

Commissioned School Review of - Good and Outstanding schools - Hutchinson Memorial CE First School**Headteacher - Paula Snee****Review completed by - Jude Willcox (Associate Consultant, Entrust) - 24 June 2014****Context –**

Hutchinson Memorial CE First School is a smaller than average primary school (89 on roll) with 4 teaching staff (2 part-time) teaching in 3 mixed-age classes - EYFS (YN + YR), Y1/2 and Y3/4. TA support is assigned for each class. The school catchment is mostly white middle-class professional with very few Pupil Premium or SEND pupils. At the last OFSTED inspection in March 2011 the school was judged GOOD (2) in all categories. Evidence since then shows the school has improved in all areas - most significantly in the achievement of pupils.

RAISEonline attainment data shows a rapidly improving trend since 2011. The school results are significantly above national in reading, writing and maths for the last two years. 2013 were the best ever results and put the school in the Data Dashboard highest quartile for all three subjects.

Progress - 2012-13:

EYFS (18 pupils)- percentage of children attaining or exceeding the expected level of development is 71% (LA 53.6%)

KS1 (12 pupils) - APS 2013 - 19.3 (3.0 above national) in reading, 17.8 (2.9 above national) in writing and 18.7 (2.6 above national) in maths.

Year 4 (18 pupils) - based on weaker KS1 cohort 2011 - conversion information from KS1 to Y4 - 100% in reading, 94.4% in writing and 94.4% in maths made 1 or more levels progress.

Vulnerable groups - Pupil Premium and SEND numbers are very low (1 FSM and 1 SEN pupil in KS1 2013 results) but all make good progress from their starting points and are at least 1.5 APS above similar groups nationally. More able pupils constitute a larger proportion of each cohort and for those exceeding the ELG all maintain or exceed expected progress from EYFS to Year 4 - 100% attain L2a + at the end of KS1 (13 pupils) and 100% attain L4 at the end of Y4 (18 pupils) in reading, writing and maths.

Progress 2013-14:

Internal tracking data shows progress is being maintained or improved for all ability and vulnerable groups. APS scores indicate that all groups (inc Pupil Premium and SEND) are making an average of 10 APS progress over 2 years in KS1 and KS2.

SCC School Improvement – Commissioning School Review 2014

Attendance is good and no exclusions have been recorded. The local schools' partnership (ULP) has agreed processes for dealing with holidays in term time.

Parents rate the school very highly (parent questionnaires 2014) and 100% would recommend the school to other parents. The school community is strong through church and local community links. The HT and Governors are aware of the need for all children to explore the wider diversity of the UK and beyond.

Activities carried out as part of the review -

Activity	Outcomes
<p>Conduct with the Head teacher, a review of the school's self evaluation process supported the school's key documentary evidence, including an evaluation of key priorities</p>	<ul style="list-style-type: none"> • The school provides a comprehensive range of documentary evidence to support self-evaluation. Discussion included a review of the SEF and questions about the evaluative clarity of some sections. Improvements were agreed and examples offered. • The HT is well informed about the current Ofsted framework and changes to expectations for good/outstanding judgements. • The school has become part of the Uttoxeter Schools Partnership (ULP) and is involved in group arrangements for shared T&L best practice, training and procurement through an appointed UPL Co-ordinator. This is proving very successful. • CPD is frequent, shared and matched to school and PM priorities. The EYFS Leader has shared excellent EYFS practice with other colleagues through the LA and the Y2 teacher has become a trained KS1 Moderator. • Communication across the school with staff and governors is very effective. All are aspirational in their desire to achieve the highest standards in all aspects of the school. A very productive culture of learning is evident. • The key priorities since the last inspection have been thoroughly addressed and the HT shows an unrelenting drive for continuous improvement. • The HT and governors have dealt with a difficult staffing issue over the last year, but have been decisive in effecting change and maintaining high standards. The now settled staffing arrangements, including a new appointment for September, provide a positive prospect for 2014-15 and beyond. • Rigorous monitoring processes support and validate SDP priorities and SEF judgements. • The school's SCR meets all statutory requirements for safeguarding.

SCC School Improvement – Commissioning School Review 2014

<p>Observations of teaching and learning including sampling of pupils' work and pupil interviews</p>	<ul style="list-style-type: none">• 3 lesson observations were conducted with the HT in 3 classes - EYFS (YN & YR), Y1/Y2 and Y3/Y4 (NQT). Much of the teaching was outstanding and none was less than good.• In all year groups the classroom environment is well organised, bright and stimulating. Children of all ages have easy access to independent resources and learning aids.• Book scrutiny indicates that teachers in KS1 and KS2 go to great lengths to provide constructive marking with clear next-steps comments matched to individual targets. Children know and understand their targets and how to respond to teachers' marking. Time is given for pupil reflection and feedback.• All children are confident in literacy and maths skills across the curriculum and have an excellent understanding of what they need to do to improve. The mixed ages integrate seamlessly within all activities in all classes.• Children understand the range of abilities in a class but see these differences in a positive way and can articulate why some children need extra support. This caring ethos is a strength of the school and allows pupils to express themselves openly and confidently.• The standard of work produced in books and during the lessons observed validates the high levels of attainment: EYFS pupils using phonic knowledge confidently to construct their own writing about pirates. Y1/2 pupils using calculation strategies effectively to solve written number problems. Y3/4 pupils confidently articulating the features of persuasive writing in adverts.• Children talk about their work with enthusiasm and interest. Without exception they are engaged in their learning and remain focused on their task. Behaviour for learning is impeccable.• Teachers have excellent subject knowledge and use open questioning to inform, guide and challenge.• Planning is detailed, evaluated, annotated and used purposefully to inform future teaching and learning needs.• The HT and senior staff are aware that the appointment of a second NQT in September will provide an opportunity to share expertise and develop the standard of teaching even further.• TA support is allocated to each class and provides very effective additional teaching and learning opportunities for vulnerable individuals and groups. TAs are well informed about teaching objectives and expected outcomes.• Parent volunteers are regularly involved in supporting learning activities throughout the school.• SMSC learning is strong and permeates all aspects of school life.
--	--

SCC School Improvement – Commissioning School Review 2014

<p>Discussions with Governors</p>	<p>Conversation with Chair of Governors, Vice Chair and Link Governor for SEND and T&L:</p> <ul style="list-style-type: none"> • Governors are familiar with the 10 key questions from 'The Importance of Teaching' and have a very good strategic understanding with a clear view of the school's vision, ethos and aspirations. • They are aware of the strengths and next steps for the school through active participation in school improvement processes, including focused monitoring activities. • The Governing Body provides a good range of skills and experience that is usefully deployed by the HT. • Governors have taken part in excellent training opportunities provided through the ULP and can evidence the impact of this training on their own knowledge and school improvement. • They understand the position of the school in terms of the most recent Ofsted framework and potential inspection judgements. They are well informed about what these judgements should be and why. • Governors are taking an increasingly active role in monitoring and challenging the school's performance. • Governors ensure the whole school community informs school self-evaluation and fully understand the co-ordinated approach to school/parent partnership. • Their commitment to the school is palpable.
<p>Discussion with middle leaders</p>	<ul style="list-style-type: none"> • Only 3 teachers + HT take responsibility for the whole curriculum and SEND. This is a huge workload with forthcoming changes to the National Curriculum and SEN Code of Practice. • All subject leaders and SENCo take their areas of responsibility very seriously and know what is expected of them. • They are aware of the new curriculum programmes of study and the implications for their subjects. Planning and preparation for September 2014 is already in place and has been a school development and performance management priority. • English and Maths standards are very high because all staff take a shared responsibility for planning and delivering high quality literacy and numeracy teaching. • Subject leaders rigorously monitor progress and T&L within their own subjects through classroom observation, book trawls, planning scrutiny and data analysis. • PPM (Pupil Progress Meetings) each half term ensure that all teachers know the progress of all individuals and groups across the school. • Well planned CPD provides opportunities to improve teacher skills and share best practice, locally and within the LA. Leaders are unreservedly positive about the impact of CPD for the school and for themselves. • Their desire to make teaching and learning consistently outstanding is commendable.

SCC School Improvement – Commissioning School Review 2014

<p>Evaluation of current internal data</p>	<ul style="list-style-type: none"> • Pupils eligible for pupil premium funding make expected or better than expected progress from their starting points. Numbers are low but each child is tracked and supported effectively. • Sports funding is usefully deployed to benefit all pupils across the school (see below). • Progress of all learners including SEND and vulnerable groups is exceptionally high and improving year on year. • The most able pupils are closely monitored from EYFS through to Y4 with 100% achieving Level 4 in Y4 optional tests in reading, writing and maths. • Internal tracking data shows progress is being maintained or improved for all ability and vulnerable groups. APS scores indicate that all groups (inc Pupil Premium and SEND) are making an average of 10 APS progress over 2 years in KS1 and KS2. • A wide range of support and interventions for individual and group needs are well targeted and closely monitored. Changes are quickly made if the desired impact is not as expected. • Senior staff and the HT have compiled a range of useful, informative internal data that provides convincing evidence to support the high standards of achievement for all pupils.
<p>Use and impact of central funding</p>	<ul style="list-style-type: none"> • Pupil Premium funding (£11,430) is effectively targeted to support T&L, wider opportunities and children's health: Part-time teaching hours for 1-1 tuition. Part-time TA support for targeted intervention programmes + resources. Financial support for a few individuals to access school visits and extra opportunities. Music tuition. Extending Fruit Scheme for KS2. • The objectives for spending PPG funding are clear and all actions are costed. • Sports funding (£5,060) is usefully deployed to enhance PE skills, competition and resources: Employing specialist coaches to work alongside teachers across the school in all aspects of PE and sport. Professional development and training for PE subject leader. Establishing 'Health & Sport Week'. Transport and staffing costs for away competitions. Extend and subsidise additional sports clubs and activities. PE and sport resources. • The expected impact of this funding is clear and appropriate. • Pupil feedback and participation is very positive.

SCC School Improvement – Commissioning School Review 2014

Performance of more able, SEND and other vulnerable groups	<ul style="list-style-type: none">• The SENCo has an accurate understanding of the progress and achievement of all individuals and groups of pupils including the more able.• She provides a considerable amount of evidence to support her knowledge of progress and impact• Tracking of groups and individuals is comprehensive and shared across the school at regular pupil progress meetings.• PPG funding is effectively supporting the learning opportunities of FSM and CLA pupils (see above).• Intervention programmes for vulnerable individuals and groups are appropriately planned and implemented and ensure these pupils make at least expected progress from their starting points. Most make better than expected progress.• Intervention strategies are continually evaluated to ensure the desired outcomes are achieved.• She has successfully completed the National SENCo Award and has become a trained KS1 Moderator.
--	--

Achievement is OUTSTANDING because

- All indicators from RAISEonline and internal data show the attainment and progress of most pupils from each different starting point is high compared to national figures.
- Pupils make rapid and sustained progress from entry (EYFS or later) through to Year 4 across many subjects, including English and maths, and learn exceptionally well.
- Pupils read widely, confidently and fluently for their age.
- Pupils develop and use a wide range of skills to great effect in reading, writing, communication and mathematics.
- APS data shows progress in reading, writing and maths is significantly high compared to national comparisons at the end of KS1 and County comparisons at the end of Year 4.
- EYFS pupils acquire knowledge and skills rapidly and a large majority are working beyond the ELGs.
- The standards of attainment of almost all pupils, including vulnerable individuals and groups, are well above national averages.
- 100% of the most able pupils make expected progress or better from EYFS to KS1 level 3 to Y4 level 4.
- All pupils are very well prepared for middle school.

SCC School Improvement – Commissioning School Review 2014

Teaching and learning is OUTSTANDING because

- Pupils show enthusiasm for learning and openly express their interest in all aspects of school.
- All pupils in all lessons observed were engaged, interested, responsive and eager to learn.
- Mixed-age classes work successfully for all ages and abilities.
- Much of the teaching is outstanding and never less than consistently good
- The teaching of reading, writing, communication and maths is very effective and as a result, pupils make exceptional progress across the curriculum.
- Almost all pupils, including SEND, CLA, FSM and the most able are making rapid and sustained progress.
- Teachers have consistently high expectations of work and behaviour.
- Teachers plan and teach lessons that enable pupils to learn exceptionally well. They use imaginative teaching strategies along with creative questioning, intervention and assessment techniques.
- Evidence from book scrutiny suggests typical teaching over time is consistent with that observed.
- Teachers use high quality marking and constructive feedback to make sure pupils understand what and how to improve.
- Homework is relevant and supports current learning.

Leadership and management is OUTSTANDING because

- The HT, Governors and staff demonstrate an uncompromising drive for continuous improvement in all aspects of school life.
- The HT and senior staff know the school very well and are ambitious to provide the best possible outcomes for all pupils through high quality teaching and learning.
- The whole school community values and connects with the infectious learning culture.
- Governors have a clear understanding of the strategic direction of the school and the expectations of their role within this. They rigorously challenge and monitor the performance of the school.
- Focused professional development is embedded in whole school improvement and performance management processes. As a result teachers aspire to continually improve their practice.
- The school actively promotes and shares best practice within the local ULP and across the LA.
- The school's actions have secured improvement in achievement for those supported by the pupil premium and other vulnerable groups.
- The school curriculum promotes a love of learning and contributes very well to pupils' academic achievement, physical wellbeing and SMSC development.
- The school is well prepared for the introduction of the new national curriculum in September 2014.
- Self-evaluation is thorough, detailed and relevant. The quality and clarity of the school SEF is currently under review.

SCC School Improvement – Commissioning School Review 2014

Overall Evaluation

- The HT's effective leadership and uncompromising drive will undoubtedly maintain or even improve the high levels of achievement and personal development for all pupils through to the next inspection.
- The school's projections for future results support an outstanding judgement in the future.
- With effective NQT mentoring and support the standards of teaching are likely to further improve.
- The SEF review should secure clarity and create a more evaluative summary of the school's performance.
- This is a thriving school and the whole school community should be proud of what they have achieved since the last inspection in February 2011.