



Luttons Community Primary School

Inspection Report

Unique Reference Number 121454
Local Authority North Yorkshire
Inspection number 292119
Inspection date 30 January 2007
Reporting inspector Jim Griffin

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

Type of school	Primary	School address	West Lutton
School category	Community		Malton
Age range of pupils	4-11		North Yorkshire YO17 8TF
Gender of pupils	Mixed	Telephone number	01944 738232
Number on roll (school)	37	Fax number	01944 738232
Appropriate authority	The governing body	Chair	Mr R Bannister
		Headteacher	Mrs Tracey Gilbank
Date of previous school inspection	6 February 2001		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a very small school, with separate infant and junior mixed age classes. The proportion of pupils entitled to free school meals is above average. All are of White British heritage and have English as their first language. The proportion of pupils with learning difficulties and/or disabilities is well above average but none has a statement of special educational need. The proportion of pupils who join at other than the usual time is high in most year groups.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school, with good features. It provides satisfactory value for money. The curriculum and the care, guidance and support provided for pupils are good, as is their personal development. Parents are broadly satisfied with what the school provides and achieves. The quality of the school's self-evaluation is generally accurate but its ability to concentrate on the few key things that raise pupils' achievement is less well developed. Since the previous inspection, improvement has been satisfactory and the school has satisfactory capacity to improve.

The school's care for pupils and their personal development are strengths. Parents find that staff are approachable and helpful when difficulties or concerns arise. Pupils who join the school at other than the usual time settle well, as they are made welcome by staff and pupils. Pupils feel safe and very well cared for. They know about the importance of healthy eating and exercise. Pupils enjoy taking on responsibilities, such as serving on the school council. Parents have been concerned about behaviour in the recent past, but it is now good. Effective support from staff and external agencies, and an increased emphasis on promoting positive behaviour through the curriculum, has led to pupils now making an important contribution to the happy atmosphere within the school. Parents commented that 'There is a real family atmosphere where each child has a smile on their face.' Most pupils are polite, caring and confident individuals well before they leave Year 6.

Pupils' achievement is satisfactory. This is because teaching is satisfactory. Standards are below those expected on entry to Reception, where children get off to a good start, as the quality and standards in the Foundation Stage are good. They reach national expectations by the end of the Reception year, except in communication, language and literacy. Standards are usually broadly average at the end of Year 2, but below average in writing. By the end of Year 6, standards are broadly average in mathematics and science but below average, and sometimes well below, in English, especially in writing. There are strengths in teaching, but it does not consistently challenge pupils to achieve well. For example, not enough attention is paid to engaging and challenging pupils to do well. This lack of engagement is particularly detrimental in relation to pupils' learning and progress in writing.

Luttons values its partnership with members of the local and wider community. Its links with other schools enhance the curriculum and the sporting and musical opportunities for pupils. Links with the church foster spiritual growth.

Leadership, management and governance are satisfactory. The headteacher has an ambitious vision but currently the school is trying to do too much in too many areas. This is reducing its capacity to ensure that pupils make consistently good progress. The school has an effective pupil tracking system and is beginning to use data more effectively. The monitoring of teaching, although sufficient in quantity, does not focus enough on its impact on pupils' learning.

What the school should do to improve further

- Make pupils' good progress the school's top priority, and concentrate on a short list of key work areas.
- Put more emphasis on pupils' learning in lessons and in monitoring work.
- Improve pupils' standards in English, especially in writing.

Achievement and standards

Grade: 3

When children start in the Reception class their attainment overall is below what is expected of four-year-olds. They get off to a good start and by the end of Reception they reach standards that are close to national expectations in all areas of learning, apart from in communication, language and literacy where standards are below expectations. In Year 1, they stay in the same class and make sound progress to the end of Year 2, where results in national assessments are usually broadly average, although below average in English, especially writing. They make satisfactory progress in Years 3 to 6 so that results by the end of Year 6 are broadly average in mathematics and science but below average in English, especially in writing. Pupils of all capabilities, including those with learning difficulties and/or disabilities, make similar, satisfactory and sometimes good progress. The school usually meets its appropriately challenging targets in English and mathematics at the end of Year 6.

Personal development and well-being

Grade: 2

Pupils like their school. They value the good relationships with adults and among most pupils, and the sports events with other schools, especially now that they are 'winning some matches'. The pupils' good behaviour is evident in the strikingly calm, social atmosphere that prevails in the dining hall. Pupils have confidence in adults to resolve any rare, minor incidents of misbehaviour. Pupils' attitudes to work in lessons are good overall. The majority are keen and interested in learning but a minority have lacklustre attitudes, especially in writing lessons, and this reduces their progress. Attendance is satisfactory.

Pupils' moral, social and cultural development is good. They are respectful and courteous, and most work very well in pairs and small groups. They gain an important awareness of world faiths and cultures through visits and visitors as well as in religious education, history and art lessons. The school has an important place in the lives of the local community, with pupils taking part in church events and in musical and dramatic performances. The school values pupils' views and gives some pupils additional responsibility which they take seriously, such as membership of the school council. Older pupils help newcomers and the youngest pupils settle into school. Pupils know about the importance of staying safe and of healthy eating and lifestyles.

Quality of provision

Teaching and learning

Grade: 3

Teachers set clear learning objectives so pupils know what is expected of them and why. Satisfactory use is made of assessment information to match tasks to pupils' different ages and abilities. The level and deployment of adult teaching support is satisfactory and sometimes good. However, too often the tasks set for pupils do not demand enough active involvement on their part and so they do not learn to engage or think enough for themselves. Especially in lessons on writing, the chosen texts do not appeal enough to some learners and this limits their interest and enthusiasm to give of their best. There are high expectations of learners' behaviour, and close attention is given to developing pupils' social skills, confidence and self-esteem. This contributes significantly to pupils' good personal development, and learning takes place in a positive, supportive atmosphere. Marking is satisfactory; it is inconsistent in helping pupils to improve their work.

Curriculum and other activities

Grade: 2

The curriculum provides a good balance between promoting pupils' basic skills and creative activities that enhance their enjoyment. The way literacy skills are used across the curriculum is a positive feature as it provides more purpose to writing for pupils. Provision for pupils with learning difficulties and/or disabilities is satisfactory and at times good. The curriculum promotes pupils' social and emotional development well. This is contributing to improved behaviour and a greater sense of well-being among pupils. The learning environment is bright and rich in terms of adult support and learning resources.

The range and participation levels are good in out-of-school activities, centred around sport but also including music, science and the thriving breakfast club. Older pupils study French. There is a good range of visits and visitors which play an important part in opening pupils' eyes to the wider world. For example, pupils gained an appreciation of things as diverse as Indian dancing and Mongolian felt making, as part of events to develop their global awareness. Visitors from various public services play an important part in making pupils aware of how to stay safe in different situations. Effective links with the local secondary school have resulted in beneficial specialist teaching by staff in science and physical education lessons.

Care, guidance and support

Grade: 2

The support for vulnerable pupils, including the few with significant social and emotional difficulties and the sizeable proportion of pupils who arrive at other than the usual time, is a strength. Pupils experiencing anxieties or difficulties are very well supported by adults and other pupils. Support for pupils with learning difficulties

and/or disabilities is satisfactory and at times good. The views of parents and pupils are sought, valued and taken into account. Child protection requirements and health and safety procedures are well established and secure. Adults use praise well when pupils show positive attitudes, politeness and consideration. However, older pupils are not aware enough of their current levels of work and what they need to do to improve.

Leadership and management

Grade: 3

The management of pupils' pastoral care is very good, including for the minority of pupils who arrive at short notice, sometimes with significant vulnerabilities. There is a good emphasis on the development of staff, thereby increasing their capacity to contribute to school improvement. Some opportunities are missed, however, to reduce teachers' workload. The school improvement plan has too many work areas, without clear priorities. Consequently, the school's improvement work does not focus sharply enough on improving academic outcomes for pupils. This is an important contributory factor to the low standards in writing. As a result, while staff are working very hard, they are engaged on too many fronts to make the key improvements to impact most directly on pupils' progress.

Performance management is well established for all staff, but the monitoring of lessons is not sufficiently focused on raising standards. The contribution of the governing body is satisfactory. Governors provide a good level of support. Their skills and experience have been instrumental in the introduction of the breakfast club and the planned building extension. However, they have not been involved enough in defining the strategic direction for the school. They have not insisted that the associated improvement plan focuses on academic outcomes for pupils while being realistically achievable by a few adults.

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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?	3
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	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

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	3
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

Thank you for welcoming me to your school and for being so friendly and helpful. It was very useful to hear how much you like your school. I really enjoyed my visit and want to share with you what I discovered. Yours is a satisfactory school, with some things that are good about it.

Here is what I liked most about your school.

- The school cares very well for you, and treats all of you as individuals.
- You are happy and feel safe in school.
- Your behaviour is now good.
- You greatly enjoy trips, visits and the after-school clubs.

This is what I have asked your school to do now.

- Give most attention to making sure all of you make good progress.
- Give more attention to increasing your learning, in lessons and when looking at your work.
- Help you to reach higher standards in English, especially in your written work.

You are a credit to your school. Keep working hard to improve your work and make the most of your time in school. I wish you every success in the future.