



Hutton Rudby Primary School

Inspection Report

Unique Reference Number 121361
LEA North Yorkshire
Inspection number 280997
Inspection dates 15 February 2006 to 16 February 2006
Reporting inspector Mr Bob Thompson CfBT Lead Inspector

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

Type of school	Primary	School address	Doctors Lane
School category	Community		Hutton Rudby
Age range of pupils	4 to 11		Yarm TS15 0EQ
Gender of pupils	Mixed	Telephone number	01642 700203
Number on roll	205	Fax number	01642 701203
Appropriate authority	The governing body	Chair of governors	Dr B Davies
Date of previous inspection	23 May 2000	Headteacher	Mrs A Beanland

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is an average size primary school for boys and girls aged 4 to 11. The proportions of pupils entitled to free school meals and children with learning difficulties and/or disabilities are low. The socio-economic background of pupils is variable, but overall is above average. Attainment on entry is in line with expectations of pupils of that age. Almost 96% of pupils are of white British heritage. The school has achieved the Silver Artsmark Award, the Activemark Gold Award and Healthy Schools Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

The headteacher and governors were overly modest in judging the school to be good, because they know there is room for further improvement. The school is outstanding. The headteacher, extremely well supported by the assistant headteacher, is inspirational. The senior management team are providing very clear direction and support for staff. The quality of teaching and learning is monitored effectively so that everyone is clear what needs to be done to improve the school even further. Pupils' progress is outstanding. Success is constantly celebrated and the pupils' achievement and personal development are excellent, as a result of very high quality teaching and learning. Children enter the Foundation Stage in line with national expectations and make good progress. By the end of Year 2, pupils exceed national standards in their writing, reading and mathematics. By the end of Year 6, pupils significantly exceed national standards in all core subjects. Perceptive and rigorous self-evaluation has secured good improvement since the last inspection. Current self-evaluation systems offer a first-class framework for the future. The school is not content to be complacent and has identified rightly specific priorities in the school improvement plan to take the school forward. Governors are very knowledgeable about the school and provide a good balance of challenge and support. They work hard and effectively and meet their statutory responsibilities fully. Parents and carers are asked for their views about the effectiveness of the school and how things have improved. The school takes notice of their responses. Parents are delighted with what the school offers. Pupils enjoy learning and apply themselves well to the tasks they are set. Outstanding teaching ensures that throughout their time in the school pupils make clear and sustained progress and leave well equipped to take on the rigours of secondary education. All of this is possible because of outstanding leadership, management and governance. The school has improved well since the last inspection and has excellent capacity to improve further. The school gives outstanding value for money.

What the school should do to improve further

- As an outstanding school, the headteacher and governing body are clear about what needs to be done to improve the school further and there are precise priorities in the school improvement plan to manage this.

Achievement and standards

Grade: 1

Attainment on entry is average. Children settle into school quickly and make good progress in the Reception class. With very few exceptions, by the end of their time in Reception children achieve the standards expected for their age and enter Year 1 with a good range of basic skills and knowledge. This secure and productive start is built upon successfully and as they move through the school pupils make outstanding progress. This confirms the views many parents expressed in their questionnaires, such as, 'My daughter loves coming to school and is very highly motivated in all she does.'

She always has something exciting to tell me and feels a great sense of belonging'. The school's results in national tests at the end of Key Stage 1 and Key Stage 2 are consistently above average. Pupils meet and often exceed their challenging targets. By the end of Year 2, pupils' reading, writing and mathematics are above national standards. By the end of Year 6, standards are significantly above national standards in their English, mathematics and science. Pupils with additional learning difficulties and/or disabilities receive well judged support and as a result make outstanding progress against the targets set for their learning.

Personal development and well-being

Grade: 1

The quality of children's personal development and well-being is outstanding as is their social, moral, spiritual and cultural development. This is an area of particular strength. The excellent assemblies, in which individual, group and whole class achievements are celebrated, enable pupils to develop their sense of citizenship and build their self-esteem. Pupils further their understanding of major faiths through visits of outside speakers. Attitudes and behaviour are excellent as can be seen through their attendance at extra-curricular activities and clubs. Attendance is good, and the extent to which children enjoy their education is reflected both in their outstanding achievement and positive views of the school. Staff are vigilant that children and all other pupils are carefully supervised and are safe at all times. Pupils are developing healthy lifestyles through physical exercise taken in timetabled lessons and a wide range of clubs. The excellent community links allow children to take part in many local and regional events, thereby enhancing personal development, preparing pupils exceptionally well for their next step in education. Children show their concern for others and readily raise funds for a range of charities, most recently initiating responses to the Tsunami, African Concern and Cancer Research and Whiz Kids Appeals. The qualities with which children leave the school, ranging from high level information and communication technology (ICT) skills through to the ability to work cooperatively and in groups, contribute not only to their success in high school but to their social and economic well-being.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding, leading to an exemplary culture in which children thrive and make exceptional progress. Significant investment in ICT since the previous inspection has had a positive impact on the quality of teaching and learning and the delivery of the curriculum. The teaching is inventive, rigorous and fun. Children hugely enjoy their learning, which contributes in turn to their high achievement, as do excellent classroom habits of engagement, attention and cooperation with each other. Ongoing classroom assessment involves children in deciding for themselves where they are and how to improve. Excellent assessment by

teachers gives them the information to plan the next step to ensure pupils achieve their learning targets. Further support for learning is through regular homework. Support staff are highly effective and well deployed. The school offers local authority colleagues opportunities to observe lessons and share procedures and planning. Pupils in need of small group work or individual support receive extra help from teaching assistants.

Curriculum and other activities

Grade: 1

The curriculum and related enrichment opportunities are outstanding. National curriculum programmes of study are reinforced and enriched by an approach which is thematic and topic based, and in which both content and values are firmly embedded. The planning of work means that tasks are carefully aligned to children's abilities, securing excellent progress from all pupils and building over time on their developing attainment and experience. There is rich extra curricular provision, and a wide range of sporting and cultural activities. There are excellent pre-school and after school clubs, and residential experiences for the older pupils which develop pupils self-esteem and confidence. The introduction and skilful teaching of French brings an added dimension both to children's self-confidence and the development of an outward looking culture, as do study days on other cultures and visits to the school by people from a number of countries. The new computer suite is put to good use, both to enhance children's ICT skills and also as a means of using ICT to reinforce learning and attainment in core subjects. The school values 'Talk' as a way to help children's understanding and thinking, using role play to develop confidence in the arts and speaking and listening.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. As well as the strong pastoral and personal input provided by staff, children offer each other outstanding support. This works both through the delightfully named 'Befrienders', who receive training in their work and in the mutual trust and concern which underpin the ethos of the school. There is excellent provision for children with learning difficulties and/or disabilities. Child protection procedures are well understood by all staff. Pupils are encouraged to talk to any member of staff with whom they feel comfortable, in the knowledge that appropriate action will follow. Pupils' personal levels of development are closely monitored. Academic guidance is excellent. Pupils are satisfied that teachers give clear and helpful instructions and guidance about how to improve. Excellent tracking ensures pupils gain what they need, and that work is targeted against specific attainment objectives. Pupils know that their views matter and through a very active school council help to devise school and class rules as well as being involved in setting and reviewing targets.

Leadership and management

Grade: 1

Leadership, management and governance are outstanding and the school's self-evaluation is very effective. The headteacher's vision and determination to improve the school, and the support she has received from key staff and governors, has resulted in outstanding provision for the pupils. Despite the school's very good track record in the national tests there is no complacency and senior staff are continually looking for ways to enhance and improve the education of all the school's pupils. There is an atmosphere of enthusiasm and celebration, with the pupils' needs first and foremost. National achievement and awards gained by the school are merited. The headteacher, senior staff and governors have first-hand knowledge of the effectiveness of lessons. Members of the senior management team and coordinators have an accurate picture of how well the school is performing because the excellent procedures they use for self-evaluation provide high quality information which is used effectively. Coordinators very effectively track pupils' progress and their strengths and weaknesses in learning. Parents and pupils are consulted regularly and their views taken and given close consideration. The parental questionnaires overwhelmingly support the school with comments such as 'the individual child is always the focal point, whatever his/her own abilities. A rounded education is provided and there seems to be considerable emphasis on the enjoyment of the school experience for the children'. Governors work extremely hard on behalf of the school and meet their responsibilities well. They have a very clear understanding of the strengths and areas for development and support and challenge the school extremely effectively. The school has improved well, from a high base, since the last inspection and is well placed to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

As you know, we recently visited you to find out how well your teachers are helping you with your learning.

Thank you for being so friendly and willing to talk to us. It was useful to know what you think about your school. We did enjoy having lunch with you and listening to some good advice on 'healthy eating' and how much you enjoyed your clubs in school.

There are some things that we think are really outstanding about your school. These are:

- the enthusiasm from you and your teachers in wanting to do well
- the excellent progress you make in your work
- how well your headteacher and teachers know you so that they can plan exciting activities and lessons that will challenge you to improve even more
- your parents are happy with the school and all it does for you
- your behaviour is excellent and you are learning to be safe and have healthy life styles.

What we have asked your school to do now

- Because your school is an excellent one we have asked your headteacher to keep up the outstanding work being done in school.

We know that your teachers are eager to do the very best for you. Please keep up your enthusiasm for learning so that this remains an outstanding school.