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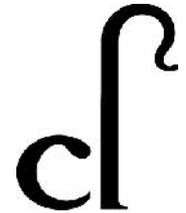


The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Old Hutton Church of England Primary School

Old Hutton,  
Kendal,  
Cumbria  
LA8 0NQ



<b>Previous SIAMS grade:</b>	<b>Good</b>
<b>Current inspection grade:</b>	<b>Outstanding</b>
<b>Diocese:</b>	<b>Carlisle</b>
Local authority:	Cumbria
Date of inspection:	8 October 2015
Date of last inspection:	1 October 2010
School's unique reference number:	112263
Headteacher:	Andrea Walker
Inspector's name and number:	Anne B. Woodcock (445)

Diocese of Carlisle  
Growing Disciples

#### School context

The school serves the mixed socio-economic rural communities around Old Hutton, between Kendal and Kirkby Lonsdale in south Cumbria. The 71 pupils are taught in three mixed-age classes. The vast majority are of White British heritage. A lower than average number of pupils attract the Pupil Premium grant. The school supports a below average number of pupils with additional needs. The headteacher has been in post since April 2014. There is currently an acting headteacher during the headteacher's absence.

#### The distinctiveness and effectiveness of Old Hutton Church of England Primary School as a Church of England school are outstanding

- The headteacher's vision and leadership has motivated and inspired developments which have quickly established a vibrant and explicitly expressed Christian learning community.
- Pupils' excellent behaviour and attitudes to life and learning are based on their understanding of the school's core Christian values.
- Highly effective links with the local church have a strong impact on the school's Christian character and on pupils' spiritual development.
- The imaginative curriculum supports pupils' spiritual, moral, social and cultural (SMSC) development extremely well.

#### Areas to improve

- Extend pupils' knowledge of different cultures and faiths to further develop their understanding of diversity.

### **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

Christian values are highly visible and well understood by all members of the school community. The ten core values, which include trust, perseverance and forgiveness, were chosen by pupils, staff and governors and agreed by parents. They are reflected in the strong, supportive relationships seen across the school. Christian values impact strongly on all aspects of school life. Behaviour is excellent because children are eager to show friendship and trust. 'Everyone acts like a Christian should, doing all our values. We forgive each other, like Jesus told people to do,' explained a Year 4 child. Children are highly motivated and eager to learn. Attendance is excellent, reflecting children's enjoyment of learning and their perseverance. The school's focus on individual achievement ensures that all pupils are very well-supported. All children make very good progress from their starting points and the standards of attainment are high. The curriculum drivers include spirituality and faith and the arts. The focus on children's SMSC development across the curriculum is exemplary. As a result, pupils have rich, varied experiences which allow them to express their ideas creatively. They are articulate, confident and reflective learners. 'We like the challenge of thinking about big questions,' explained a Year 5 child. This was seen when older children used art to express their ideas about 'Where is God?' Regular outdoor learning and visits support pupils' appreciation and understanding of the world around them. Religious education (RE) makes a very significant contribution to the school's Christian character. Pupils enjoy their lessons because they are challenged to think deeply. They have a growing awareness of Christianity as a multi-cultural faith and some knowledge of major world faiths, gained through lessons and the recently held multi-faith day. However, the school recognises that additional experiences will help pupils to develop even higher levels of understanding of the issues around diversity.

### **The impact of collective worship on the school community is outstanding**

Extremely well-planned, inclusive collective worship is central to the daily life of the school. It is delivered creatively by staff, pupils and visitors. Themes are based on Christian values, festivals and Bible teaching. The role of pupils in planning, leading and evaluating of worship is exceptional. The pupils' collective worship committee meets regularly with staff and the vicar to plan themes and special services. They selected this term's theme of peace because they were concerned about Syria and world peace. Children really enjoy their worship experiences because they participate actively, explaining that, 'Teachers don't tell us what to do. We decide on stories and choose poems and prayers.' They talk confidently about stories from the Bible, particularly those used by Jesus. Children have well-developed ideas about God. 'God is everywhere. He is life, but can be different things to different people,' explained a Year 6 pupil. 'God is Father, Son and Holy Spirit all at the same time.' Exceptionally purposeful support from the vicar and church members contributes significantly to pupils' spiritual growth. Regular 'Open the Book' worship provided by church members is valued and enjoyed by the children. Special festival services are held in church. These are well-attended by parents who value the opportunity to share in their children's work and worship. Pupils visit the church regularly, becoming familiar with traditional Anglican prayers and practices. Children write and use their own prayers and they know the importance of reflection. The school is planning to support pupil's spiritual journeys through the provision of additional reflective spaces. The monitoring and evaluation of collective worship is exemplary. Staff, pupils and governors provide insightful feedback which confirms the powerful impact of worship and informs ongoing developments.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The headteacher's explicit Christian vision for the school is strongly supported by staff and governors. All members of the school community are able to articulate the impact of the Christian vision. 'A huge improvement in communication and the excellent relationship with the church makes the school's Christian character clear to everyone,' stated a group of parents.

Governors ensure that the needs of all pupils are met through effective use of additional funding and support. The exemplary self-evaluation process ensures that governors and senior leaders have a very clear understanding of the development of the school. Governors monitor and evaluate the work of the school rigorously. Written records inform the annual reviews which engage all members of the school community. Church school issues are prioritised within school development planning. Issues raised in the last inspection have been addressed and the impact of changes has been comprehensively monitored. RE and collective worship are well-resourced and strong leadership ensures that both areas continue to improve. Church and school work together seamlessly, arranging events which develop pupils' understanding of their place within a community. Diocesan support and training contribute to the development of teaching and governance extremely well. As a result, succession planning is highly effective. This is demonstrated by the way in which the school has been able to progress key priorities and run successfully under the leadership of the acting headteacher. Pupils' involvement in the school's decision-making process is outstanding. Children know that their ideas are valued because they are acted upon. They take all their responsibilities seriously. This includes charitable and community work. 'We help others and raise money for charities because friendship is one of our values,' explained a member of school council. Established links with a local special school and a school in Senegal support children's understanding of national and global communities different to their own.

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