

Old Hutton Church of England School

Old Hutton, Kendal, Cumbria LA8 0NQ

Inspection dates 11–12 February 2016

Overall effectiveness **Outstanding**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- The leadership of the headteacher is inspirational. Her strong vision and passion have been the key reasons why the school has improved and is now outstanding.
- Leaders know the school very well; their self-evaluation is wholly accurate.
- The governing body are committed to the school. They play an active part in driving improvement.
- Teaching and learning is outstanding. The way teachers use their in-depth knowledge of pupils to plan for their learning needs is impressive.
- The quality of assessment is exceptional. It has a substantial impact on the progress pupils make in their learning.
- Pupils are extremely positive about their learning. This is because they are given opportunities to contribute to what they learn and how they might improve. Such strong attitudes to learning contribute well to the high levels of progress made by all pupils.
- The behaviour of pupils is outstanding. They conduct themselves very well, and are polite and well-mannered.
- Outcomes for pupils are outstanding across the curriculum. All groups of pupils make strong progress in reading, writing and mathematics to reach standards that are above average.
- The curriculum is inspiring. It is based on a range of stimulating and fun 'real life' experiences. Consequently, learning is meaningful and pupils thrive.
- Spiritual, moral, social and cultural development and personal development is a strength. Pupils have a strong sense of identity. They are valued citizens and have a real sense of their part in the wider community.
- Children get off to a good start in early years, so they are prepared well for further learning.
- Leaders are taking decisive action to make sure children in the early years and pupils at Key Stage 1 have the same excellent opportunities as the older pupils to develop their learning and make even more rapid progress.

Full report

What does the school need to do to improve further?

- Remove the occasional lapses in the pace of learning in Key Stage 1 so that pupils, as they do elsewhere in the school, concentrate fully on the task set for them.
- Further improve the early years provision by:
 - enhancing further the indoor and outdoor areas to maximise the learning and development opportunities for children
 - in whole-class sessions, ensuring that Reception age children have the same opportunities to develop their learning as do the older pupils in the class.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The outstanding leadership and clear vision of the headteacher has ensured that the school has improved, and that it offers excellent opportunities for all pupils to achieve and develop into well-rounded individuals. Senior leaders share this vision and high expectations. They are excellent role models in this thriving and caring school.
- This shared ethos places every child's success at the heart of all the school does. Leaders' promotion of equality and diversity has resulted in pupils who are caring, considerate and highly respectful and tolerant of each other and the wider community.
- Leaders have the respect and commitment of staff, parents and pupils, which contributes to the very positive motivation of all staff for continual improvement. Relationships between all parts of the school are exceptionally strong. Teachers say how proud they are to work in school and feel supported. Parents spoken to in the playground and on Parent View, Ofsted's online questionnaire, typically comment that 'this is a wonderful school' where 'staff consistently go above and beyond'. 'We are always listened to', 'the breadth of the curriculum is stunning' and 'my child has made enormous progress' were typical comments.
- Leaders know the school exceptionally well. Self-evaluation and future priorities are wholly accurate and appropriate. Leaders, for example, are continually looking for ways to ensure that the learning and curriculum that they offer is of the highest quality.
- The monitoring of teaching is thorough, rigorous and direct. Where follow-up is needed, it is immediate, sensitive and supportive. The results of this checking are evident in the outstanding teaching and learning outcomes that exist in the school. Performance management is effective and is closely linked to the school's priorities and outcomes for pupils. There is an excellent range of training and professional development offered to both teachers and teaching assistants which supports them to effectively meet pupils' needs.
- Outcomes for pupils are a constant focus. Progress is meticulously tracked. This attention to detail results in outstanding progress for all groups of pupils.
- Pupil premium funding is used effectively. Pupils' progress is monitored and checked in great detail, with clear plans to provide academic or other support where necessary. Any barriers to learning are quickly removed and pupils make at least good and often better progress.
- The primary physical education (PE) and sports funding is also used well. There are opportunities for pupils to be involved in a wide range of sporting and outdoor activities, delivered by teachers and sports coaches both within the school day and after school. Funding has also been targeted, where needed, toward pupils that would otherwise not be able to participate in some of the wide range of activities available. As a result, pupils delight in taking part in a wide range of sporting and outdoor opportunities. The funding has also enhanced teachers' own skills in delivering good-quality sport and PE lessons.
- The curriculum is a strength. It is creative and exciting, which results in all pupils being highly motivated to be involved in their learning. Most lessons are based on first-hand experiences, which stimulates pupils' interests but always makes learning highly purposeful and relevant. Two examples illustrate this. First, a mathematics lesson on radius and circumference began by giving pupils a piece of chalk and a length of string. Their only instruction was to create a circle. As a result of this pupils drew on their skills and knowledge, learned from each other and were thrilled when they began to create circles on the playground. Second, following a morning at an art gallery with an artist, younger pupils wrote interesting captions for their textile work.
- Spiritual, moral, social and cultural development, and the promotion of British values, are at the heart of the school's values. They are often referred to, through pupils' work, and demonstrated by how pupils speak to and care for each other. Geographically, the school is isolated, but pupils' experience and understanding about a diverse range of life and culture in the wider community is strong.
- The before- and after-school club, which includes a meal, provides pupils with a positive start and end to the school day.
- The local authority appropriately considers that the school only needs 'light touch' support. The school is an active member of two local school networks that support each other by providing opportunities for curriculum leaders and class teachers to meet and discuss teaching and learning. Headteachers work together to support each other in evaluating their schools' strengths and areas for development.

■ The governance of the school

- Governors know their school well and are confident to ask challenging questions. They are committed to their role and meet regularly to monitor the school development plan.
- Governors play an important role in school improvement. They are increasingly skilled at looking closely at pupils' progress. As a result, they have a good level of understanding about the progress pupils are making and need to make.
- Governors have a thorough understanding of performance management procedures. As well as holding teachers and leaders to account, they ensure that the management of teachers' pay is effective. Through detailed checks, they ensure that the pupil premium and the PE and sports grants are spent effectively and make a difference to pupils.
- Together with the headteacher, governors have ensured that staff deployment meets the needs of pupils. For example, in establishing a fourth class in school, leaders and governors have ensured that teaching can be highly focused on meeting the needs of the pupils in this new class.
- The arrangements for safeguarding are effective. Rigorous and robust systems are in place which are understood by staff. Regular and appropriate training for staff is undertaken and is up to date. Consequently, safeguarding is a high priority for all at the school. Leaders are persistent in cases where the school is concerned for a pupil's welfare. Timely and effective relationships with other agencies ensure that pupils are kept safe and their welfare needs are met.

Quality of teaching, learning and assessment is outstanding

- The quality of teaching and learning is of a very high standard. Pupils really enjoy school and are extremely enthusiastic. Teachers are passionate about pupils and their learning and as a result lessons are interesting, lively and fun.
- The great enthusiasm pupils have for their learning makes an important contribution to their own successful outcomes. As a result of pupils being highly self-motivated and encouraged to have ownership of their learning throughout school, they thrive. Pupils are encouraged to decide what they are learning about and what skills they need to make sure they get the best out of lessons. They work together to tackle tasks and talk about what they are doing all the time.
- Teachers trust pupils and encourage them to draw on their growing skills to contribute to school life. For example, all Key Stage 2 pupils are inspired to take turns leading an assembly. They generate their own ideas. They write and present the assemblies with very little involvement from adults and demonstrate impressive skills in writing, reading, performance, technology, leadership and understanding of the world around them.
- Teachers and leaders check on pupils' learning regularly. They know their pupils extremely well. The use of assessment information is exemplary and makes a significant contribution to the progress pupils make in their learning. The continual assessment of where pupils are in their skills and understanding, and what they need to do next, ensures that teachers identify and plan for each pupil's needs successfully. Consequently, teaching offers appropriate challenge for pupils of all abilities, including the most able.
- Staff and pupils make excellent use of new technologies as a useful learning platform, and for staff to feedback to pupils about their written work.
- Leaders and staff have high expectations of the quality of the school environment, presentation of work and the quality of resources.
- The subject knowledge of teachers is excellent. They ask just the right questions to help pupils move on in their learning. Mistakes are seen by staff and pupils as just another opportunity to learn. Occasionally in Key Stage 1, the pace of learning slows, resulting in pupils becoming distracted and unsettled for a short period of time.
- Where pupils struggle with their learning, an effective range of often personalised learning opportunities help them to catch up. As a result, pupils make at least good progress.
- For those pupils that are disabled and those who have special educational needs, the support they are offered is thorough and of an excellent quality. It is identified quickly and pupils' needs are addressed. Such pupils also make at least good progress.
- Teaching assistants across Key Stages 1 and 2 are deployed effectively and make a good contribution to the progress of the pupils with whom they work.
- Teachers plan regular opportunities for pupils to develop reading, including phonics (letters and the sounds that they make), writing and mathematics, as well as mastery of concepts in different subjects.

Communication is a priority for the school and every opportunity is used to encourage pupils to talk to each other, read aloud and present or perform in front of an audience. As a result, the vast majority of pupils are confident to talk in a variety of situations. For example, pupils talked enthusiastically about a visit from a falconer. Inspired to learn about birds, pupils shared their findings in a special presentation to parents.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils' personal, social and emotional development and welfare skills are outstanding. The teaching of these skills and ideas are woven through the curriculum. The school's values of friendship and forgiveness, peace and perseverance, respect and responsibility, hope and humility, and courage and trust are regularly talked about by pupils and adults. They are threaded through many lessons and very effectively enable pupils to be thoughtful and caring citizens.
- Adults and pupils promote and model a culture of respect. All staff treat pupils equally and ensure that the school makes everyone feel welcomed and valued. Parents that responded to Parent View commented how welcoming the school is to parents and pupils. New pupils to the school describe how much they love the school, and how well they have been supported and encouraged by staff and pupils to settle and thrive.
- The vast majority of pupils throughout Key Stages 1 and 2 are very confident learners and are keen to talk about their learning. All those spoken to expressed how proud they were of their school and their work. By the time pupils reach Key Stage 2 they are often taking a leading role in deciding what they are learning. They set themselves challenges, pushing themselves to a high standard. As a result pupils can talk confidently about why they learn and why education is so important to them.
- Pupils learn how to live healthy lifestyles and look after themselves through a curriculum rich with opportunities to develop their well-being. A particular strength of the school is the huge range of planned experiences offered to pupils. These include residential trips, caving, skiing, drama, dance workshops, musical instrument lessons and trips to the theatre and to concerts. These, typically, are used as a stimulus for lessons and learning, to provide pupils with first-hand experiences that grow and nurture confidence, resilience, teamwork and respect. Ultimately the wealth of experiences offered to pupils contributes significantly to their spiritual, moral, social and cultural development.
- Those pupils who have special educational needs or disability are very well cared for. They participate fully in all that the school has to offer and benefit from high-quality, personalised teaching which is carefully planned to remove or reduce barriers to learning and ensure their progress.
- The vast majority of parents who responded to Parent View felt that the school deals appropriately with bullying. All thought the school looked after their children well and, as a result, their children feel safe and happy. Pupils spoken to during the inspection were clear about what bullying was and said that incidents were rare. They were very confident that teachers dealt with any unkind or negative language towards pupils very quickly. In fact, it was clear that pupils themselves would challenge unkind or negative language directly if it was ever heard. Pupils were unanimous in their view that they felt safe in school and knew how to keep themselves safe personally and online.

Behaviour

- The behaviour of pupils is outstanding. Pupils' conduct around school is of a very high standard. They are polite and well-mannered. Everyone knows each other and is friendly, supportive and caring. As a result, school is a calm, orderly and purposeful place to learn.
- Older pupils are excellent role models for younger ones. They sit with them in their school teams at lunchtime helping anyone who needs it. They also make sure at playtime that smaller children are safe and happy. Prefects have a range of duties that include sorting out the occasional playground dispute, helping pupils who may have hurt themselves and various school organisation duties. They take on their roles with a great deal of pride.
- Pupils are aware of how to behave and the consequences of poor behaviour. Incidents of inappropriate behaviour are rare, dealt with quickly by teachers and responded to by pupils appropriately. There have been no permanent or fixed-term exclusions in the last three years.
- Those pupils who do have behavioural needs are able to talk about ways of managing their behaviour. They are very well supported to ensure that their behaviour does not get in the way of their or others' learning.
- Pupils' attendance is above the national average. The systems for monitoring attendance, absence and punctuality are rigorous and effective. Good attendance is rewarded and has a high profile in school.

Outcomes for pupils

are outstanding

- Owing to the small number of pupils in the school, caution must be applied when making comparisons with nationally published information. The outcomes for pupils by the time they leave school at the end of Key Stage 2 are extremely strong. From starting points at the end of Reception that are often below those of other pupils nationally, the vast majority of pupils made excellent progress in reading, writing and mathematics compared to pupils of a similar age in 2015. In the two previous years all pupils also made excellent progress. A number of these pupils also made more than expected progress. The school's in-year tracking of progress and the work in pupils' books confirms that all pupils are making strong and sustained progress.
- Pupil premium funding is used effectively to support disadvantaged pupils. As a result, they all make at least good progress overall by the time they reach the end of Key Stage 2. Disadvantaged pupils' attainment is similar to other pupils in school and above pupils nationally. This is because the school monitors very effectively the progress of these pupils and ensures that they are extremely well supported in class to improve.
- Disabled pupils and those who have special educational needs make at least good progress from their starting points. Teachers and teaching assistants provide very effective support to ensure that pupils have the appropriate resources to help their learning.
- In the last few years, pupils have reached standards in reading, writing and mathematics that are above average by the end of Key Stage 2. The most able pupils in the school have attained particularly well compared with similar pupils nationally. The outcomes for pupils at the end of Key Stage 1 are exceptionally strong. By the end of Year 2 the pupils attaining the level expected in reading, writing and mathematics is well above pupils of a similar age nationally, as is the attainment for the most-able pupils.
- Every pupil achieved the expected standard in the national phonics screening check in Year 1. Every opportunity is taken in early years and Key Stage 1 classes to encourage pupils to use their growing phonics knowledge to sound out words throughout lessons and curriculum activities. Indeed, reading is strong across the school. Pupils enjoy reading and talk enthusiastically about how they love to read at home and in class. Lessons often include an expectation that pupils read aloud to an audience as part of their learning activities. Pupils do this happily and confidently from Year 2 through to Year 6.
- A striking feature of the school is the pupils' ability to talk about what they have learned and understand very clearly. Particularly in Key Stage 2, pupils take control of their learning; they contribute to deciding what the focus of the lesson should be and are regularly given activities that require them to work in pairs or small groups to solve a problem, write together or perform. As a result they talk to each other about their learning, what they need to do, and what skills and knowledge they have that they could draw upon.
- Pupils are very well prepared for the next stage in their school career. Although the school is small, the wealth of opportunities and responsibilities that pupils are able to engage in ensures that by the time pupils leave Key Stage 2 and enter Key Stage 3, they are confident, resilient, knowledgeable and skilled individuals. Parents say how well equipped their children were for going to secondary school and, that despite going from a very small school to a large one, they were now thriving as a result of how well Old Hutton prepared them.

Early years provision

is good

- Children often start Reception with skills and knowledge typically below what would be expected for their age, and some significantly below. There were only five children in Reception last year and there are 10 currently. The whole class group includes the seven Year 1 pupils.
- The proportion of children who reached a good level of development at the end of Reception in 2015 was just below that expected of children of a similar age nationally. However, from their individual starting points, children made at least good progress.
- Teachers' assessments and tracking of children's learning is of a very high quality. As a result, adults know the learning needs of children extremely well. This allows children to catch up as quickly as they can. Children are presently on track to meet challenging targets that have been set for the end of Reception this year. Currently, they are making at least good progress. The Reception teacher highly values the opportunity to regularly work with other schools to check that pupils' assessments are accurate.
- The leadership of early years provision is clear about strengths and weaknesses. Leaders have plans to enhance further the indoor and outdoor areas to maximise the learning and development opportunities for children in the tight space which is available.

- The quality of teaching is good. There are high expectations of what children will do. Sessions are thoughtfully prepared, regularly drawing on the interests of children. However, sometimes when teaching the Reception and Year 1 pupils together, Reception children can miss out on opportunities to maximise their learning because too much attention is given to the older pupils.
- Often children's listening and communication skills are not well developed when they start Reception. Through careful planning and good-quality questioning by adults, children are supported to grow in confidence and are increasingly able to talk and listen to each other, as well as work productively together. For example, there were many conversations, sharing of ideas and teamwork when children explored the 'forest school' and built stick and mud houses with their partner.
- All curriculum areas are planned for in detail and according to children's needs. For example, to stimulate boys in particular, topics this year focus on space and building rockets. Furthermore, children talked enthusiastically about the Chinese New Year celebrations and delighted in their dragon parade and Chinese banquet, which Year 3 and Year 4 pupils were invited to attend. Similarly to the rest of school, a great deal of children's learning is based on practically experiencing what they are learning about.
- The strong emphasis on creating a caring and nurturing environment is evident from the positive relationships adults have with children, and children have with each other. For example, children who are shy or anxious are gently and expertly encouraged. Consequently, they are successful and proud of their achievements.
- Children's behaviour is generally good and they have a good attitude to learning. There are well-established routines that help children settle quickly. Where children have difficulties managing their behaviour they are well supported to enable them to learn and not distract others.
- Safeguarding is effective and the classroom is a safe environment for children.
- There are very positive relationships between parents and Reception staff. Parents feel well supported and informed about their child's learning.
- Transition arrangements are thorough, with visits made to homes before a child starts in Reception, as well as invitations to join story sessions. Children often join Reception from the pre-school provider located next to the school. These children benefit from the positive working relationship between the school and this provision. The relationship with Key Stage 1 and 2 is extremely strong as, being a small school, all the children and pupils know each other well. They eat lunch and play together every day.

School details

Unique reference number	112263
Local authority	Cumbria
Inspection number	10001357

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	65
Appropriate authority	The governing body
Chair	Simon Willis
Headteacher/Principal/Teacher in charge	Andrea Walker
Telephone number	01539 732778
Website	www.oldhuttonschool.org.uk/
Email address	admin@oldhutton.cumbria.sch.uk
Date of previous inspection	27–28 September 2010

Information about this school

- This is smaller than the average-sized primary school.
- There are four class groups in school, three mixed age and one Year 2 class.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils who have special educational needs is below the national average. The proportion of those who are disabled or have a special educational needs statement or an education, health and care plan is above the national average.
- The proportion of pupils who are identified as disadvantaged and supported by the pupil premium is below the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.)
- The school meets the government's floor standard, which is the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- There is a before- and after-school club managed by the school, which formed part of the inspection.

Information about this inspection

- The inspector observed lessons in all classes and in a range of subjects. She also visited an assembly and listened to pupils read.
- The inspector observed pupils' behaviour in classrooms and assessed the school's promotion of social moral, spiritual and cultural development. She observed pupils in the playground and during lunchtimes.
- The inspector looked at work in pupils' books and in the learning journals of pupils in the early years.
- The inspector held meetings with the headteacher, senior teacher, special educational needs coordinator, curriculum leaders and the Reception class teacher. She also met with four members of the governing body, including the chair. A meeting was also held with a representative of the local authority.
- A group of pupils discussed their opinions about the school and their learning with the inspector and she also spoke informally with pupils in the playground and at lunchtime.
- The inspector took account of eight staff questionnaires. There were 25 responses to Parent View taken into consideration as well as the views of parents spoken to before school.
- The inspector observed the school's work and looked at a number of documents, including minutes from meetings of the governing body, information on pupils' outcomes, the school's evaluation of its own performance and its development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

Inspection team

Sue Eastwood, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

