



# Lutley Primary School

## Inspection Report

**Unique Reference Number** 103804  
**Local Authority** Dudley  
**Inspection number** 286769  
**Inspection dates** 26–27 September 2006  
**Reporting inspector** John Eadie

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Brookwillow Road
<b>School category</b>	Community		Halesowen
<b>Age range of pupils</b>	4–11		B63 1BU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01384 818220
<b>Number on roll (school)</b>	518	<b>Fax number</b>	01384 818221
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mark Simpson
		<b>Headteacher</b>	A Wheeler
<b>Date of previous school inspection</b>	29 October 2001		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large school serves a relatively economically advantaged suburban area. Almost all pupils are White British and nearly all speak English at home. The proportion of pupils with learning difficulties and disabilities is significantly lower than average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school. 'We feel so fortunate that our children come to this school as it is a fantastic centre for learning and excellence is always strived for. We are very impressed with the balance between academic success and the value placed on the whole child.' This is typical of the comments made by parents about this school and encapsulates much of what is good about it.

At the root of the school's success are good leadership and management. A fairly recent development has been the restructuring of the leadership team. This team, very ably led by the headteacher, is showing a corporate sense of responsibility and drive. They have been instrumental in putting in place initiatives that have resulted in improved performance by pupils. A good example of this is the work done on raising standards in writing, which has been most successful.

Pupils are achieving well and making good progress as a result of effective teaching. They reach well above average standards by the time they leave. Some pupils with learning difficulties make particularly good progress, largely due to the skilful support of teaching assistants. However, some more able pupils are not always challenged effectively and could make better progress, particularly in reading in Years 1 and 2 and in mathematics in Years 3 to 6. Children make a good start in the Reception classes as provision for them is good. In particular, there is a happy and secure environment which lays a good foundation for their learning. This happy environment continues through the school and pupils say they thoroughly enjoy school and feel secure and safe. One of the features that enhances this enjoyment is the wide and interesting curriculum.

Pupils' personal development is good with several outstanding features, most notably their moral and social development. Pupils behave well, and young and old get on very well together. There is a wide range of other responsibilities that children carry out and this leads to them making an outstanding contribution to the school community. Their response to responsibility, along with good acquisition of basic skills, is preparing pupils well for their future learning and life. A major factor in pupils' personal development is the excellent pastoral care. Despite the size of the school, there is very much a 'family' feel to it as staff know the pupils and their needs very well. Academic guidance is good, but there are inconsistencies in the way teachers use their marking to help pupils see what they need to do next and set targets for the next steps in their learning.

### What the school should do to improve further

- Making sure that the work set for more able pupils in reading and mathematics is demanding enough and enables them to achieve as well as they can
- Set accurate targets for pupils' progress in English, mathematics and science, and ensuring that teachers' marking is related to these targets, so that pupils know how to improve their work.

## **Achievement and standards**

### **Grade: 2**

Pupils are making good progress and are achieving well. They reach well above average standards by the end of Year 6. The targets set for pupils are very challenging, and a significant minority of more able pupils do not achieve them. The school has recognised this and has been working hard to raise the levels of their performance.

Children start in the Reception classes with levels of skills and knowledge a little above those expected. They make good progress in these classes, particularly in their language and mathematical development, and start in Year 1 having reached standards above those expected. Good progress continues through Years 1 and 2 and pupils reach well above average standards in the national tests at the end of Year 2. Progress for the most able, whilst still good, is not as good as it could be, particularly in reading. Progress from Year 3 to Year 6 is good. This has been variable in recent years for a variety of reasons, the main one being that pupils do not have sufficiently clear targets. However, most of the Year 6 pupils made good progress from their starting points in Year 3. Some children with learning difficulties made particularly good progress. However, a few more able children did not make the expected progress, particularly in mathematics. There had been some more able pupils who underperformed in both English and mathematics in 2004 and 2005. This has been addressed very well in English and nearly half of the pupils got the higher Level 5 in the tests last term in this subject.

## **Personal development and well-being**

### **Grade: 2**

Pupils are very sociable, displaying positive attitudes and good behaviour. Pupils' spiritual, moral, social and cultural development is outstanding overall, with spiritual and cultural development being good. Pupils gain good insights into the multicultural world in which they are growing up through a range of visits and visitors from different cultures. Children in the Reception classes make good progress in learning to share, co-operate and take turns.

Pupils know how to keep safe. They have a reasonable awareness of a healthy lifestyle but do not always carry it through, as crisps and chocolate bars still find their way into lunch boxes and as snacks at playtime. They take plenty of exercise as there are very good opportunities to play sports and games. Pupils respond very well to taking responsible roles such as buddies and peer mediators. 'I love being a play leader', said one pupil, 'because you get to know all the younger children.'

Pupils are fully involved in decision making through the school council. They are gaining a good understanding of their social responsibilities and this, together with their good basic skills, ensures they are being prepared well for life beyond school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Relationships between teachers and pupils are first rate and pupils are therefore keen to learn and concentrate well in lessons. This is because teachers plan different levels of work and no one is left to struggle with their work. In particular, pupils with learning difficulties benefit from the skilful support of teaching assistants and aspire to do their best. However, some more able pupils are not always given sufficiently challenging work. Teachers deliver lessons with pace and enthusiasm using quick-fire question and answer sessions to keep pupils on their toes. Targets and marking in books are not used consistently to help pupils see what they have learned and what they need to do next. However, a start has been made at pupils becoming more involved in assessing their own work; one pupil commented, 'I understand better in maths now and feel more confident.' Teachers in the Reception classes understand how young children grow and learn and use this expertise to plan an exciting range of learning experiences.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good. It is lively, well balanced and relevant to the pupils' needs. However, some capable pupils could have harder work. A wide range of out of school clubs increases the pupils' enjoyment and enthusiasm of learning. Curriculum planning across the school is good. It provides continuous development of knowledge and skills in all subjects. The Reception classes provide well planned experiences for younger children. Strong links with pre-school settings make sure children make a happy and settled start to school.

### **Care, guidance and support**

#### **Grade: 2**

Care, guidance and support are good and have a positive impact on pupils' personal development and achievement. Pastoral care is outstanding. Pupils say that they feel safe in school and that there is rarely any bullying. They are very secure that the adults care about them and will provide support whenever necessary. Every pupil is valued and well known to the staff, ensuring effective support, such as that given for those with learning difficulties.

Systems for providing support and guidance for pupils' academic development are recognised as an area for improvement. Although good records are kept of pupils' progress in the long term, the quality of feedback given through marking is variable. The development of individual learning targets is helping pupils to become clear about what they need to do to improve, but these are in their early stages.

## **Leadership and management**

### **Grade: 2**

The headteacher and the senior leadership team give the school clear direction and they know its strengths and weaknesses well. This is because of the thorough process of self-evaluation. An area for development is that although the evaluation is set out in a self-evaluation form of the school's own design, it is very much a working document and is not always clear to all.

Governors play a full role in the monitoring of the effectiveness of the school. This monitoring, and that carried out by managers, is successfully focused on raising standards and the quality of provision. For example, the school very quickly put in place initiatives to raise standards when they fell in the national tests in 2004. The result has been a considerable improvement in English this year, though mathematics has not been as clear a focus and therefore there has not yet been the same improvement in this subject.

Good improvements have been made since the previous inspection, particularly in the organisation of the curriculum and assessing pupils' progress in subjects other than those tested. Bearing in mind this progress and the quality of the school's self-evaluation, it is well placed to continue to improve.





## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for welcoming us to your school during the inspection. We really enjoyed talking to you and listening to how proud you are of your school. You are right to be proud, as it is a good school.

We were very impressed with how polite and well mannered you all are. It was really good to see how well older and younger pupils get on with each other. We were delighted to hear that you really enjoy taking responsibility, such as being buddies or play leaders. You work hard in class and this is because, as some of you told me, your teachers make their lessons fun. This is helping most of you to make good progress. All adults look after you really well and you feel safe and secure in school. You also told us that you enjoy all the extra activities that are provided. For example, there is a wide range of sports clubs, trips out of school and visitors into school.

Your headteacher and staff know exactly what needs to be done to make the school better. Here are the most important things that we think need to improve and which you can help with:

- You should let your teachers know if the work they set is not hard enough, as some of you are finding the work too easy.
- There could be more comments on your work when it is marked and you should know your personal targets in literacy and numeracy.

Thank you for your help during the inspection and keep up the good work.