

Inspection of Hutton Rudby Primary School

Doctors Lane, Hutton Rudby, Yarm, North Yorkshire TS15 0EQ

Inspection dates: 19 and 20 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Hutton Rudby Primary School is a friendly and welcoming school. The vast majority of pupils report that they are happy to come here and that staff are caring. Pupils behave well in lessons and around school. Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND).

There are positive relationships between staff and pupils. Pupils attend well and say that they love coming to this school, as their lessons are interesting. Pupils report that they feel safe in school and have a trusted adult should they have a concern. Staff have high expectations for behaviour, and pupils follow the rules well. The school values are well known and understood by pupils. In discussions, pupils often refer to how these values help them, such as remembering to be healthy in mind and body.

Pupils enjoy taking on responsibilities and show great enthusiasm for these roles. They can become prefects, members of the school council, house captains and sports leaders. There are weekly assemblies to celebrate success. Pupils are very keen that their class achieves the weekly attendance award. The caretaker gives certificates to the class with the tidiest classroom. These awards inspire pupils to be motivated and responsible.

What does the school do well and what does it need to do better?

There has been much work of late to review the school's curriculum. Thought has been given to what knowledge pupils need to know and when this should be taught. Some subjects have new curriculums in place, and early indications show that this is having a positive impact. For example, in mathematics, pupils' exercise books now show a greater consistency of approach. Pupils are also able to demonstrate how they are helped to remember what they are taught. In geography, lessons begin with quizzes and tests to check previous knowledge. Pupils recognise that this helps them to remember key facts. Staff use assessment to check what pupils know; however, this is not always consistently applied at every opportunity. Sometimes, only pupils with their hands up are asked to answer questions. This means that too few pupils have their knowledge regularly checked.

Pupils with SEND access the same curriculum as their peers. The school has recently reviewed the provision for pupils with SEND, and there are now clearer systems in place. Classroom staff use information on support plans to help pupils access their work. There is a recent focus on ensuring that pupils do not have too many targets. This enables staff to be more precise in their support.

Reading is a priority throughout the school. Children in Reception Year get off to the best start with the early teaching of phonics. This ensures an interest in learning letters and sounds. During independent time, many children in Reception Year chose to practise the new sounds they had recently learned. Staff are well trained to deliver the phonics programme, and they value the professional development they

have accessed. Pupils' phonic knowledge is regularly assessed, and staff quickly spot if there is a weakness in pronouncing sounds or reading individual letters. There is intervention in place for pupils who do fall behind. As a result, the vast majority of pupils learn to read well at an age-expected level. Older pupils are encouraged to be ambitious with their book choices. They enjoy reading fiction and non-fiction. One Year 6 pupil proudly discussed their reading book, 'I am Malala', illustrating that challenging texts are available to older pupils.

Pupils behave well in lessons, and learning is not disrupted. From the early years, children are quickly taught about routines and expectations. There is a calm, orderly and purposeful atmosphere around the school. Pupils are knowledgeable about being tolerant and respectful to all. They discuss how the curriculum for personal, social and health education has taught them the importance of this. However, some aspects of the spiritual, moral, social and cultural (SMSC) curriculum are not as comprehensive as others. Pupils cannot discuss faith and religion as confidently as other aspects of their SMSC curriculum, such as equality.

Leaders and the governing body have a shared vision for their community. They have an accurate understanding of the school's strengths and areas for development. Members of the governing body provide support but also hold leaders to account. At subject leadership level, there are some new leaders in role. These staff are being supported by the school to develop. Staff feel valued and are overwhelmingly proud to work at this school. All staff feel very well supported. Leaders are considerate of staff's well-being and workload. The school asks parents their views using surveys, and leaders support pupils to participate in community fundraising events.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff do not consistently check pupils' prior understanding effectively. As a result, teachers do not ensure that they know that all pupils have secure knowledge and understanding before moving on to new learning. The school should ensure that all teachers use formative assessment consistently well so that pupils are fully ready for new curriculum content.
- Aspects of SMSC education are not fully developed in the school's personal development offer. This includes pupils' knowledge and understanding of faith and religion. As a result, pupils lack confidence when discussing what they specifically know about faith and religion. The school should place equal emphasis on all areas of SMSC in its curriculum design.
- Subject leaders who are new to their roles need continued support to implement, monitor and evaluate their curriculums effectively. The school should ensure that

there is a focus on building the knowledge and skills of subject leaders through professional development and regular monitoring.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121361
Local authority	North Yorkshire
Inspection number	10302292
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair of governing body	Adam Hodge
Headteacher	Matthew Kelly
Website	http://www.huttonrudbyprimary.co.uk
Date of previous inspection	4 and 5 July 2012

Information about this school

- The headteacher was absent from school during this inspection.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the acting headteacher, the interim executive headteacher and other members of staff. Inspectors met with representatives of the governing body, including the chair of governors. Inspectors also met with the school improvement partner from the local authority.

- Inspectors carried out deep dives in early reading, mathematics, geography and science. They met with curriculum leaders, teachers and pupils, visited lessons, and looked at samples of pupils' work. An inspector also listened to pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors reviewed a range of documents relating to safeguarding, including records of employment checks and safeguarding incidents. Inspectors discussed safeguarding with staff, pupils, governors and the local authority.
- Inspectors looked at attendance and behaviour records.
- Inspectors also reviewed the responses that were received through the Ofsted online questionnaire, Ofsted Parent View, which included free-text comments. The inspectors considered the responses that were received through Ofsted's staff questionnaire.
- Inspectors talked to groups of pupils and considered what was said in these discussions throughout the inspection process.

Inspection team

Jessica McKay, lead inspector

His Majesty's Inspector

Kieran McGrane

Ofsted Inspector

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