

Luttons Community Primary School

Inspection report

Unique Reference Number	121454
Local Authority	North Yorkshire
Inspection number	382334
Inspection dates	22 November 2011
Reporting inspector	Christine Harrison

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection 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 of pupils on the school roll	19
Appropriate authority	The governing body
Chair	Rachel McDonald
Headteacher	Elizabeth Parker (Strategic Headteacher)
Date of previous school inspection	24 March 2010
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Age group	4-11
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Introduction

This inspection was carried out at no notice by one additional inspector. The inspector observed four lessons, two taught by each of the school's teachers. Meetings were held with the strategic and acting headteachers, members of staff, a group of pupils, the Chair of the Governing Body and a representative of the local authority. The inspector observed the school's work, and looked at various documents, including those relating to safeguarding.

The inspector reviewed many aspects of the school's work, including the key areas for improvement from the previous inspection. She also considered evidence from monitoring inspections and looked particularly at the following areas.

- Whether the improvement in pupils' progress, indicated by recent assessment information, is reflected in their learning and progress in lessons.
- Whether improvements in pupils' attendance have been maintained in the current school year.
- Whether the new arrangements for the leadership of the school are enabling the track record of improvement to be continued and whether there are satisfactory plans for future leadership.

Information about the school

This is a much smaller than average primary school serving the villages of West and East Lutton and the surrounding rural area. All pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is average. The proportion of pupils with significant special educational needs and/or disabilities, including those with a statement of special educational needs, is almost twice the national average. The number of pupils who join or leave the school during Key Stage 1 and Key Stage 2 is high in comparison with all schools nationally. The headteacher was absent from the school from March 2010 and resigned from her post at the end of March this year. A partnership has been established with a neighbouring, larger primary school and the headteacher of that school now has strategic responsibility for this one. An acting headteacher, who is deputy headteacher at the partner school, has day-to-day responsibility for leading and managing this school.

Following the inspection in March 2010, the school was placed in special measures because it was not providing an acceptable standard of education and was not demonstrating the capacity to bring about necessary improvements.

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

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

The school's senior leaders, teachers and other staff have worked hard to overcome previous difficulties and Luttons now provides a good quality of education for all its pupils. The quality of teaching has improved and is good in both classes. Teachers plan carefully to provide interesting and exciting activities that meet the wide range of needs of pupils in the class. Pupils are keen to say that they now receive 'brilliant teaching' and identify their lessons as the major strength of the school.

Pupils arrive in school with skills that are, overall, below average for their age. They make good progress as they move through the school and the attainment of older pupils now broadly matches the national average. In the past, pupils with special educational needs and/or disabilities made inadequate progress. The school is now much more aware of these pupils' needs, support has increased and, as a result, these pupils are making good progress alongside their peers.

The school's curriculum has, in recent months, rightly placed strong emphasis on developing pupils' skills in literacy and numeracy. Other aspects of the curriculum have been limited. The situation is improving and, for example, pupils in Key Stage 2 are now enjoying their recently-introduced French lessons. However, the curriculum is still not extensive enough to develop fully pupils' other skills and interests and broaden their understanding of real-life situations beyond their own locality.

Pupils enjoy coming to school and this is reflected in attendance which is above average. The school has worked very hard to involve parents and carers and the community more closely with the work of the school. At a recent parents' meeting, parents or carers of all the school's pupils attended or made alternative arrangements to talk to teachers. The school provides good care, support and guidance for pupils, particularly those who are vulnerable.

The school's partnership with a neighbouring school is working most effectively to continue the trend of improvement and maintain good leadership and management. The strategic headteacher has detailed plans, both to ensure the future viability of the school and to increase the benefits to both schools of the partnership arrangements. The acting headteacher has built on the very effective work of the previous acting co-headteachers in making use of well-established systems for

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tracking pupils' progress and for monitoring and supporting teaching. However, the time that the acting headteacher spends in school is planned to decrease gradually over this school year. In these circumstances, work has begun on improving teachers' leadership skills but these skills are not yet fully-developed. Nevertheless, an established track record of rapid improvement, together with accurate self-evaluation and the assurance of the continued support of the partner school, indicate that the school has good capacity for further improvement.

What does the school need to do to improve further?

- Broaden the curriculum by:
 - increasing the opportunities for pupils to develop their skills in information and communication technology (ICT) and to use those skills across the curriculum
 - providing more opportunities for pupils to explore topics that reflect their own interests and develop their personal and study skills
 - arranging more visits, and visitors to the school, to extend pupils' experience and understanding of life beyond their own area.
- Improve the leadership skills of the school's middle leaders so that they are better equipped to take on more responsibility as the input from the acting headteacher is reduced in the near future.

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

The progress made by all groups of pupils is now good and they achieve well in relation to their starting points. The atmosphere for learning in lessons is consistently calm and purposeful. Pupils try hard and maintain their concentration, whether listening to the teacher or working independently. Their enjoyment of lessons is evident both from their comments and their behaviour. For example, a younger pupil skipped merrily from one activity to the next and older pupils smiled with satisfaction when they spotted the teacher's deliberate mistake. Attainment at the end of Year 6 varies widely from year to year according to the ability of the very small numbers of pupils in each cohort. However, the attainment of older pupils in school is generally either average or slightly below average for their age.

Higher-attaining pupils benefit from individual challenges. For example, a particularly able reader from Key Stage 1 joins the Key Stage 2 class for guided reading. Although the progress of pupils with special educational needs and/or disabilities is good, it is not quite as consistent as that of other pupils. Occasionally, these pupils receive too much support and are not required to do enough work on their own. Pupils' much improved progress in English and mathematics means that they are now well-prepared for the next stage of their education.

Pupils' spiritual, moral, social and cultural development is good and the school makes particularly effective use of assemblies to encourage important moral values and

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develop pupils’ self-esteem and self-confidence. Pupils say that they feel very safe in school and indicate that they are given plenty of information about how to stay safe, for example, around Halloween and bonfire night. Pupils behave well and are polite and considerate to each other and visitors. The atmosphere in the school dining room is relaxed and friendly. Pupils are well informed about how to eat healthily but, despite the encouragement of a recent promotion, fewer than half of them eat the attractive and nutritious school meals. Pupils willingly take on responsibilities around school but have fewer opportunities to contribute to the wider community. They speak enthusiastically of their work for charity and would like to do more.

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	3
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	2
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	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

The improvement in the quality of teaching has been the major factor in the school’s trend of overall improvement. Teachers have become skilful in using assessment information to plan work that meets the needs of the various groups of pupils within the class. They question pupils closely to test and extend their understanding. Teachers have responded enthusiastically to advice they have been given and now, for example, provide more opportunities for pupils to talk about their work and also to learn independently. For example, pupils in Key Stage 1 work as a team to produce good answers to a comprehension exercise, while those in Key Stage 2 enjoy the individual satisfaction of watching shapes emerge as they use coordinates to plot and then join points on squared paper. There are still parts of lessons when particular groups of pupils make satisfactory rather than good progress, sometimes because pupils find the task rather daunting or they simply become rather relaxed. However, teachers and teaching assistants are quick to notice any slowness in learning and to intervene to provide suitable guidance or encouragement.

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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The curriculum is satisfactory rather than good. It provides very careful and effective planning for developing pupils’ literacy and numeracy skills. However, in other respects, the curriculum remains rather limited. There are not enough opportunities for pupils to study topics that reflect their own interests, enable them to develop personal and study skills and learn about real-life situations beyond their own locality. Although the number of visits has increased, there are still too few visits, and visitors to the school, to broaden pupils’ experience. Pupils are aware that they do not get enough opportunities to develop and use their skills in ICT. However, the range of extra-curricular activities has improved recently, with the introduction of, for example, art club, baking club and various sporting activities. Mountain biking was a much enjoyed activity, made possible by arrangement with the partner school and the use of their minibus.

Every pupil in this school is well known as an individual and pupils say that there is always someone to turn to if they have a problem. The care for vulnerable pupils is particularly effective and the school works well with outside agencies when necessary. The school has worked hard to encourage good attendance; as a result, pupils’ attendance has improved, over the last eighteen months from being low to being above the national average.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The strategic headteacher has overall responsibility for the school and, together with the acting headteacher, she is building on the many good systems and strategies developed by the previous acting co-headteachers. The transfer of leadership responsibilities has been seamless and teachers appreciate the continuity and stability that this has provided. As planned, the acting headteacher will reduce her time spent in school later in the school year but the overall structure will be maintained. With this in mind, teachers are now developing their leadership roles, notably in taking responsibility for English and mathematics. However, their skills are not yet sufficiently developed to meet fully the future needs of the school.

Members of the governing body are particularly knowledgeable about the school and work closely with the strategic headteacher to ensure that the trend of improvement is maintained and that the school’s future is assured. They are also active on a day-to-day basis, running several extra-curricular clubs.

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The school’s strong determination to ensure equality of opportunity among pupils, and overcome any disadvantage, has been demonstrated in the significant improvement in the support provided for pupils with special educational needs and/or disabilities. Similarly, the school’s leaders now provide transport for parents and carers who have difficulty in attending school events. The school’s arrangements for safeguarding pupils are systematic, well-established and fully meet statutory requirements. The school is a harmonious and cohesive community and leaders are working effectively to build links with the local community. However, the school is aware that there are weaknesses in pupils’ understanding of life overseas and of the cultural diversity of the United Kingdom.

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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children’s progress remains good, as it was at the time of the inspection in March 2010. Although there is a wide variation in individual children’s skills when they arrive in Reception, many of them have no previous experience of formal education. Hence, overall, their skills are below those expected for children of similar age, particularly in personal, emotional and social development and in communication, language and literacy. By the end of Reception they have caught up and most of them reach, and sometimes exceed, the attainment expected of children of the same age nationally.

Children in Reception are taught in the same class as pupils in Years 1 and 2. However, because numbers in all three year groups are very small, children receive plenty of individual attention from the teacher and teaching assistant. Some children take a little time to adjust to their new surroundings but, after a few weeks their progress begins to speed up. First-hand evidence of children’s individual good progress has been noted during successive monitoring inspections.

Adults provide a safe and welcoming environment for children. The conversations between adults and children are particularly valuable in encouraging children’s

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speaking skills and extending their thinking about activities and topics. The teacher and teaching assistant make good use of the outdoor space for the various strands of learning. For example, children developed a good understanding of 'above', 'below', 'on' and 'under' as they held the teddy bear in the appropriate locations, using the outdoor apparatus. Occasionally, activities are not quite as successful as they might be. For example, children were moved on too quickly when learning to read new words so that some did not have enough time to absorb fully what they had learnt.

The arrangements for assessment are a strength of the work in Reception. Adults know just where children are in their development and use that information to plan the next steps in their learning. The leader of the Early Years Foundation Stage has analysed assessment information, accurately identified areas for improvement and adjusted her planning accordingly.

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

Parent and carer questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Glossary

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.
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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth-form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



23 November 2011

Dear Pupils

Inspection of Luttons Community Primary School, Malton, YO17 8TF

Thank you for making me so welcome when I inspected your school and particular thanks to those of you who talked to me about how you feel about the school. As you know, I have been visiting your school regularly to check the progress being made. I am delighted to say that your school no longer requires special measures because it is providing you with a good quality of education. Everyone has worked hard and the improvements have led to you making much better progress than before. On an earlier visit you told me that 'things are fairer now with everybody getting the help they need' and I have seen that getting better on each of my visits to the school.

You told me how much you enjoy your lessons now and I have been impressed by the good teaching you receive and your good behaviour and enthusiasm for learning. However, even in a good school there are some things that could be improved. I have asked the school's leaders to give you more opportunities to develop and use your skills in information and communication technology (ICT), to provide opportunities to study a wider range of interesting topics and to arrange more visits, and visitors to the school, so that you learn more about the world beyond your local area. I hope you will play your part by working hard and taking full advantage of those new opportunities. I have also recommended that your teachers are given more help to develop their skills in leading the school.

I have very much enjoyed meeting you on my visits. In particular, I will remember your improvised performance, in assembly, of the beginning of the story of Joseph and his coat of many colours. I really enjoyed your acting and you are certainly very good at making 'jealous faces'. I hope the next instalment of the story will be equally memorable and enjoyable.

I wish you all the very best for the future.

Yours sincerely

Christine Harrison
Lead inspector

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