

Hutton Rudby Primary School

Inspection report

Unique Reference Number	121361
Local authority	North Yorkshire
Inspection number	327469
Inspection dates	3–4 June 2009
Reporting inspector	Margaret Farrow HMI

The inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	199
Appropriate authority	The governing body
Chair	Mr Brian Turner
Headteacher	Mrs A Beanland
Date of previous school inspection	February 2006
School address	Doctors Lane Hutton Rudby Yarm TS15 0EQ
Telephone number	01642 700203
Fax number	01642 701203
Email address	headteacher@huttonrudby.n-yorks.sch.uk

Age group	4–11
Inspection date(s)	3–4 June 2009
Inspection number	327469

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

This pilot inspection was carried out by one of Her Majesty's Inspector's and one additional inspector. Inspectors visited 12 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a selection of documentation such as the school's development plan, procedures for safeguarding pupils and a range of policies. Inspectors looked at examples of pupils' work and systems the school uses for assessing their achievements and monitoring their progress. Inspectors also reviewed a small number of case files that illustrate how the school works in partnership with parents and outside agencies to support vulnerable pupils. Seventy nine parents or carers returned the Ofsted inspection questionnaire and their responses were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The impact of the school's support for individual pupils, particularly those with learning difficulties and/or disabilities.
- Pupils' progress in English, especially boys and in writing.
- The quality and effectiveness of provision in the Early Years Foundation Stage.
- The effectiveness of leadership and management beyond the senior leadership team.

Information about the school

Hutton Rudby is a slightly smaller than average sized primary school. It serves the rural village of the same name and surrounding villages. Few pupils are from minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils deemed to have learning difficulties and/or disabilities is similar to that found nationally as is the proportion of pupils with a statement of special educational need. The Early Years Foundation Stage comprises one Reception class. The governing body manages a before-and-after-school-club for pupils in school and other children locally. A private pre-school and childcare setting is located on the school's site. This is not managed by the governing body and is subject to a separate inspection. Reports for this provision can be found on the Ofsted Website. The school has achieved a number of nationally recognised awards including the Geography Gold Kitemark, Artsmark Silver and Activemark Gold awards; the Inclusion Quality Mark and Healthy schools award. A new deputy headteacher was appointed to the school in September 2008.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate

Overall effectiveness

1

Capacity for sustained improvement

1

Main findings

Overall effectiveness of the school

Grade: 1

Hutton Rudby is an outstanding school. It is an inclusive, caring and harmonious community where the school's motto, 'working together' is embraced by all. Consequently, all pupils are valued equally and they thrive during their time here. Their behaviour and their personal, social, spiritual, moral and cultural development are exemplary. They attain highly and make outstanding progress in all aspects of learning. Pupils enter Reception class with skills and abilities typical for their age. They make good progress in Reception and by the end of Key Stage 1 their attainment is much higher than that found nationally. Pupils continue to make very good progress throughout Key Stage 2 and by the time they leave for secondary school, the standards they attain are much higher than that found nationally, particularly the proportion attaining higher levels.

The school constantly strives to improve outcomes that are not as outstanding as the rest. Last year, English and writing results were not as good as those of mathematics and science, particularly for boys. There is now little variation between boys' and girls' achievement because interesting and engaging activities have been added to the curriculum to ensure boys are enthused and take full part in their learning. The school's continued success is due to the headteacher's strong vision and relentless ambition to improve outcomes for pupils and to ensure they enjoy their time in school and be successfully prepared for their future lives. She is very well supported in this endeavour by the deputy headteacher and governors. Together they sustain the commitment of the whole community, staff, children and parents in the quest for the school's continued improvement. As a result, teaching, the curriculum, and the care, guidance and support provided to pupils are also outstanding. Provision in Reception is good overall and some aspects are very good. However, the choice and range of activities outdoors is limited and, therefore, opportunities for children to make choices and decisions or take a more active part in their learning are restricted.

The headteacher involves senior, middle managers, staff and governors in the evaluation of the school's work; consequently, all have an accurate view of the strengths and areas for improvement. This inclusive and incisive self-evaluation provides the focus on what to improve next within clear and timely school improvement plans. The headteacher makes sure that parents and children's views are taken into account fully when evaluating the school's effectiveness and in developing future priorities. The highly effective governing body challenge and support senior managers robustly to ensure the school continues to provide the best

possible experiences to all pupils. Financial arrangements are monitored rigorously and, given the continuing high attainment and the very good progress and enjoyment of pupils, the school has outstanding capacity to improve further.

What does the school need to do to improve further

- Provide more opportunities for children in the Early Years Foundation Stage to be active learners and make choices and decisions through:
 - more exploration and problem solving opportunities, especially outdoors
 - the development of a wider range of stimulating and challenging activities.

Outcomes for individuals and groups of pupils

1

A strong focus on valuing every pupil ensures all, including looked after children, pupils eligible for free school meals, those from minority ethnic communities and pupils with learning difficulties and/or disabilities are very well supported to make the most of their time in school. Consequently, all attain highly and make outstanding progress in their lessons. The deputy headteacher has improved tracking and assessment processes for pupils with learning difficulties and/or disabilities to enable staff to target exactly what will help them to make even better progress. Evidence from lesson observations, school data and comments from pupils show just how successful those processes have been.

Pupils above average and improving attendance, exemplary behaviour and attitudes to learning are testimony to their clear enjoyment of school. Parents and pupils agree and they also say that pupils are very safe. Pupils understand issues of internet safety particularly well. They have a very good understanding of how to live healthy lifestyles and proudly describe the healthy snacks they eat at break times. They value the extensive range of sporting opportunities available within and beyond the school day. The promotion of pupils' emotional health and mental well-being is particularly strong and this helps to build pupils' confidence, self-esteem and outstanding social skills.

Pupils feel they have a strong say in all matters that affect them. Their views are canvassed regularly and responded to. They relish the many opportunities to take responsibility, for example as befrienders, school councillors and members of the eco-team. Pupils in Years 2 and 6 are also active participants in the development of topics in their classes. Pupils make an outstanding contribution to the local and wider community. For example, they participate in village shows and productions and help to keep the village tidy. Their sense of responsibility for others is impressive and exemplified by the great number of charities that they contribute to and which extend to ongoing support for a nursery school in Bolivia.

The development of pupils' enterprise skills, self-confidence, their outstanding social, team-building and cooperative skills and their high levels of literacy and numeracy assure that they are very well prepared for their future lives. A strong partnership working with the local secondary school assures pupils' smooth progress to the next stage of their education.

These are the grades for pupils' outcomes

Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	1
How well do pupils achieve and enjoy their learning?	1
To what extent do pupils feel safe?	1
How well do pupils behave?	1
To what extent do pupils adopt healthy lifestyles?	1
To what extent do pupils contribute to the school and wider community?	1
Pupils' attendance ¹	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	1
What is the extent of pupils' spiritual, moral, social and cultural development?	1

How effective is the provision?

The high quality of teaching ensures that all pupils attain highly and make the best possible progress in their lessons. Excellent relationships between pupils and staff, and the pupils' very positive attitudes to learning typify all lessons. Teachers very good subject knowledge, use of information and communication technology (ICT) and interesting activities ensure pupils remain focused on their learning. They are not afraid to experiment or make mistakes and respond to teachers' insightful questioning articulately, and with confidence. This helps to draw out pupils' views and understanding and develop their thinking and problem solving skills. The way pupils support each other in their learning is impressive. Vulnerable pupils and those with learning difficulties and/or disabilities are well supported by teachers and well-deployed, highly trained teaching assistants and this helps them to make as good progress as their peers. They talk with certainty that sensitive help and support from staff, and working together with their friends, provides them with the confidence and skills to make the most of their lessons.

The school's improved assessment strategies are now outstanding across the school. Staff track each pupil's progress tenaciously, quickly identifying any areas of underachievement and pin-pointing exactly the individual interventions and support needed to make sure that no pupil is left behind. In the very best lessons pupils are successfully involved in evaluating their own learning. Effective target-setting and informative marking helps pupils to know exactly how well they are doing and what they need to do to improve further.

The curriculum is continually amended to ensure it is well matched to individual needs and interests and is being developed further to provide a more creative framework for learning. It is enriched through very good use of ICT, music, the arts, French and a wide range of visits and visitors. An extensive range of extra-curricular activities in the school's excellent before-and-after-school club further extend the curriculum and pupils say these add significantly to their enjoyment of school.

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

The care and support provide to pupils by all adults in school is outstanding. Staff know their pupils extremely well and care for them very effectively. Pupils are very confident that there is always an adult or fellow pupil around in whom they can confide when they are troubled or just want someone to talk to.

These are the grades for the quality of provision

The quality of teaching	1
The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Every effort is made to include all pupils fully into the life and work of the school to help them achieve the best they can. This can be seen in the very good progress pupils make and the great care and support provided to them by all adults. Staff go out of their way to make sure everyone can take part in all the school has to offer, for example, through the wide range of after-school activities that nurture and encourage the differing skills and talents of individual pupils.

Robust safeguarding procedures are regularly reviewed in light of practice and experience and meet statutory requirements. Strong partnerships working with a wide range of agencies successfully support vulnerable children and their families in times of need. A wide range of partnerships with, for example, local schools and businesses enriches the curriculum and further promotes pupils' understanding of the wider world. The school continues to strive to build on the very good partnership with parents. Their views are canvassed regularly and inform or guide purposeful action when required. Regular informative newsletters are provided and the school has recently developed a learning platform to extend parents' support for their children's learning through the use of the internet.

Community cohesion is well promoted. A very strong sense of community pervades the school and pupils and staff are proud to be part of it. The school is at the heart of the local community; links in the wider community are extending well. Pupils' understanding of diverse international communities are well developed, for example, through links with France, South Africa, India and children in Bolivia, and through their charitable Fair Trade work. However, the school is aware that pupils have more limited understanding of the diversity within other parts of the United Kingdom and plans are well underway to improve this through developments in the curriculum and by linking with an urban school.

These are the grades for leadership and management

The effectiveness of leadership and management in communicating ambition and driving improvement	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1

The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

From broadly average starting points into Reception, children make good progress in their learning and by the time they start Year 1, most are working within at least expected levels and a high proportion exceed these. Children's communication, language, literacy and numeracy skills are especially strong because teaching focuses on these areas. However, children's problem solving, reasoning and creative skills are comparatively less well developed because opportunities for children to learn through exploration and solving problems are more limited. The quality of teaching is good. For example, well-told stories fully involve children and stimulate their imaginations. This promotes their strong interest in reading, fully encouraged by excellent partnerships with parents. Parents are kept well informed of their child's progress and development. The provision for children's learning and development is good overall and some aspects are very good. However, there is a much better choice and range of activities indoors compared with outdoors. Consequently, most children choose to work or play inside. Opportunities for children to make choices and decisions or take a more active part in their learning are therefore restricted. Staff take exceptionally good care of children and develop their personal, social and emotional skills extremely well. As a result, children settle down quickly, concentrate for considerable periods and become happy and cooperative learners. The provision is well led and managed. Staff work well together as a team and make frequent observations of children's learning. Links with pre-school groups are good and transition arrangements assure children get off to a good start. The very positive attitudes to learning developed sustain them excellently as they move through the school.

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2
Overall effectiveness of the Early Years Foundation Stage	2

Views of parents and carers

Ofsted invited all the registered parents and carers of pupils registered at Hutton Rudby Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspection team received 79 completed questionnaires with 87 responses when taking into account those responding for more than one child. In total, there are 199 parents and carers registered at the school. Those who responded are overwhelmingly supportive of the care and education their children receive. They indicated they were always or mostly happy with their child's experience, enjoyment

of, and safety in school and the way the school is led and managed. A number made additional comments. Eighteen were positive and 12 more negative. The headteacher was made aware of these comments when it would not breach the confidentiality of parents and has taken steps to tackle any issues arising. This included a small minority of parents who consider class sizes are too large. The headteacher and governors are aware of this concern, and while not different in size to many other schools, they have recruited more teaching assistants to support learning to avoid children having to be placed in mixed year-group classes.

	Always	Most of the time	Occasionally	Never
Overall I am happy with my child's experience at this school	68 responses	19 responses	0	0

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. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
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. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

- Attainment: the standard of the pupils' work shown by test and examination results and in lessons.
- 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.
- Achievement: the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
- Capacity to improve: the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
- Leadership and management: the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



5 June 2009

Dear Children

Inspection of Hutton Rudby Primary School, Yarm, TS15 0EQ

Thank you for making the inspection team so welcome when we visited your school. We were very impressed with your maturity, politeness, friendliness and your exceptional behaviour. You are a very good advertisement for your school and local community; your contribution to them is outstanding and you are clearly proud to belong to both. We were also impressed with how readily you take account of your school's motto 'working together', as we saw you so often sharing ideas, working in pairs or groups and helping each other out when working or problem solving. A special thank you to those of you who gave up some lunch or break time to speak with us in order to let us know your view about your experiences in school. We were pleased to see that over 40% of parents let us know what they think by responding to the inspection questionnaire. We agree with all of you that Hutton Rudby is a great school. It provides an outstanding quality of education and care. Some of the other things we found outstanding and things that you find to be really good are summarised below.

- The outstanding standards you attain and the very good progress you make from the time you enter school to the time you leave in Year 6.
- Your personal, social, emotional, spiritual, moral and cultural development.
- The relationships between teachers and yourselves as well as the care and respect you have for each other and all adults in school.
- The very good curriculum and the before-and after-school activities, the visits out of, and visitors to school that help to make learning fun and which you say you enjoy.
- Your understanding of how to live healthy lives and how you are taught to be safe in school and around your community, including your knowledge of internet safety.
- The care, guidance and support you receive by all adults in school.
- The leadership of Mrs Beanland your headteacher, her senior team and governors.

We have asked Mrs Beanland and governors to improve only one area; to make sure children in Reception have more choices in their play and work though developing a wider range of interesting activities outdoors.

Once again, on behalf of the team, thank you and I wish you all the very best during your remaining time in school.

Margaret Farrow
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk.