

Hutton Rudby Primary School

Inspection report

Unique Reference Number	121361
Local authority	North Yorkshire
Inspection number	395490
Inspection dates	4–5 July 2012
Lead inspector	Andrew Swallow

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair	Roger Mallinson
Headteacher	Amanda Beanland
Date of previous school inspection	3 June 2009
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Introduction

Inspection team

Andrew Swallow
Alan Sergison

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 16 lessons, taught by eight teachers, including two observed jointly with the headteacher. In addition, meetings were held with three groups of pupils, members of the governing body and school staff. Inspectors observed the school's work and looked at a number of documents, including the school development plan, safeguarding and equality policies, and minutes of the governing body meetings. Also, inspectors analysed 71 questionnaires returned by parents and carers and those completed by pupils and staff.

Information about the school

This school is slightly smaller than the average-sized primary school. A much lower than average proportion of pupils is known to be eligible for free school meals. The proportion of pupils supported at school action plus or with a statement of special educational needs is also lower than average. A smaller than average number is from minority ethnic heritages, with few who speak English as an additional language. A before- and after- school club is managed by the governing body, and was observed as part of the inspection.

The school meets the current floor standards, which sets the government's minimum expectations for attainment and progress. Among the school's awards are National Healthy Schools status, the Artsmark, Activemark, Primary Inclusion, and ICT (information and communication technology) and Geography Quality Marks.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- This is an outstanding school. It provides a wealth of stimulating experiences, within and beyond the local community, that contribute to pupils' outstanding spiritual, moral, social and cultural development. Adults provide high levels of pastoral care and create a supportive climate in which all pupils look after each other. Parents and carers are full of praise for the school's work. While the governing body knows that the school attains high standards, its members do not have a full understanding of how well pupils are achieving.
- Pupils achieve outstandingly well because from starting points in line with the expectations for their age, they go on to attain very highly by the time they leave the school. Children make good progress in the Early Years Foundation Stage, particularly in reading, writing and calculations skills. Across Years 1 to 6, pupils make excellent progress in reading, writing and mathematics.
- Teaching is outstanding. During lessons, pupils are highly motivated, confident to think for themselves, and eager to collaborate in pairs and small groups. This is because teachers use interesting contexts for learning, stimulating resources and maximise opportunities for pupils to work independently.
- Behaviour, safety and pupils' attitudes to learning are outstanding. Pupils are exceptionally friendly and polite around school. Parents and carers, pupils and staff believe that the mutually respectful relationships promote a culture of safety. Attendance is above average.
- Leadership of teaching and management of performance are outstanding. The headteacher has high aspirations on behalf of all pupils, and exudes enthusiasm for high quality learning experiences. Teachers constantly share best practice within the local cluster of schools. The checking of pupils' progress is rigorous and self-evaluation procedures are accurate and thorough. The governing body is highly supportive of the work of the school and actively involved in the many aspects of its work. Pupils say how much they enjoy coming to school and the many extra-curricular and enrichment experiences, particularly musical activities.

What does the school need to do to improve further?

- Enable the governing body to challenge the school fully about the standards pupils attain, by ensuring that they receive and scrutinise termly information about the rates of progress made by all groups of pupils, given their starting points.

Main Report

Achievement of pupils

Most children enter the Early Years Foundation Stage with skills that are typical for their age. They make good progress, because of the consistently good teaching, to work securely within, and some beyond, most of the learning goals by the time they begin Year 1. In particular, they learn to share, explore, persist and work out things for themselves. Reading, writing and calculation skills are above expectations for many children as they leave the Reception Year.

The majority of the pupils think, quite rightly, that they learn a lot, all of the time. Most of the parents and carers who responded to the inspection questionnaire think that their children are making very good progress. Across Key Stages 1 and 2, pupils achieve outstandingly well, reaching very high standards in reading, writing and mathematics by the end of Year 6. Teachers take account of pupils' abilities to inspire them in key mathematical skills, such as oral calculation, and applying basic number operations to solve problems in 'real-life' contexts. Pupils show a genuine keenness to deepen their understanding, listening perceptively to each other's viewpoints. For example, Year 4 pupils eagerly collaborated to work out the discounts available at the shopping sales, calculating percentage reductions accurately and enthusiastically. Many write coherently, sequencing ideas thoughtfully and using their imagination to good effect. The teaching of phonics (the sounds that letters represent) and promotion of reading skills is a strength. By the end of Key Stage 1, many pupils read with increasing confidence so that their attainment is above average. By the end of Key Stage 2, they read with fluency and excellent intonation and understanding, so that attainment is very high.

Disabled pupils and those with special educational needs also make outstanding progress. This is because activities and experiences are planned very astutely to meet their needs, excellent support is provided by teaching assistants, and formal targets are reviewed and updated regularly.

Quality of teaching

Teaching is outstanding. Lessons typically feature exciting opportunities for pupils to collaborate in small groups, and deepen their understanding through sharing each other's emerging ideas. For example, in a Year 5 English lesson on writing play scripts, pupils were immersed in recalling facts about ancient Greece to use as a context for their writing. They cooperated excitedly to role play their evolving scripts, paying excellent attention to the format of their work. They ensured that key themes were well sequenced, and used adventurous punctuation, so that their dialogue flowed. Stimulating questioning and interactions by the teacher stretched pupils of all abilities, resulting in ambitious use of

language, with dramatic outcomes. Disabled pupils and those with special educational needs are particularly very well supported by teaching assistants and activities that include, and stretch them, accordingly. The teaching of reading is outstanding. It helps pupils to understand unfamiliar words and phrases, whilst developing the skills to retrieve facts and interpret situations. The quality of marking across all subjects is excellent and provides pupils with a clear view of their attainment, and how they can improve it.

Parents, carers and pupils say that teaching is very good and that pupils make very good progress. Exciting resources, both indoors and outdoors, visits to the local community and links with other schools, help to promote pupils' outstanding spiritual, moral, social and cultural development, and implement the planned curriculum exceptionally well. For example, links with a school in Sri Lanka and thoughtful assemblies enhance pupils' spiritual and moral development; visits by specialist musicians and sports coaches enrich their cultural and social awareness.

Pre- and after-school provision is well planned and provides interesting activities that motivate learners of all ages, before and after the school day.

Behaviour and safety of pupils

Pupils say that they feel safe at all times in school and that adults are extremely supportive. As a consequence, they have an excellent understanding of the risks to which they may be exposed, both within and outside of school. Parents and carers also believe that the school takes outstanding care of their children. Harmonious relationships exist between pupils and adults and among pupils across all years. Behaviour is excellent and lessons run smoothly, without interruption. As a consequence, the school provides a haven in which pupils feel confident to experiment, take risks and flourish in their learning.

A high proportion of parents, carers and pupils express confidence in the school's systems for dealing with instances of bullying, should they arise. Records confirm that bullying is extremely rare. Pupils are aware of different forms of bullying, especially homophobic and cyber-bullying. Through their work on the school council, roles as break buddies and involvement in regular class forums, they actively prevent it from occurring. They recognise the values and successes of their peers, readily celebrating achievements in assemblies, and working willingly in different groups and pairs in lessons. A range of strategies to promote the importance of learning is successful in contributing to above average attendance.

Provision made before and after school, by the governing body, mirrors the high quality of care and support provided during the school day.

Leadership and management

The headteacher is relentless in her pursuit of excellence in all of the school's activities. She demonstrates an uncompromising and highly successful drive to maintain the highest levels of achievement and personal development for all pupils. Senior leaders display similar high expectations for all pupils. Morale and teamwork across the school are high. Teachers are keen to share and learn of high quality practice. Leaders at all levels are ambitious for the pupils, and base their actions on a deep understanding of pupils' specific skills and needs. The school has excellent arrangements for tracking pupils' achievements and for checking the effectiveness of teaching and management of teachers' performance. Self-evaluation is accurate and planning for continuous improvement is precise and well-conceived. Senior

leaders have responded very well to the area for improvement in the previous inspection, and overall outstanding levels of achievement have been sustained. Teaching is outstanding and enables pupils to attain very high standards by the time they leave the school. This demonstrates strong capacity for ongoing improvement.

The impact of the curriculum on pupils' academic outcomes is outstanding. A thematic approach to the teaching of key communication and mathematical skills offers opportunities for pupils to read, write and calculate in different contexts and for different purposes. Across all subjects pupils collaborate regularly to reason things out for themselves. They reflect genuinely on the meaning and implications of key events, such as the Jubilee celebrations and the Olympic values. Specialist musicians, sports coaches, artists and writers frequently visit the school to enhance the daily teaching, and extend pupils' learning experiences. Carefully chosen visits to museums, theatres, local churches and places of interest, together with pen-pal links with France and regular communication with a partner school in Sri Lanka, provide memorable experiences. They impact profoundly on pupils' all-round understanding, and contribute outstandingly well to their spiritual, moral, social and cultural development.

The governing body discharges its statutory responsibilities and ensures that safeguarding arrangements meet requirements. Members manage pre- and after-school provision particularly well and regularly review the quality and take up of activities. They ensure that the school promotes equality of opportunity through rigorous tracking of pupils' achievement, bespoke support for individuals at risk of underperforming, and close monitoring of pupils' behaviour to tackle any discrimination that may arise. Not all members of the governing body are fully aware about the rates of progress that all pupils make, and whether standards are high enough.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



6 July 2012

Dear Pupils,

Inspection of Hutton Rudby Primary School, Yarm TS15 0EQ

Thank you for talking to my colleague and me when we inspected your school recently. We spoke with you in lessons, around the school and in groups, looked at your work, read the results of questionnaires filled in by you and your parents and carers, and spoke with some of your teachers. We are delighted to confirm that your school provides you with an outstanding education. Here are some of the school's particular strengths.

- You achieve well in the Early Years Foundation Stage, and make outstanding progress across Key Stages 1 and 2, reaching very high standards by the end of Year 6.
- You behave exceptionally well and are most polite to visitors and highly respectful of each other.
- The quality of teaching is outstanding and helps you all learn very well indeed.
- The school provides excellent support to those of you who need additional help.
- The curriculum is innovative and ensures memorable experiences that foster enjoyment and variety.
- The headteacher, senior leaders and governors know what needs to be done to sustain the very high standards and excellent learning experiences

I have asked the headteacher to make sure that all governors are fully aware of how much progress all pupils make throughout the school, in order to be certain that standards attained by the end of Year 6 are high enough for everyone. You can all help by continuing to attend regularly, participating enthusiastically in all lessons, and telling your teachers if you find your learning to be too easy or too difficult.

Yours sincerely

Andrew Swallow

Lead inspector

