



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Hutton All Saints Church of England Voluntary Aided Primary Academy

Cloughton Way
Hutton
Brentwood
Essex
CM13 1JW

Previous SIAMS grade: Outstanding

Diocese: Chelmsford

Local authority: Essex

Date of inspection: 10 December 2014

Date of last inspection: September 2009

School's unique reference number: 115258

Headteacher: Jeanette Miller

Inspector's name and number: Lizzie McWhirter 244

School context

Hutton All Saints converted to Academy status in December 2011. This urban school serves the Hutton area of Brentwood. Currently, there are 231 pupils on roll, who are mainly from a White British background. The proportion of pupils with disabilities and those who have special educational needs is below the national average. St Peter's Church is within walking distance of the school. The headteacher has been in post since January 2013.

The distinctiveness and effectiveness of Hutton All Saints as a Church of England school are outstanding

- The focus on each child as an individual in this welcoming and worshipping Christian community develops positive attitudes amongst its pupils. As a result, they become confident and well-rounded, are encouraged to follow in Jesus' footsteps and achieve highly.
- The strong sense of an inclusive community, enhanced by mutual and substantial partnerships with the church. This is welcomed by everyone, whether or not they belong to the local Christian community. This is grounded in the Christian value of service.
- The importance of worship and prayer in the life of this church school which nurtures pupils' spiritual development well.

Areas to improve

- Enhance pupil evaluation and opportunities for children to plan and lead collective

worship through re-establishing a worship group. This increases pupil engagement with worship and ensures best quality worship in this church school at all times.

- Provide a space for pupils and adults to discuss together key Christian concepts in order to enhance the depth of their learning and nurture pupils' spiritual development.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Hutton All Saints sustains an excellent learning environment for its pupils, who are proud to belong, feel valued and achieve highly. This is because the school strives to be an inclusive, happy and family community, rooted in the Christian faith. More importantly, there is a strong desire to live out the school's chosen Christian values. Pupils place great importance on their church/school links. Attendance is exemplary as pupils are 'very dedicated to the school'. They are very happy to be in school where their parents too feel welcomed. This is because the school works hard with individual pupils and their families. In addition, all staff are committed to ensuring that pupils' needs are met with tailored and personalised learning. Achievement is well above national average as children start school as high attainers and leave as high attainers. Consequently, progress is good. Christian values make them secure in their learning in an environment where the staff are exemplary role models. The school attributes this to their high targets and the way pupils are involved in their own learning and assessment. All achievement is celebrated and linked to the school's values. Pupils feel able to make a positive contribution to school life and experience the Christian values of service and generosity through their fundraising. Such values enhance their understanding of their place in the world and their responsibility to others. Pupils show respect for the diverse community they belong to, enriched by visits to other places of worship. In addition, the school's link with The Good News Academy in Kenya enriches their global understanding. Displays throughout school nurture pupils' spiritual development well with their focus on prayer and the church year. Learning is aspirational, not only academic, with a wide range of achievement valued, including music exemplified by the Key Stage 2 choir, which is a strength of the school. Spiritual, moral, social and cultural development is therefore very good.

The impact of collective worship on the school community is outstanding

The attitude of pupils to collective worship is excellent because the quality of worship offered to them is making a real difference in their lives. It contributes greatly to their spiritual development. All staff attend worship, which is recognised as an important part of the day as it helps to build community. Consequently, pupils and parents speak highly of worship, and are able to make links between Jesus' teaching in the Bible and everyday situations. Collective worship varies in its approach, enabling pupils to become independent worshippers and pray on their own. Consequently, pupils say 'I like it when we worship as we like going outside to our Thinking Area to sit down and think and pray'. They also value whole school worship as 'we all pray together'. Worship involves, engages and challenges pupils, with prayer an important part of school and home life. Prayer Space Days make a significant difference to the worshipping life of this school. As a result, pupils understand The Holy Trinity as 'God as the heart of The Trinity. He is the one who answers our prayers and is also the creator of the world. Jesus is the Son of God incarnated on Christmas Day. Jesus later became the salvation of the world. The Holy Spirit is inside your heart and tells you the right decisions. The dove is the symbol of The Holy Spirit and is also known to bring peace'. Pupils have met the Bishop of Chelmsford at the service to welcome their new headteacher. They also show knowledge of St Peter after whom their parish church is dedicated. Pupils are starting to lead worship, with adult support. Currently, pupil evaluation on worship is gathered through talking to the children as well as pupil surveys. In addition, parents complete evaluations. However, foundation governors and pupils recognise the importance of sharing pupil and adult viewpoints. The school welcomes extending pupil opportunities to lead worship, so that its integrity and quality continually enhance pupils' spiritual development.

The effectiveness of religious education is good

Pupils clearly enjoy their religious education [RE] lessons. RE is important and teaching and learning is consistently of a high standard. The progress of these pupils is good in relation to age related expectations. They are aware of their targets and know how to improve in their work. Marking indicates reflective comments which pupils readily respond to. RE is well led and managed with termly tracking and assessment of pupils' progress well established. Pupils talk confidently and knowledgably of the Christian narrative as well as showing some good knowledge when talking about other faiths. All pupils experience challenging activities to enrich pupil learning. However, the school acknowledges the need to deepen pupils' learning by establishing times in the school day for small groups of children to discuss key Christian concepts. They recognise the need to devote space, in addition to worship and RE curriculum time, for pupils to explore challenging questions of faith and life with adults. In addition, the school has rightly identified the need to extend its programme of visits and visitors to enrich the RE curriculum experience of pupils and support their spiritual development.

The effectiveness of the leadership and management of the school as a church school is outstanding

This school's Christian foundation is effectively promoted through the headteacher's own strong Christian commitment and vision, supported by the staff and governors. It is also welcomed by pupils and parents so that the Anglican foundation is celebrated and secure. Collective worship and RE have an equally high status and are well led and managed. Parents speak highly of how their children's needs and abilities are well met and how the wellbeing of pupils is given the highest priority. This is because the school is a close knit community and the children and staff know each other very well. They appreciate the level of care for their children, valuing this sense of security and say they too feel welcome. The children have a voice through the school council, making suggestions for charity fundraising. Areas from the last inspection have been addressed well, showing how the school has moved on, with clear and correct priorities for future action. The school's distinctive Christian character is discussed at every governing body meeting. The school's Christian ethos is embedded, permeating all aspects of school life. This raises its status with new and experienced governors alike. However, they are all committed to monitoring the performance of the school and to link this monitoring with the school's values. Staff take on many roles and responsibilities and appreciate the training and support offered to them by the diocese. Staff support other schools locally as part of their Christian mission and service. Community links are strong, with excellent examples including the summer fete. The school also features in the parish magazine communicating news and events for the town. This raises the school's profile. It shows how the school works hard to reflect its Christian foundation through its commitment to serving the children of Hutton and their families.

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