these activities. These include themed enrichment weeks, sporting opportunities with local schools, visitors and trips to places of interest such as a local farm, Mansfield Museum and Twycross Zoo. There is no discrimination or exclusion of any pupil from any aspect of school life.
  - The school develops pupils' spiritual, moral, social and cultural development very well. Pupils are given many opportunities for reflection in their lives. The 'Culture Boxes' give pupils
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opportunities to reflect and share what is important to them in their lives.

- Partnerships are strength of the school. The school has strong links with the local church and children's centre and works effectively with a cluster of local schools. Membership of the cluster provides training opportunities and shared resources and expertise. The expertise of staff in literacy, the teaching of reading and mathematics has been used to support other local schools and contributes to improvements across the cluster. The school works closely with the local university and has been involved in a research project on child-initiated learning.
- The school has ensured that its safeguarding policies and procedures meet all statutory requirements.
- The local authority provides 'light touch' support to this good school.

■ **The governance of the school:**

- The governing body has a clear understanding of the school's strengths and weaknesses, the quality of teaching and how pupils are doing compared with all schools nationally. Governors receive detailed information about pupils' performance and funding, such as the pupil premium, and make sure that this, as well as the rest of the school budget, is used to support pupil progress. The governing body fulfils its responsibilities regarding linking teachers' pay to performance and systems for setting targets. They have a good understanding of financial management and have overseen an extension programme for the school including a large outdoor area for the youngest pupils. The governors are developing their monitoring skills so that they can better hold the school to account and help it continue to improve.
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## What inspection judgements mean

School		
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

<b>Unique reference number</b>	122824
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	400117

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

<b>Type of school</b>	Infant
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	89
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Mills
<b>Headteacher</b>	Mrs Jo Redfern
<b>Date of previous school inspection</b>	21–22 June 2011
<b>Telephone number</b>	01623 459199
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