

# Inspection of a good school: Hutton Henry CofE (Controlled) Primary School

Hutton Henry, Hartlepool TS27 4RY

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Inspection date:

18 April 2024

## **Outcome**

Hutton Henry CofE (Controlled) Primary School continues to be a good school.

## **What is it like to attend this school?**

Hutton Henry CofE Primary School is a small, welcoming school where pupils are safe. Staff, including leaders, know their pupils very well. They ensure that pupils' needs are well met. Pupils are proud of their school. They attend well. The school has high expectations for pupils' behaviour. Pupils meet these expectations assuredly. They behave very well in lessons and at social times.

The school's Christian ethos underpins much of the school's work. Its values, such as friendship, forgiveness and love, are well known and understood by pupils. Relationships between pupils and staff are warm and respectful.

The school has high academic expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils achieve well, including in national tests. The school offers pupils a range of clubs to develop their interests and talents. These include board games, football, film club, curling and music. The school ensures that pupils engage well with the wider opportunities that it offers.

The vast majority of parents and carers are very positive about the school. They value the strong sense of community and high-quality pastoral care that their children receive. One parent captured the view of many parents when they said, 'The school fosters a wonderful sense of togetherness.'

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

The school has recently refined its curriculum. The curriculum is broad and ambitious for all pupils. It is clearly sequenced. For example, in history, children in the early years focus on understanding their family, their school and local community and how these have changed over time. Then, in key stage 1, pupils learn about the pitmen painters. In key stage 2, pupils develop their local knowledge further when they learn about coal mining.

The school has considered carefully the important subject-specific skills that pupils should develop over time. However, some aspects of the mathematics curriculum in key stage 1 need further refining. In this key stage, older pupils are not always given opportunities to develop their mathematical knowledge as well as they could.

Pupils benefit from their teachers' secure subject knowledge. Teachers provide pupils with clear explanations. Lessons incorporate activities such as 'memory joggers'. These help pupils to recap important knowledge that has been taught before. In most lessons, activities are well designed. Some inconsistencies in how assessment is used in lessons mean that misconceptions and gaps in pupils' knowledge are not consistently identified and addressed. Sometimes, opportunities are missed to recognise when pupils are secure in their learning and when they are ready to move on in the curriculum.

Pupils learn to read well in school. From the early years onwards, children enjoy reading. The school has invested in the reading curriculum, including developing the school library. Pupils read regularly in school. They read a variety of books and stories. Teachers have the knowledge and skills to teach reading, including phonics, effectively. Pupils who fall behind in their reading are supported so that they catch up.

Pupils with SEND are identified quickly and they are supported well. The school writes and implements detailed support plans for pupils with SEND. The school regularly reviews this aspect of its work. Support plans are regularly reviewed, and staff receive appropriate training.

Pupils behave very well in lessons and around school during social times. Low-level disruption is very rare. Classroom routines are well embedded and this includes in the early years. Pupils listen carefully to their teachers and follow their instructions. The school carefully tracks pupils' attendance. It implements appropriate support when it is needed to ensure that pupils attend school regularly.

The school offers a range of opportunities to promote pupils' personal development. A distinctive outdoor learning curriculum has been established. Pupils are provided with opportunities to explore local nature reserves and to go gorge walking and rock climbing. As well as being connected to the academic curriculum, the school's outdoor learning curriculum develops pupils' independence, teamwork, communication skills and resilience. Pupils develop leadership opportunities by becoming ambassadors or members of the school council. Pupils learn about keeping safe online and offline. They experience regular opportunities for collective worship. The breadth of the wider offer enhances pupils' moral and spiritual development.

Leaders, including governors, are ambitious for pupils. They have an accurate view of the strengths and areas to develop in the school. Governors understand their role and provide the school with both support and challenge. Staff are very positive about working at the school. They feel well supported by leaders to manage their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### (Information for the school and appropriate authority)

- Some aspects of the key stage 1 mathematics curriculum are not ambitious enough for some older pupils. This means that at times, some older pupils in key stage 1 are not progressing through the mathematics curriculum at a rate at which they are capable. The school must ensure that all aspects of the mathematics curriculum are ambitious and clearly sequenced so that all pupils make the progress they are capable of and that they are prepared well for the next stage of learning.
- The misconceptions that some pupils have are not consistently identified in lessons. Some opportunities to recognise what pupils know, and some opportunities to identify when pupils are ready to learn more, are missed. This impedes the progress pupils make. The school must ensure that teachers are supported to use assessment consistently in lessons to identify gaps in pupils' knowledge, address any misconceptions and/or move pupils on in their learning.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2019.

## 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

<b>Unique reference number</b>	114232
<b>Local authority</b>	Durham
<b>Inspection number</b>	10320363
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	60
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Clare Shakespeare-Watts
<b>Headteacher</b>	Susan Gibbins
<b>Website</b>	<a href="http://www.huttonhenry.durham.sch.uk">www.huttonhenry.durham.sch.uk</a>
<b>Dates of previous inspection</b>	26 and 27 March 2019, under section 5 of the Education Act 2005

## Information about this school

- The school does not use alternative provision.
- This is a Church of England school. The school's last Statutory Inspection of Anglican and Methodist Schools took place in October 2019.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team held meetings with the headteacher, senior leaders, teachers and pupils.
- The lead inspector met with members of the governing body.
- The inspection team carried out deep dives in these 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. The lead inspector observed some pupils read to familiar adults.

- An inspector also looked at the science curriculum and samples of pupils' work.
- An inspector met with the special educational needs and disabilities coordinator.
- An inspector met with the leader in charge of the personal, social, health and economic curriculum and pupils' personal development.
- The lead inspector spoke with a representative from the local authority.
- The lead inspector spoke with a representative from the diocese.
- An inspector observed pupils during social times.
- To evaluate the effectiveness of safeguarding, the 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.
- The inspection team took account of a range of other information, including the school's development plan, school policies and minutes of governors' meetings.
- The lead inspector considered the responses to Ofsted Parent View. He also took into consideration the responses to the surveys for staff and for pupils.

### **Inspection team**

Dan McKeating, lead inspector

His Majesty's Inspector

Emma Robins

Ofsted Inspector

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