

Luddington and Garthorpe Primary School

Inspection report

Unique Reference Number	117740
Local Authority	North Lincolnshire
Inspection number	290918
Inspection dates	10–11 May 2007
Reporting inspector	Keith Bardon

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	72
School	
Appropriate authority	The governing body
Chair	Mr Michael Johnson
Headteacher	Mrs Lesley Slack
Date of previous school inspection	1 February 2003
School address	High Street Luddington Scunthorpe DN17 4QP
Telephone number	01724 798228
Fax number	01724 798228

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This small primary serves village communities in a rural area with average social and economic characteristics. All pupils are from White British families. The proportion of pupils with learning difficulties and/or disabilities is average. Children's attainment on entry to the Nursery is broadly as expected for their age. The school operates a breakfast club which is run by a teaching assistant and parents.

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. Pupils of all ages and abilities achieve well. Numbers in each age group are small and, as a result, standards fluctuate from year to year but are generally above average in both Year 2 and Year 6. This represents good progress and is the result of the effective and stimulating way in which pupils are taught. Provision for children in the Foundation Stage is good and gives them a secure start to school. Children make sustained progress from the time they enter Nursery and by the end of Reception their attainment securely matches expectations for their age.

Almost all parents hold very positive views of the school and they particularly like the strong family atmosphere which nurtures their children's personal development. As a result of the support and guidance they receive pupils become sensible, caring individuals with a strong sense of right and wrong. Behaviour is good and pupils enjoy all aspects of their school life. A minority of pupils need regular reminders of what is expected but staff manage any indiscretions well. Issues of personal security are raised sensitively and pupils recognise the steps they need to take to ensure their own safety. They are confident that any social problems that do occur will be quickly dealt with by staff. Pupils readily take on responsibilities around school and willingly contribute to the local and wider community. They appreciate the importance of eating sensibly and participate enthusiastically in physical activities. However, the school building is small and has very limited facilities for large group physical activities. As they move through the school, pupils acquire a range of academic and personal skills which give them a secure platform for future learning and life.

Teaching and learning are good. Teachers plan work that stimulates pupils' interest and encourages them to concentrate hard. Lessons are managed well and move along at a good pace. Teachers make clear to pupils what they expect them to achieve but at times do not give them enough opportunity to evaluate how well they are doing for themselves. While pupils' progress in English is generally good, the writing of middle and lower attaining pupils often contains basic errors in grammar and spelling and employs a limited vocabulary. The comprehensive curriculum provides pupils with a broad range of experiences across all the required subjects. Staff provide excellent role models by the quality of care they show pupils. All the required safeguarding procedures are followed and close attention is paid to the needs of the individual. Staff keep a close watch on pupils' academic development and provide them with regular guidance on how to improve their work.

Leadership and management are good. Since it was last inspected the school has made good improvement in many areas, particularly in the provision it makes for the Foundation Stage. The headteacher provides strong leadership and clear direction towards further improvement. All teachers have substantial management responsibilities which, by working closely as a team, they carry out effectively. The school's performance is checked carefully but self-evaluation does not place enough emphasis on how provision is improving pupils' achievement. Governors ensure that statutory requirements are met but are a little too reliant on the headteacher's reports for their views of how well the school is performing and why. The school provides good value for money.

What the school should do to improve further

- Raise standards in writing for the middle and lower attaining pupils.
- Increase pupils' involvement in assessing their own progress.

- Sharpen school self-evaluation by focusing more on the outcomes for pupils.

Achievement and standards

Grade: 2

Achievement is good and pupils make good progress. By Year 6, standards are above average but, because the numbers of pupils are small, the test results fluctuate from year to year. Most children enter Nursery with average skills and understanding. They make good progress in the Foundation Stage and by the end of Reception their attainment securely meets expected standards. The results achieved by Year 2 pupils in the national assessments in 2006 were above average in reading and writing and average in mathematics. Pupils in the current Year 2 are making good progress.

The results of national tests taken by Year 6 pupils in 2006 were average. The school met the targets it had set for pupils' performance at the expected level for pupils of this age but missed its higher level targets. The current Year 6 are making better progress and more pupils are producing work which exceeds the level expected for their age and the school has set challenging targets for their test results. Pupils read well but the writing of average and lower attaining pupils often contains basic mistakes in grammar and spelling. Boys and girls achieve equally well. Pupils with learning difficulties and/or disabilities also make good progress.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development is good. The pleasure they get from school is very evident in the enthusiastic way in which they describe their experiences. Most pupils attend regularly and participate fully in all the school has to offer. Behaviour is generally good. Pupils' close adherence to the school's rules, which they helped to compile, shows a growing social responsibility, although a small minority need regular help to meet the school's expectations. Pupils willingly raise money for charities and work on projects that benefit the local community. The school does much to help pupils understand the need for a healthy lifestyle and pupils recognise the importance of regular exercise and a sensible diet. The many sporting activities the school provides are appreciated and well attended. Pupils are given plenty of opportunities to learn about problems they may encounter in life and are aware of how to keep themselves safe. They acquire secure literacy and numeracy and other skills and develop a range of personal qualities all of which hold them in good stead for the future. Pupils benefit greatly from the school's strong sense of community. In conversation with Year 6 pupils they were in full agreement, 'we all watch out for each other'.

Quality of provision

Teaching and learning

Grade: 2

Pupils of all ages are taught and learn well. Lessons are planned thoughtfully and resourced thoroughly. Relationships are excellent and pupils respond well to the teachers' high expectations of their attitudes and behaviour. Any incidents of unacceptable behaviour are managed effectively and lessons progress smoothly and at a good pace. Teachers give clear instructions and accurate information but on occasions they talk a little too much and do not provide enough opportunities for pupils to think for themselves. Pupils' progress is assessed regularly and the information used productively to match work to their individual needs. Clear objectives are set

at the start of lessons, giving pupils a secure understanding of what it is they are expected to learn. At times these are not revisited often enough and opportunities for pupils' to assess their own learning are missed. This is reflected in the weaker writing results for some pupils. Pupils are keen to learn, show a natural interest in new ideas and concentrate hard. Teaching assistants make a good contribution to pupils' learning, particularly pupils with learning difficulties and/or disabilities, who they support well. Teaching in the Foundation Stage is good. Activities are balanced between those that are teacher led and those the children choose themselves. This makes for a lively learning environment.

Curriculum and other activities

Grade: 2

The curriculum is good and meets the needs of the pupils well. They enjoy a full range of subjects taught in a manner that they find interesting and stimulating. On occasions, productive links are made between different subjects but this is not fully developed and is a recognised area for improvement. The school compensates for the lack of indoor space by providing pupils with a wide range of additional sporting activities and making full use of its extensive grounds. Lessons in history and geography give pupils a good understanding of the characteristics of the local area. Good use is made of the recently improved accommodation for Foundation Stage children and they learn effectively from well planned activities covering all the areas of learning. A thoughtfully constructed programme for personal, social and health education and citizenship gives pupils regular opportunities to examine important social issues and to develop positive personal qualities.

Care, guidance and support

Grade: 2

The school takes good care of its pupils and plays close attention to their welfare. All the necessary checks are made to keep them safe and secure. Staff are well trained and know pupils well. Pupils appreciate the help that is readily available should they have a problem or want to discuss matters that are concerning them. The school has good links with outside agencies and pupils receive regular training in road, water and fire safety. Procedures for tracking pupils' academic progress are thorough and provide clear and accurate information. This is used effectively to support pupils' learning and they are given regular detailed feedback about the quality of their work and how to improve it. At times the guidance pupils receive about how to assess the quality of their work for themselves lacks clarity.

Pupils with learning difficulties and/or disabilities are supported well and as a result make good progress in their learning and personal development.

Leadership and management

Grade: 2

The headteacher leads and manages the school well. Her commitment and that of all the staff result in a purposeful school with a very positive ethos and strong community spirit. Management is good and the school runs smoothly, even though the headteacher has an extensive teaching commitment. Staff work cohesively as a team with teachers sharing responsibilities to ensure that all subjects and aspects of the school receive due attention. This provides them with a clear and accurate picture of how well the school is performing. Although this information is

used constructively to determine areas for development, evaluation often focuses on how well the school has implemented initiatives rather than on what pupils have achieved as a result. Governors carry out their statutory obligations conscientiously but have only a limited range of procedures for checking the work of the school for themselves. The headteacher and governors make every effort to bring about the improvements that would make most difference to the school but the continuing lack of funds to build a hall large enough for physical education and lunches continues to cause the school problems and reduces opportunities for pupils. The school's capacity for improvement is good.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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	3
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.

Annex A

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	3
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	3
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

14 May 2007

Dear Pupils

Inspection of Luddington and Garthorpe Primary School, Scunthorpe, DN17 4QT

Thank you very much for the very friendly welcome you gave me when I visited your school. Although I was with you for only two days, I thoroughly enjoyed finding out about the many interesting things you do. A special thanks to those who talked with me about the school.

There were lots of things I liked about the school. It is clear that you are happy there and feel well cared for by the staff. Looking at the work in your books and what you were doing in class I could see that you make good progress. This is because you receive good teaching, try hard in lessons and enjoy learning new things. I was very pleased to hear from Year 6 that everyone 'watches out for each other'. I regard this as very important and it was really nice to see how well you all got on together. Most of you behave well both in class and around school but a few pupils need to try harder to be well behaved at all times. The school does its best to provide you with interesting experiences and I was quite envious of the clubs and after school activities you can choose from.

There are a few things that your school could do to make it even better.

- First, make sure all pupils can write well, spell accurately and use words correctly. You can help by making sure that what you have written says what it should and checking spellings to try and correct any mistakes.
- Second, encourage you to check your own progress regularly. You can help by regularly comparing how well you are doing in lessons with the objectives you have been set.
- Third, make sure that when it measures its own performance, how well you are all achieving is at the top of the list.

Thank you once again for a very enjoyable two days and I wish you lots of luck in the future.

Yours sincerely

Keith Bardon

Lead Inspector