

# Inspection of a good school: Luttons Community Primary School

West Lutton, Malton, North Yorkshire YO17 8TF

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Inspection date: 12 October 2021

## Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

## What is it like to attend this school?

Pupils work and play together as one big family. Everyone is included in school life. No child is left out. Older pupils are good role models. They are adept at supporting and caring for younger pupils. This is particularly evident during lunchtimes, when older pupils carry out 'dinner duties'.

Pupils know how to keep themselves safe both off and online. Pupils enjoy attending after-school clubs and activities. Pupils can recall what they have been taught about Christianity. However, they do not have a good knowledge and understanding of other religions. Pupils understand what a democracy is.

Pupils behave well. They are polite and respectful to adults and one another. Pupils say that bullying does not happen. They are confident that teachers will deal with any issues or concerns they have. One pupil said, 'Teachers deal with any problems.'

The curriculum is not ambitious enough. Pupils find it difficult to remember what they have been taught. When activities in lessons do not match pupils' abilities, pupils' behaviour begins to deteriorate. This is because pupils are unsure of what to do.

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

There have been several changes to leadership recently. The executive headteacher is new to post. He is providing a consistent and positive approach to working in collaboration across the three schools. The executive headteacher is committed to improving outcomes for all pupils. This is underpinned by a well-thought-out plan for school improvement.

The teaching of early reading starts in Nursery, where teachers' focus is on developing pupils' language through the sharing of stories and rhymes. Phonics is taught daily from Reception class. Leaders are clear about the sounds and words children should be able to read by the end of each term. However, the books pupils read do not closely match the sounds they know. This impacts upon their ability to read fluently and with increasing confidence. Leaders have recently introduced a new phonics programme. Although staff have received training, this programme is not sufficiently developed in school. In key stage 2 teachers encourage pupils to read widely across the curriculum.

There is a clear sequence of learning in mathematics. This starts in Nursery where children learn about number. The curriculum is separated into progress statements. These become increasingly challenging across the school. Teachers do not ensure that pupils practise basic calculations. This impacts upon their fluency when applying calculations to reasoning and problem-solving. Pupils are unable to recognise the meaning of mathematical terms. This prevents them from completing mathematical activities well.

There are curriculum plans in place for all subjects. However, leaders have not thought carefully enough about the knowledge and skills that pupils should be taught and the order in which they should be taught. Teachers have not received enough guidance to help pupils learn well in all subjects. For example, in personal, social and health education, pupils cannot remember what they have been taught.

Pupils have a good understanding of individual differences. They show respectful and tolerant attitudes.

Pupils with special educational needs and/or disabilities (SEND) are mostly well supported. Targets in individual learning plans identify the small steps pupils need to complete to make progress. Additional resources and interventions are well matched to pupils' individual needs.

Parents are overwhelmingly complimentary about the school. They believe the staff have their children's best interests at heart. One parent said, 'The teachers fully understand each and every child and are always warm and welcoming'. Almost all of those who responded to Ofsted's parent survey, Ofsted Parent View, would recommend the school.

Staff say that leaders are mindful of their workload and well-being. Leaders are developing strategies to improve workload for staff. They closely monitor staff welfare. As a result, staff feel valued and appreciated.

In discussion with the headteacher, the inspectors agreed that improving teachers' knowledge of the curriculum and equipping them with subject-specific training to deliver the curriculum well may usefully serve as a focus for the next inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff have regular and up-to-date safeguarding training. Staff understand their responsibilities to keep pupils safe. Staff understand what they have to do if they have any concerns about pupils. Reporting arrangements are thorough. Records show the actions taken and the impact of these actions in securing help and support.

Leaders understand the local risks that pupils may face. Leaders offer effective support and guidance to pupils and their families when needed.

Governors are aware of their duties to keep children safe. Several governors are trained in safer recruitment. Procedures for appointing new staff are robust. Leaders ensure that all of the necessary checks are carried out on adults to ensure they are safe to work with pupils.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The curriculum is not sequenced or taught well enough in all subjects. This leads to inconsistency in the knowledge and skills that pupils acquire. Leaders need to ensure that all subjects are taught well and in a coherent order that builds pupils' knowledge and skills over time.
- Curriculum plans in subjects other than English and mathematics do not include what children will learn in the early years. Subject leaders do not always understand how the early years curriculum informs what pupils will learn in later years. Leaders should ensure that the foundations of knowledge for the next stage of learning are established in the early years.
- Leaders have not ensured that teachers have the required subject-specific knowledge in some subjects. Teachers require training to improve professional knowledge and guidance in order to teach a range of subjects more effectively.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in July 2016.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	121454
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10199959
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	29
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sally Gibbon
<b>Headteacher</b>	Ian Taylor
<b>Headteacher</b>	Matthew Davies (Executive Headteacher)
<b>Website</b>	<a href="http://www.woldsandvalefederation.co.uk">www.woldsandvalefederation.co.uk</a>
<b>Date of previous inspection</b>	20 and 21 July 2016, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Wolds and Vale Federation.
- The federation has recently entered into a formal collaboration with another local school.
- The headteacher was appointed after the previous inspection and took up his post in 2018.
- The executive headteacher has recently taken up his post.
- The chair of the governing body is newly appointed.
- Several leaders are new to their roles. These include the English leader and the special educational needs coordinator (SENCo).

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the executive headteacher, senior leaders, representatives from the governing body and groups of staff. An inspector held a telephone discussion with the SENCo.
- Inspectors listened to pupils from Years 1 and 2 read to an adult.
- Inspectors did deep dives in these subjects: early reading, mathematics and personal, social, health and relationships education. This involved meeting with senior and curriculum leaders, scrutinising curriculum plans and visiting lessons. Inspectors talked to pupils in lessons and met with them to look at their work. Inspectors also met with teachers.
- Inspectors observed pupils' behaviour in lessons and around school, including during lunchtimes. Inspectors also met with groups of pupils to discuss their views of the school.
- In order to judge the effectiveness of safeguarding, inspectors read the relevant school policies, scrutinised the single central record, and checked the school's procedures for recruiting staff. An inspector also met with the school's designated safeguarding leader. Inspectors met with staff to check their understanding of safeguarding and the safeguarding training they have received. Additionally, inspectors met with governors to check their understanding of their statutory responsibilities to keep pupils safe.
- Inspectors considered the responses to Ofsted's survey, Ofsted Parent View, including the 12 free-text responses. There were no responses to the staff and pupil surveys.

## Inspection team

Gill Wild, lead inspector

Her Majesty's Inspector

Lesley Allwood

Ofsted Inspector

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