



Luston Primary School

Inspection Report - Amended

Unique Reference Number 116707
Local Authority Herefordshire
Inspection number 290607
Inspection date 21 September 2006
Reporting inspector Hazel Callaghan

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

Type of school	Primary	School address	Westland View
School category	Community		Luston
Age range of pupils	4-11		Leominster HR6 0EA
Gender of pupils	Mixed	Telephone number	01568 615753
Number on roll (school)	107	Fax number	01568 615753
Appropriate authority	The governing body	Chair	Adam Russell
		Headteacher	Derek Burbidge
Date of previous school inspection	2 December 2002		

Age group 4-11	Inspection date 21 September 2006	Inspection number 290607
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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Luston Primary is a fairly small school that takes its pupils from a wide area in and around the village. Many pupils travel to school by bus. All pupils are of White British heritage but a small number live as part of the local Traveller community. An above average proportion of pupils have been identified as having learning difficulties and disabilities. Children start school with a much more limited range of skills and experiences than is usual for children of this age. There is a privately run 'Kids Club' on the school site and many children attend its nursery, breakfast club and after school provision.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Luston Primary is an effective school that provides a good education for its pupils. This is because the headteacher and governors have a secure understanding of the school's strengths and weaknesses and set appropriate targets for its further improvement. They give a clear direction to the school and there is a strong sense of teamwork that ensures the school has good capacity to improve further.

Pupils achieve well because teaching is good. Teachers successfully engage pupils' interest and set challenging targets to which the pupils respond well. The school is particularly effective in promoting the learning of pupils with learning difficulties and disabilities and the older, more able pupils. This results in well above average standards in Year 6 in English, mathematics and science. Children's effective learning begins in the Reception year but slows a little in Years 1 and 2 because there has been insufficient checking of pupils' progress to ensure that they all achieve well. This is particularly evident for the more able pupils who are not making as much progress as they should. Standards and progress in writing have been correctly identified as being the weakest aspect of all pupils' progress in Years 1 and 2 and effective strategies are being developed to address the weaknesses.

Older pupils in particular are keen to do well. They enjoy their work in a secure and healthy environment and are successfully developing the skills to equip them for the next stage of their education. Pastoral care of all pupils is exceptional as all staff give time to support pupils with a wide range of educational, personal and social difficulties. As a result, pupils behave very well. Older pupils are given strong guidance on how to improve their work and this enables them to do well.

What the school should do to improve further

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- Raise standards in writing in Years 1 and 2 of all pupils, and in particularly that of the more able pupils.
- Check the progress of pupils' learning from Reception to Year 2 so that any underachievement is quickly identified and acted upon.

Achievement and standards

Grade: 2

Pupils achieve well, especially in Years 3 to 6. In 2005 pupils made progress in English, mathematics and science that was significantly greater than average. This was an exceptional year but the number of pupils attaining the higher than expected standard of level 5 increases each year. This is impressive progress given the very low starting points for many children when they are admitted to Reception. At this stage, many children have difficulty expressing themselves and listening to questions or directions. They make good progress, however, and settle very quickly so that when they move

into Year 1 standards are only just below average. Children's language development remains their weakest aspect in Reception and in Years 1 and 2.

By the end of Year 2 standards are usually broadly average. Standards have declined slightly over the last three years in reading, writing and mathematics because of the high proportion of pupils with learning difficulties and disabilities in each cohort. These pupils are well supported, but the more able pupils in Years 1 and 2 do not make as much progress as they should. In writing, standards are particularly low and the school has rightly identified this as an area of priority for improvement. Standards in Year 6 are consistently well above average despite the high proportion of pupils identified as having learning difficulties and disabilities. These pupils make very good progress to attain average standards, as do pupils from the Traveller community.

Personal development and well-being

Grade: 2

Pupils' good personal development has a significant impact on how they achieve because they have good attitudes to their work and want to do well. Pupils say that school is 'great' because everyone gets on. They say there is no bullying but recognise that some pupils have difficulties in behaving sensibly all the time. Attendance remains broadly average although the school is working hard to improve it. Pupils' moral and social development is very good whilst their spiritual and cultural development is satisfactory because less attention is given to this aspect of pupils' development. Pupils have very few opportunities to meet people outside their own community but are developing a satisfactory understanding of how English society is made up of many different nationalities, cultures and religions.

Pupils are very aware of how to keep safe and have a good understanding about the need for healthy eating. One boy said it was important to him because he is a keen rugby player. Pupils are given a range of responsibilities, which they carry out sensibly. They make a good contribution to the life of the school and raise money for world-wide charities. The planned school council is not yet active so there is no formal method by which pupils can influence school improvement, but they feel that teachers take account of their ideas and views. The good range of academic skills, along with pupils' ability to work cooperatively and show initiative, prepares them well for their future education and the world of work.

Quality of provision

Teaching and learning

Grade: 2

Teachers plan their lessons carefully and structure the activities well so that pupils understand what they are to do and the important aspects to focus upon. A regular feature of good lessons is the use of clear information for pupils to judge their work against so they understand how to be successful in their tasks. Pupils say they feel

confident about how to improve and their teachers help them to get better at their work. Teaching assistants are well trained and work closely with teachers so that pupils with learning difficulties and disabilities are encouraged and well supported. Assessments are thorough and now provide teachers with a good range of information which they use well to plan new work. In Years 3 to 6, assessment data are used very well to set pupils challenging targets for their future learning. In Years 1 and 2, pupils' work is assessed regularly, but because this data are not checked carefully enough over time, some pupils are not sufficiently challenged by the work and do not make as much progress as they should. This applies particularly to the more able pupils in Years 1 and 2.

Curriculum and other activities

Grade: 2

The curriculum is good. It is being successfully developed to stimulate pupils' interest and enjoyment. The curriculum in Reception is well matched to children's needs so they achieve well. The curriculum throughout the school is enriched by many additional activities that extend pupils' experiences and understanding. The recent introduction of French is proving successful and sport and music are well developed. The provision for information and communication technology (ICT) is much improved and the pupils feel the computerised interactive whiteboards really make lessons more interesting. A strong personal, social and health curriculum has a significant impact on pupils' moral and social development. There is effective provision for developing pupils' healthy lifestyles and the school has attained the Healthy Schools Award. Many pupils enjoy the good number of after school activities.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall, but pastoral care is outstanding. Many pupils have significant personal, social and learning difficulties and the good provision for these pupils is central to the school's work. Pupils with learning difficulties and disabilities are identified early and are well supported both by staff and through the good links the school has established with outside agencies. Those with behavioural difficulties are managed very well so that they are enabled to play a full part in school life. Partnership with parents is good particularly with those whose children have difficulties and with families within the Traveller community so pupils are well supported. Good procedures including those for child protection ensure that the school is a safe and secure environment and parents are delighted with the levels of care shown to their children.

Academic support and guidance for older pupils is very good. Pupils say they understand what is expected and how to improve. It is less well developed in Years 1 and 2. The preparation of pupils for the next stage of education is very good and they transfer confidently to their secondary school.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides very strong leadership for pastoral care. The pupils hold him in high regard. He has a good understanding of how the school can improve because he regularly checks on the quality of teaching and learning. As a result the aspects for improvement identified by the inspection have already been recognised by the school. The remedies being introduced, however, have not had time to raise standards. There is a very strong sense of teamwork amongst the staff and shared responsibilities give all a sense of ownership and pride in their school. Subject leaders satisfactorily manage their subjects and are developing the skills to check teaching and learning. There are very good systems for evaluating the progress of pupils in Years 3 to 6. The school is beginning to introduce similar systems for pupils in Reception to Year 2 but the lack of information in the past has resulted in lower expectations for pupils' progress, especially more able pupils, in these year groups.

Communications with parents have improved but some feel they could still be more effective. Governors are very supportive and knowledgeable. They manage finances effectively and plan for future developments well. Good improvements have been made since the previous inspection, especially in the development of ICT. This is an effective school that continually looks for ways to improve.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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

How well do learners achieve?	2
The standards ¹ 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

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

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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

23 September 2006

Dear Pupils

Luston Primary School, Westland View, Luston, Leominster, Herefordshire, HR6 0EA

I am writing to say thank you for making me feel welcome in your school and for helping me with my questions. I really enjoyed chatting to you and found everything you said very interesting. I thought you would like to know what I found out about your school.

What I liked about the school

- It is a good school where you are happy and enjoy your lessons.
- You get on very well with each other and with the adults in the school.
- You behave sensibly and are kind to each other.
- You try hard to do well in your work and are successful.
- You understand the importance of keeping healthy and safe.
- You are given opportunities to take responsibility and you do it well.
- The teachers do all they can to help you in your work.
- All the adults in school look after you exceptionally well and help you feel safe.
- There are lots of activities for you to enjoy, especially sporting activities and visits.

What I have asked the school to do now

- To help pupils in Years 1 and 2, especially those who are able to do really well, to get better at their writing.
- To check how well pupils in Years 1 and 2 do, to ensure that they all do as well as possible.

Thank you again for being so polite and helpful to me.

Best wishes

Mrs Hazel Callaghan

Lead Inspector