

Inspection of Old Hutton C of E School

Old Hutton, Kendal, Cumbria LA8 0NQ

Inspection dates: 20 and 21 March 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

What is it like to attend this school?

Pupils, including children in the early years, arrive at school happy and excited about what they are going to learn. Pupils enjoy learning and playing with friends of all ages. Parents and carers hold the school in high regard.

The school is ambitious for pupils, including those with special educational needs and/or disabilities (SEND). Pupils rise to meet these expectations. Most pupils achieve well across the curriculum. They talk confidently to each other and to adults. Pupils live up to the school's motto, 'learning for life in all its fullness.'

Pupils behave well in lessons and during social times. They move around the school sensibly. Pupils know that adults step in quickly to resolve any small problems such as friends falling out. Older pupils enjoy supporting younger pupils, especially sharing books with them.

Pupils value the trips that they can go on to enhance their learning of the curriculum. For example, they enjoy being able to use the local area for climbing and water sports, including sailing and paddle boarding. Pupils can choose from a wide range of clubs such as dance, coding and the very popular reading clubs. They recognise the importance of contributing to the wider community. Pupils readily donate money that they raise through events such as carol singing and bake sales.

What does the school do well and what does it need to do better?

The school has developed well-thought-out subject curriculums which follow a logical order. This ensures that pupils receive a broad education. The school has carefully identified exactly what pupils need to learn and remember. Teachers routinely check that pupils have secure knowledge before they move on to new learning. This helps pupils to learn well.

In a few subjects, developments to the curriculum have been implemented more recently. As a result, occasionally, there is inconsistency in how well some staff deliver the curriculum in these subjects. From time to time, this affects how deeply some pupils build on their prior learning.

The 2023 published data indicates that the progress of pupils in mathematics was low. This data does not reflect the strength of the revised curriculum, which is helping current pupils to progress well in mathematics.

The school has embraced the use of reading to inspire pupils. Children in the early years are surrounded by high-quality texts that match their interests. Older pupils spoke about the books that they are reading with genuine enthusiasm. The school carefully selects books that help to broaden pupils' experiences, for example as a way to discuss racism or understand diversity. Teachers read to pupils regularly. A joy of reading permeates the school.

The school has an effective reading curriculum in place. Children in the Nursery Year learn songs and rhymes and enjoy listening to stories. As they move into the Reception Year, children swiftly learn the sounds that they need to begin reading. Staff encourage children to use the sounds that they have learned in their writing. In key stage 1, staff check that pupils have remembered their sounds and give timely support to any pupil who may need it. The school ensures that the books that pupils read closely match the sounds that they have learned. However, some staff do not deliver some aspects of the reading curriculum consistently well. As a result, some pupils do not read as fluently as they could.

The school utilises its location well. Children in the early years learn about the natural beauty around them. Skilled staff provide opportunities for children to develop their knowledge, for example through the use of songs or in detailed artwork. The school encourages visiting speakers to foster pupils' aspirations for their futures.

The school accurately identifies the additional needs of pupils with SEND. Staff ensure that they make appropriate adaptations to the delivery of the curriculum so that these pupils can access the same curriculum as their peers. The school uses its considerable expertise, alongside the support of external agencies, to ensure that pupils with SEND are given the best opportunities to succeed. Staff encourage pupils with SEND to engage fully in all aspects of school life.

Pupils easily meet the high expectations that the school has for their behaviour. Staff deal swiftly with any occasional silly behaviour. The school provides additional support for some pupils, such as learning breaks, so that they can settle to their work more effectively. Pupils said that they appreciate the time that they can spend with Ivy, the school therapy dog. The school has worked closely with parents to improve pupils' rates of attendance. This has been effective.

Pupils recognise the importance of fundamental British values and knowing about the wider world. They understand that people's differences should not affect the way in which they are treated. Pupils enjoy the responsibilities available to them, for example reading ambassadors successfully spread the message that reading is fun.

School governors utilise their skills well. They support and challenge the school appropriately. The school ensures that staff are given the support necessary for them to carry out their roles effectively. Staff feel appreciated and enjoy working at this school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, including reading, some staff do not implement the curriculum as the school intends. As a result, occasionally, some pupils do not make as much progress as they could. The school should ensure that, in these subjects, staff are fully equipped to deliver the curriculum consistently well.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	112263
Local authority	Westmorland and Furness
Inspection number	10255982
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair of governing body	Nicola Hills
Headteacher	Nick Turley
Website	www.oldhuttonschool.org.uk
Date of previous inspection	3 March 2022, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision for pupils.
- This Church of England school is part of the Diocese of Carlisle. The last section 48 inspection took place in March 2023. The next section 48 inspection is due to take place in the academic year 2027/28.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the second routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the ongoing impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher, senior leaders and other members of staff.

- Inspectors met with some governors, a representative of the local authority and of the diocese.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in other subject areas.
- Inspectors observed pupils read to a familiar adult.
- Inspectors observed pupils' behaviour during playtimes and while in lessons.
- To evaluate the effectiveness of safeguarding inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They considered the responses to Ofsted's staff and pupil surveys.
- Inspectors met with parents to gather their views and opinions about the school.

Inspection team

Sarah Barraclough, lead inspector	His Majesty's Inspector
Joe Dryland	Ofsted Inspector

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