

Old Hutton CofE School

Inspection report

Unique Reference Number	112263
Local Authority	Cumbria
Inspection number	357076
Inspection dates	27–28 September 2010
Reporting inspector	Janette Corlett

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

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	83
Appropriate authority	The governing body
Chair	Mr Mark Stott
Headteacher	Mr Huw Davies
Date of previous school inspection	5 February 2008
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Introduction

This inspection was carried out by two additional inspectors. Inspectors saw five lessons or parts of lessons, observing four teachers. They held meetings with staff and two members of the governing body, and held informal discussions with groups of parents and carers and pupils. They looked at a range of documentation including data about pupils' progress and the school development plan. They considered 44 parental questionnaires

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

- Whether pupils make consistently good progress as they move through the school.
- The extent to which pupils understand the next steps in their learning and how to improve their work.
- Whether the actions of school leaders are leading to sustainable improvements in the outcomes for pupils.

Information about the school

This is a smaller than average-size primary school serving a rural community. No pupils are known to be eligible for free school meals and the vast majority of pupils are from White British backgrounds. The proportion of pupils who have special educational needs and/or disabilities is below average. The school holds the Bronze Eco-School Award, Activemark Award and Healthy School Award.

The school runs a breakfast club, the provision of which was subject to this inspection. An after-school club operates on the school site that is not managed by the governing body of the school. This provision is subject to a separate inspection and report.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It is a happy and vibrant learning community, where pupils feel safe and have total confidence in the adults who care for them. Parents, carers and pupils are proud of the school. 'The school is every child's dream.' and 'School staff are positive, friendly, cheerful and professional.' are comments that aptly reflect the views of many parents and carers. The quality of care, guidance and support the pupils receive is outstanding. Exceptionally well targeted support means that all pupils are able to take full advantage of the opportunities provided by the school. Pupils are polite, courteous and behave well. They thoroughly enjoy coming to school and thus their attendance is high.

Pupils have an excellent understanding of how to adopt healthy lifestyles, and demonstrate this through eating healthily and regularly taking part in the wide range of sporting activities on offer as part of the school day and in after-school clubs.

Achievement is good and pupils reach standards which are above average by the time they leave the school. Pupils' overall progress is good as they move through the school. However, progress in mathematics in Key Stage 2 is not quite as rapid as it is in English because there are fewer opportunities for pupils to practise their mathematical skills in other areas of the curriculum. The school is very successful in supporting pupils with special educational needs and/or disabilities, who make good progress as a result.

Teaching is good, and the proportion of outstanding teaching has increased since the last inspection. Pupils' work is marked promptly, but marking does not always identify clearly what pupils need to do next to improve. Curricular provision is well organised and imaginative, and impacts positively on pupils' attitudes to learning and their progress.

The strong leadership of the headteacher is at the heart of the school's success. He has established a shared vision for improvement in pupils' academic and personal skills which is embedded in all aspects of the school's provision. As a result pupils are confident, reflective and creative learners, with outstanding levels of spiritual, moral, social and cultural awareness. Self-evaluation is effective in providing school leaders with a developed view of the school's performance and what needs to be done to improve. As a result, for example, standards in writing have improved significantly throughout the school over the last year. School leaders' clear sense of direction together with the good record of pupils' progress and the sustained development of effective systems for accurate self-evaluation demonstrate that this school has a good capacity to improve further.

What does the school need to do to improve further?

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- Improve pupils' progress in mathematics in Key Stage 2, by:
 - giving pupils more opportunities to practise their mathematical skills in other areas of the curriculum.
- Improve the use of assessment to support learning and hence pupils' achievement, by:
 - ensuring that teachers' written marking consistently identifies the next steps pupils need to take to improve their work.

Outcomes for individuals and groups of pupils**2**

Pupils' positive attitudes and good behaviour contribute strongly to their learning. They listen well and enjoy opportunities to work with 'talking partners' or in small groups. They make good progress in lessons because work is well tailored to meet their learning needs and teaching inspires their keen enthusiasm for learning. Whilst their overall skills vary from year-to-year, due to the small number of children involved and the range of individual starting points, children generally enter the Early Years Foundation Stage with expected skills for their age. They achieve well and reach above average standards in reading, writing, mathematics and science by the time they leave Year 6. The good support that pupils with special educational needs and/or disabilities receive ensures that their learning and progress are good and that they are happy and secure. Parents and carers of these pupils were very complimentary in their comments about how well their children are progressing and about the support provided by the school.

Pupils enjoy the opportunities to take responsibility within the school, such as being part of the school council where they, 'try to make the school even better so that more people will come and enjoy it'. School councillors recently took responsibility for completion of an on-line audit and application form, which resulted in the school gaining the Bronze Eco-School Award. Older pupils take great pride in looking after their younger friends. They are reflective and show great respect for other people's feelings and beliefs, as well as having a mature awareness of cultural diversity. Pupils make a good contribution to the wider community through helping to organise a wide variety of fund-raising events for local and national charities. During the inspection, pupils confidently led a Harvest celebration in church for parents and carers and members of the local community, which was very much enjoyed by all. Pupils' widespread participation in a broad range of after-school clubs and sporting events, demonstrates their enjoyment of physical activity and their outstanding level of commitment to healthy lifestyles.

Attendance is high because pupils are very enthusiastic and want to learn as much as they can. Pupils say that they feel safe in school and show a good awareness of the possible dangers of drugs, alcohol and the inappropriate use of the internet. They say that there is no bullying in school. Pupils leave the school as effective problem solvers and confident learners, with the ability to reflect critically on the effect of their own and others' ideas and actions. These qualities prepare them well for their next stage of education.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is good, and, in some lessons, outstanding. The majority of lessons are planned well, based on what pupils know and what they need to learn next. The key aims of each lesson are shared with pupils so that they have a clear sense of what is expected of them. There are high levels of engagement and enjoyment, with paired talk being a key feature of activities. Teachers question pupils well, targeting different questions at different ability groups. In those lessons where the teaching is outstanding, learning moves on at a cracking pace and not a moment is wasted. Inspirational teaching motivates pupils to learn as much as they possibly can. For example, in one mathematics lesson, pupils groaned in dismay when the mental warm-up activity came to an end because they were enjoying it so much. In another lesson, pupils were skilfully enabled to gain thoughtful insights into civilian life during the Second World War – including an unexpected air raid siren. Teaching assistants provide good support, particularly for those with special educational needs and/or disabilities. Overall, assessment is accurate and used well. However, although teachers' marking is regular it does not always provide pupils with enough information on the next steps in their

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

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learning.

The good curriculum is matched well to pupils' needs. Its structure ensures that writing skills are practised and used increasingly well in a broad range of subjects and experiences for pupils. Information and communication technology (ICT) is used effectively by teachers to raise interest and promote basic skills through a range of subjects, but pupils could make more use of ICT in lessons to enhance their learning. The curriculum is enriched by a very good range of extra-curricular activities, as well as educational visits and visitors to school. Pupils also have the opportunity to take part in a number of artistic and musical activities. Stimulating displays of pupils' work throughout the school enhance the learning environment and help pupils to celebrate their achievements in all areas of the curriculum.

Parents and carers appreciate the school's very caring ethos and the outstanding support that their children receive. Teachers and support staff know each pupil individually and provide highly effective pastoral support, especially for those with special educational needs and/or disabilities and vulnerable children. Careful tracking of their work enables individual support programmes to be initiated for those pupils in danger of falling behind. The school draws well on the expertise of external agencies to work collaboratively upon programmes for those with more complex needs, and it keeps in close contact with parents and carers about how well their children are progressing. Excellent transition arrangements mean that pupils are confident in moving between key stages in the school and ultimately on to secondary education. The school provides further support for families through a breakfast club, which offers a range of activities appropriate to the needs of the pupils attending.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides strong leadership and has effectively developed the skills of subject leaders to ensure a sustained drive for improvement. At the heart of the school's development there is a simple and clearly articulated vision for pupils to achieve well academically, but at the same time to develop the confidence and self-esteem which will support them in leading happy and successful lives. The leadership team is effective in ensuring all groups of pupils have equality of opportunity and that there is no discrimination. Links with parents and carers are effective and there are good partnerships with other schools and outside agencies to support pupils' learning and

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development.

The school promotes community cohesion well. Pupils demonstrate a good awareness of their school, local and worldwide community, and increasingly have opportunities to develop their understanding of their place in wider British society and of other faiths.

School leaders rigorously monitor the quality of teaching and learning and provide effective guidance to enable teachers to improve their skills. Effective use of tracking procedures is made to ensure that information on individual pupils' progress is easily available and potential underachievement is swiftly identified.

The school has good procedures in place for safeguarding and all staff receive regular and relevant training. Resources are deployed well. The governing body is well informed and effectively supports the school in managing its finances and in securing good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The majority of children start school with the skills and the stage of development expected for their age. They make good progress because the class teacher and teaching assistants have a comprehensive understanding of how young children develop and learn. Staff carefully observe and record children's achievements and use this information to plan activities that well match children's varying needs and abilities. Adults work together closely and support children's learning well, maintaining an excellent balance between adult-directed activities and the opportunities children have to choose the direction of their own learning. The indoor learning environment is bright

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and appealing to young children and leads onto a small outdoor area. The school makes the best possible use of this outdoor area, but opportunities for continuous, explorative outdoor play are limited because of the layout of the school buildings.

Parents and carers make valuable contributions to their children's learning and are warmly welcomed into school at all times. Children form good, caring and trusting relationships with each other and with adults. They are excited and motivated to learn, and they are confident to try new activities and speak in a large, familiar group. Behaviour is good and children work well together with considerable independence. The consistent use of praise and encouragement helps children to develop positive self-esteem. Arrangements to promote children's health and safety are robust, and all welfare requirements are met, which ensures that children feel safe and are happy in school.

The Early Years Foundation Stage leader is a highly experienced and dedicated professional who reflects on practice and strives constantly for improvement. Her good leadership results in a clear sense of direction and in good outcomes for children in all six areas of their learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
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 of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of the parents and carers who replied to the questionnaire are very happy with the quality of education and care provided at the school. Typical comments include: 'The school provides a stimulating and safe learning environment.' and, 'This is a fantastic, happy school where academic potential is recognised and children are encouraged to learn in varied and interesting ways.' The inspectors endorse these views. A very few parents and carers raised an issue about behaviour in lessons and supervision in the school yard. During the course of the inspection, inspectors did not see any incidences of poor behaviour disrupting learning and there was adequate supervision on the school yard at all breaks and lunchtimes.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Old Hutton CofE School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 44 completed questionnaires by the end of the on-site inspection. In total, there are 83 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	89	5	11	0	0	0	0
The school keeps my child safe	40	91	4	9	0	0	0	0
The school informs me about my child's progress	32	73	12	27	0	0	0	0
My child is making enough progress at this school	30	68	14	32	0	0	0	0
The teaching is good at this school	35	80	9	20	0	0	0	0
The school helps me to support my child's learning	34	77	10	23	0	0	0	0
The school helps my child to have a healthy lifestyle	38	86	6	14	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	38	86	6	14	0	0	0	0
The school meets my child's particular needs	36	82	8	18	0	0	0	0
The school deals effectively with unacceptable behaviour	32	73	10	23	0	0	0	0
The school takes account of my suggestions and concerns	32	73	12	27	0	0	0	0
The school is led and managed effectively	38	86	5	11	0	0	0	0
Overall, I am happy with my child's experience at this school	37	84	7	16	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 September 2010

Dear Pupils

Inspection of Old Hutton CofE School, Kendal, LA8 0NQ

Thank you for making me so welcome in your school when I inspected recently. I was impressed with your good behaviour, the way in which you care for one another in school and your exceptional knowledge about how to lead healthy lives both now and in the future. It was also good to see you taking such a keen interest in looking after the environment through participating in the Eco-Award scheme. A special thank you to those of you who gave up your lunchtime breaks to talk to me and tell me how much you like coming to school and enjoy learning.

You are right to be so proud of your school, because it is a good school. You achieve well and are very well looked after. You told me that your teachers are kind, and how you really trust them because they listen to you and are always willing to help. You also mentioned how much you appreciate the exciting activities your teachers arrange for you, particularly the trips to interesting places and the after-school clubs.

Your headteacher, all the other staff and the governing body are determined to make things even better for you. I have asked them to give you a little more advice when they mark your work on what you need to do next in your learning, and to give you more opportunities to practise your skills in mathematics in other areas of your work.

You can help by continuing to try your best and to look after one another as well as you do now.

Yours sincerely

Mrs Janette Corlett

Lead inspector

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