

Inspection of a good school: Luddington & Garthorpe Primary

High Street, Luddington, Scunthorpe, Lincolnshire DN17 4QP

Inspection dates:

23 March 2023

Outcome

Luddington & Garthorpe Primary continues to be a good school.

What is it like to attend this school?

Luddington and Garthorpe Primary is a happy, welcoming school at the heart of the community. Everyone looks out for each other and there is a strong ethos of teamwork and family. Pupils enjoy coming to school and they feel safe.

There is a calm and relaxed atmosphere around the school. Leaders and staff have high expectations of pupils' behaviour. In lessons, pupils listen well and focus on their learning. At breaktimes, pupils play cooperatively and enjoy catching up with their friends. They display good manners and rush to hold doors open for staff and visitors. Staff take bullying seriously and deal with any issues when they arise.

Pupils get lots of opportunities to take on positions of responsibility. The members of the pupil council take their school improvement role very seriously. They meet regularly with other pupils and suggest ways of improving the school further, such as changing the dining arrangements to create more of a family-like atmosphere. Older pupils help younger pupils at lunchtime by serving food and drinks. Pupils plan events in the school, such as the Macmillan Coffee Morning, and they also arrange bicycle safety days where pupils learn to ride on the road responsibly.

Pupils develop their talents and interests through a wide range of extra-curricular opportunities. For example, they take part in many enrichment activities, including visits and residential trips. One class experienced life as a Victorian school pupil to support their learning in their history topic. Pupils also take part in sporting activities.

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

Governors and leaders are ambitious for staff and pupils to fulfil their potential and succeed. Staff are extremely proud to work at Luddington and Garthorpe. They feel greatly supported by leaders and governors in managing their workload. Governors visit the school regularly. They provide challenge and support in equal measure. Leaders and governors know what needs to improve further in the quality of education.

Leaders have constructed an engaging curriculum that supports pupils, including those with special educational needs and/or disabilities (SEND), to develop their knowledge across a range of subject areas. They have carefully considered the most important learning that they want pupils to know from the early years to the end of Year 6.

Teachers have a good understanding of the subjects they teach. They use assessment strategies well to check pupils' learning. Teachers use questioning effectively in lessons to deepen pupils' understanding. Lessons are well planned and sequenced. Teachers regularly revisit pupils' prior learning.

Reading has a high priority in the school. It underpins the entire curriculum across early years and the rest of the school. Staff teach phonics consistently because they are well trained. Ongoing support from leaders helps staff to refine their phonic teaching even further. Pupils read with accuracy and fluency. Systems are in place to provide extra help for any pupils who fall behind with their reading. This helps them to catch up quickly. Leaders promote a love of reading through daily story times and the English curriculum. Leaders ensure that teachers use high-quality texts.

In mathematics, pupils are eager to learn and spend time practising timetables and number facts. Teachers help pupils to remember their previous learning through the use of questioning at the start of the lesson. Leaders have introduced more problem-solving tasks within the curriculum. However, sometimes, pupils lack the concrete mathematical understanding to respond to these more abstract tasks. Teachers do not consistently provide pupils with resources and tasks that enable them to apply and demonstrate their learning.

Pupils with SEND are fully included in lessons and all aspects of school life. Teachers know these pupils well. As a result, they identify pupils' needs accurately. Pupils with SEND have lots of support in school. However, some learning plans for pupils with SEND do not identify their next steps precisely enough. Targets do not accurately assess what pupils need to learn next or when. These plans do not reflect the support that pupils with SEND receive in school.

The personal development of pupils is well planned and sequenced. This helps pupils to be kind, resilient and thoughtful. Expectations of their success and involvement in school life are equally high. Pupils learn about relationships, diversity and difference in age-appropriate ways. Parents are positive about the school. Pupils accept that everyone is different. They show high levels of respect for the ideas and opinions of others.

Safeguarding

The arrangements for safeguarding are effective.

Staff take pupils' welfare seriously. There is a shared responsibility for safeguarding.

Leaders have ensured that all staff are trained to identify pupils who may be at risk of harm. There are clear systems in place for staff to raise any concerns that they may have

about pupils' safety or welfare. Leaders refer to and work with external safeguarding partners appropriately to get pupils the help that they may need. Leaders follow safer recruitment processes to ensure the suitability of staff working at the school. The school's personal, social and health education curriculum helps pupils to recognise risk and stay safe, both in their day-to-day lives and online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In mathematics, some pupils are moved on to more complex tasks before they have had sufficient opportunity to reinforce their practical understanding of number. Leaders need to ensure that teachers enable pupils to develop and apply their understanding of key mathematical operations so that they can successfully complete more complex tasks.
- The targets on some learning plans for pupils with SEND are not precise enough. These plans do not reflect the support that pupils receive in school. This means that parents do not have a clear picture of the support that their child is receiving. Leaders need to ensure that the targets on pupils' learning plans are more tightly focused on what they need to learn next and the time frame in which they need to achieve this.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2017.

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' 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

Unique reference number	117740
Local authority	North Lincolnshire
Inspection number	10255839
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	78
Appropriate authority	The governing body
Chair of governing body	Teresa Bainbridge
Headteacher	Janine Bassindale
Website	www.riversidefederation.co.uk
Date of previous inspection	29 November 2017, under section 8 of the Education Act 2005

Information about this school

- Luddington and Garthorpe Primary is part of the Riverside Federation. This is a federation of two rural schools.
- The headteacher is executive headteacher of both schools.
- The school does not make use of alternative provision.
- The school runs a breakfast club.

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 leaders and have taken that into account in their evaluation of the school.
- Inspectors conducted deep dives in these subjects: early reading, mathematics, and art and design. For each deep dive, inspectors met with subject leaders and teachers. They visited lessons, looked at examples of pupils' and children's work and talked with groups of pupils about their learning. The lead inspector observed pupils from key stage 1 and early years reading to a familiar adult.

- Inspectors spoke with members of the governing body, the headteacher and other school leaders. The lead inspector also spoke with a representative of the local authority.
- Inspectors talked with staff about their workload and well-being.
- Inspectors spoke with pupils about safeguarding and their wider experience of school. Inspectors looked at a range of policies and documents related to pupils' and children's welfare and education. They observed pupils' and children's behaviour in lessons and around the school.
- Inspectors took account of the responses to Ofsted's online surveys for staff and pupils.
- Inspectors took account of the responses to Ofsted Parent View, including the free-text responses.

Inspection team

Rebecca Clayton, lead inspector

Ofsted Inspector

Angela Spencer-Brooke

Ofsted Inspector

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