

Inspection of a good school: Luston Primary School

Westland View, Luston, Leominster, Herefordshire HR6 0EA

Inspection date: 4 October 2023

Outcome

Luston Primary School continues to be a good school.

What is it like to attend this school?

Luston Primary is a very friendly, inclusive and good-humoured place in which to work and learn. This is a place where staff know the pupils well. Staff nurture and support pupils to do their best. This is because leaders and staff have high expectations for pupils' behaviour, safety and learning. Pupils respond very well to these.

Instances of bullying are rare but if unkind behaviour happens, then the pupils and adults sort it out quickly and fairly. Consequently, the school day runs smoothly and is full of smiles and laughter. Pupils enjoy school life. All in all, there is a very respectful culture at Luston Primary.

In lessons, pupils do lots of varied activities that get them interested in different subjects. The teaching of reading and mathematics is very effective. Beyond these, the school provides a broad curriculum enriched by trips and special events. Staff also make the most of the school's grounds to develop pupils' knowledge of nature and the outdoors.

Pupils with special educational needs and/or disabilities (SEND) receive high-quality support. The school includes all pupils in everything it does. As with other aspects of the school's work, this is due to values-based leadership at all levels. This ensures that the school continues to develop and improve.

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

High expectations and a pride in the school are very evident. Classrooms are clean, tidy and well presented. The respectful relationships between adults and pupils, show a positive culture of attention to well-being. Learning shines out. This is a school that does many things well.

From the start, there is a well-resourced approach to teaching reading. Beginning in the Nursery, adults provide a language-rich environment. Staff share songs and rhymes that get children excited about the rhythm and patterns of language. Staff also teach children

about the importance of careful speaking and listening. This helps prepare them well for when they start formal phonics in Reception. From then on, the school follows a structured reading programme through to the end of key stage 1, or beyond for those who still need it. All adults receive regular training, which keeps them up to date. Consequently, most pupils succeed with reading. When necessary, staff provide regular and effective catch-up support to those pupils whose learning takes longer.

Learning in other subjects is also well organised. Staff training in subjects such as English, mathematics and science has clearly paid off, and pupils learn much. In addition, the curriculum presents pupils with positive role models, with pupils learning about people from different countries and backgrounds who have made a positive difference. Indeed, attention to diversity is woven neatly throughout the curriculum in relevant and meaningful ways.

While the school provides a broad curriculum that builds subject-specific knowledge, curriculum thinking and design in some subjects is further ahead than in others. Staff have received regular training about effective teaching and learning. However, staff's knowledge of progression in specific subjects is not consistently strong.

Pupils with SEND receive high-quality support. The school's commitment to giving these pupils the best possible start is apparent at all levels of leadership and in classroom practice. From the early years onwards, staff work well with parents, carers and external experts to identify and support needs. Whether pupils require help with their learning or behaviour, staff provide what they need. This helps classrooms to run without disruption, so that everyone can make the most of lessons. In their comments to inspectors, many parents praised this aspect of the school's work.

Outside of lessons, pupils get frequent opportunities to learn outdoors. From the school's forest school area to trips further afield, staff plan imaginative activities that engage and enthuse pupils. On top of this, the school has links with Tanzania and staff routinely direct pupils' attention to the wider world. Pupils respond well to this. This shows in their increasing curiosity and knowledge of the world beyond Herefordshire.

Pastoral support is strong. Pupils who need a boost with confidence, an adult to talk to or just a space for some peace and quiet, can find it here at Luston. Pupils enjoy school, make friends and play an active role in helping one another. They learn about the difference between right and wrong and how to take responsibility.

Staff too, say that they like working here. They feel supported by leaders, both in their professional development and in their day-to-day work. They work hard but say leaders' expectations are fair.

Leaders and governors are keenly aware of the school's many strengths while at the same time striving for further improvements.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff members' access to subject-specific training, and the school's curriculum planning, are further ahead in some foundation subjects than in others. In some foundation subjects, staff training has been limited. This means that planning for progression in pupils' learning is not as well informed as it could be. The school should make manageable plans for subject leaders and other staff to strengthen their knowledge of what effective curriculum sequencing and strong progress looks like in all foundation subjects.

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/outstanding. 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 September 2014.

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	116707
Local authority	Herefordshire
Inspection number	10290544
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	93
Appropriate authority	The governing body
Chair of governing body	Elizabeth Connolly
Headteacher	Mary Freeman (executive headteacher)
Website	www.lustonshobdonfederation.org.uk
Date of previous inspection	1 May 2018, under section 8 of the Education Act 2005

Information about this school

- The school is federated with Shobdon Primary School and is under the same governance. An executive headteacher oversees both schools. Each school also has its own head of school who is based on site. Leaders and staff within the federation work together to share expertise.
- The school has a nursery that takes children from two years old.
- The school provides before- and after-school childcare on the school site.
- The school does not use any alternative providers.

Information about this inspection

- 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 leaders and have taken that into account in their evaluation of the school.

- The inspectors considered published performance data about the school and a range of school documents. These included information about pupils' behaviour, attendance, the curriculum, extra-curricular activities, school improvement planning and documents published on the school's website.
- During the inspection, inspectors had formal meetings with the executive headteacher, other leaders, school staff, pupils and governors. The lead inspector spoke on the telephone with the school's improvement partner and a local authority education officer.
- The inspectors carried out deep dives in the following subjects: reading, mathematics, and history. In these subjects, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at pupils' work. Inspectors also discussed the curriculum in other subjects to check how they were organised and taught.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors talked informally with pupils, parents and staff to gather general information about school life. They took account of the responses to Ofsted's surveys of staff and parents' views.
- The inspectors observed pupils' behaviour in class, at lunchtime, on the playground, at clubs and at other times during the day.

Inspection team

Martin Pye, lead inspector

Ofsted Inspector

Sarah Dukes

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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