

Luston Primary School

Inspection report

Unique Reference Number	116707
Local Authority	Herefordshire
Inspection number	338875
Inspection dates	11–12 January 2010
Reporting inspector	David Driscoll

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The governing body
Chair	Adam Russell
Headteacher	Derek Burbidge
Date of previous school inspection	1 September 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, and held meetings with governors, staff and pupils. They observed the school's work, and looked at records of pupils' progress, the school's development plan, a range of policies, records of checks on teaching and the responses to the parental questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether higher attaining pupils and those with special educational needs and/or disabilities make as much progress as others
- if the pace of recent improvements in achievement has been maintained
- whether initiatives to improve pupils' progress in mathematics are proving successful.

Information about the school

This small school draws its pupils from a rural area. The proportion of pupils eligible for free school meals is below average. Few pupils come from minority ethnic backgrounds or speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is currently above average. The privately managed nursery, breakfast and after school clubs that were operating from the site at the time of the previous inspection have since closed.

The school holds Healthy School and International School (Foundation) awards, and has been awarded the Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where pupils enjoy their education and achieve well. Teachers make learning fun by choosing topics and strategies that enthuse pupils. In response, pupils concentrate and work hard. They make good progress in the Reception class, and in English, science and information and communication technology (ICT) in all years. Progress in mathematics is good in Years 1 and 2 and satisfactory in Years 3 to 6.

Many of the pupils with special educational needs and/or disabilities have difficulties related to managing their behaviour. The school is highly successful in helping these pupils control their behaviour by teaching them strategies that help them to work and play in harmony with others. As a result, behaviour is good throughout the school. The school's curriculum for health is extensive. Pupils put their outstanding understanding of how to lead healthy lifestyles into practice in their everyday lives. They use this understanding to help others, by drawing up lists of healthy foods for example, so younger ones know what to eat at breaktimes. Their response to the school's health promotion strategies is excellent, taking advantage of the sports coaching and many opportunities to keep fit. Less emphasis is placed on teaching pupils about how people from different backgrounds in the United Kingdom live their lives, so their cultural development is not as effective as their good moral and social development. Pupils have too few opportunities to meet children from other parts of the country, or from areas different from their own, which limits the quality of the school's provision for community cohesion to satisfactory.

Strengths at the time of the previous inspection have been maintained and weaknesses tackled very successfully, demonstrating the school's good capacity for improvement. Pupils' attainment in writing, for example, has improved from low to above average in Year 2, because children now make rapid progress in learning their letters in Reception and this foundation is built upon very well in Years 1 and 2. Assessment procedures now provide a much more accurate picture of pupils' attainment and progress as they move through the school. This allows the school's managers to identify quickly any pupils who are not meeting their challenging targets, so extra support can be provided where it is most needed. This approach has been most successful in English, but is not as effective in mathematics in Years 3 to 6, because the school has not found or developed a scheme of work that is tailored to the needs of the individuals identified for extra support. Furthermore, pupils' individual targets in English, including those for pupils with special educational needs, are detailed and relate directly to the work they are doing. In mathematics such targets are too general or do not relate to the topic being studied, so pupils are unable to use them to assess how well they are doing. The school's accurate self-evaluation has already identified these areas for improvement and how they are to

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be tackled.

The part played by governors in helping the school to move forward is outstanding. Not only do they play a full part in identifying and drawing up the main priorities for improvement, but individual governors also take responsibility for ensuring each priority is being addressed at a good pace, so the school's rate of improvement is maintained. They are part of a team that includes all staff, strongly led by a determined and very capable headteacher.

What does the school need to do to improve further?

- Ensure all pupils in Years 3 to 6 make good progress in mathematics by:
 - providing a more appropriate curriculum for those pupils identified as needing extra support
 - ensuring pupils' individual targets are more closely related to the work they are doing, and to their special educational needs where appropriate.
- Improve the school's provision for community cohesion and pupils' understanding of how those from other cultures live their lives in the United Kingdom today by providing pupils with more opportunities to engage with children from areas different from their own.

Outcomes for individuals and groups of pupils

2

With such small numbers of pupils, attainment varies from year to year. Work seen in lessons, together with the school's assessments, shows that pupils' attainment in Year 6 is currently average, while in Year 5 it is above average. All groups of pupils, including the most able and those with special educational needs and/or disabilities, make good progress. Children were observed quickly learning their letters and numbers in the Reception class, which provides a strong foundation for their learning as they move through the school. Pupils make good progress in lessons, where they acquire knowledge and develop understanding at a good rate. They listen attentively to the introduction and are keen to get on with their individual tasks. Pupils always try hard to produce their best work, and younger pupils are particularly proud of their writing. From an early age, pupils learn to persevere and find different ways of solving problems. They readily turn to their friends if they get stuck, for example, rather than just stopping or waiting for the teacher. This also helps pupils' good social development. Pupils understand that they need to be able to get on with others. This is particularly evident in lessons, where it is impossible to tell which pupils have special educational needs relating to difficulties they have in building relationships, because the school has been so successful in supporting them. Pupils feel safe in school because they trust their teachers. Pupils also demonstrated their own good understanding of safety by the sensible way they behaved in the snow. The school council and older pupils play a good role in the school community, but opportunities for younger pupils to take responsibility are more limited. Attendance is average.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Pupils are always sure about what they are to do in lessons, because teachers make the objectives for learning very clear. The contexts chosen, such as describing the underworld or reading a rap version of the Minotaur myth, capture pupils' imaginations and make them want to learn. Sometimes, too much time is spent on the introduction when pupils are keen to get on with the next activity. Questions are used well to test pupils' understanding and find out where they have misconceptions that need to be tackled. The school provides a good range of extra clubs and activities, with a strong emphasis on health. All pupils receive two hours of good quality physical education each week, plus swimming lessons and training from three members of staff who are qualified coaches in different sports. This is supported by the way the school offers milk and fruit to all pupils at breaktimes and parents and carers ensure that the contents of lunchboxes are healthy. All staff know pupils very well, irrespective of whether they teach them or not. The school has good systems for communicating with parents and carers, and uses these well to promote attendance.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has forged the staff and governors into a strong team who are committed to improving the school further. Challenging targets are used well to ensure that all staff have high expectations of their pupils. The school development plan focuses on the most important areas for improvement, and is clear about how targets are to be achieved and who is responsible for ensuring that progress is made. The active role played by governors means that the school is able to tackle more areas for improvement than is often the case in a school of this small size. Checks on teaching are mostly carried out by the headteacher. They are frequent and well targeted at ensuring that priorities from the development plan are being implemented. All staff are clear about how they can improve their work. Governors ensure that all statutory requirements are met, and that the school adopts good practice in all areas of its safeguarding procedures. The very few differences in the rates of progress of different groups is evidence of the good way in which the school ensures equality. However, the school has identified that pupils without access to computers at home tend to make slower progress in ICT than others and are now planning to rectify this. The school ensures that pupils understand their local community, and international links are good. However, provision for community cohesion at a national level is more limited.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2

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The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start in the Reception class. They usually join with skills that are below those expected for their age, especially in their language development. They make good progress in most areas of learning and in some, particularly linking sounds and letters, their progress is outstanding. The staff are particularly good at combining areas of learning in the same activity: rolling a ball to each other while learning to count, for example, or creating a collage of a snowman while learning to spell 'snowman'. High expectations of personal development mean that children quickly learn to work and play happily together and they grow in confidence. While the indoors is attractive and welcoming, the small outdoor area is a less stimulating environment. The experienced staff work well as a team and have made significant improvements since the school was last inspected. The coordinator uses the results of accurate assessments to identify areas for improvement. The current main priority has rightly been identified as the need to improve support for parents and carers in order that they may help their children learn more quickly.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The poor weather conditions during the inspection meant that some parents and carers were unable to return the questionnaire. However, the limited results show the same pattern as results from the school's own questionnaire. Parents and carers are very happy with all that the school provides. Several praised the headteacher, especially for his efforts in keeping the school open during the recent very poor weather.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Luston Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 22 completed questionnaires by the end of the on-site inspection. In total, there are 95 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	68	7	32	0	0	0	0
The school keeps my child safe	18	82	4	18	0	0	0	0
The school informs me about my child's progress	14	64	8	36	0	0	0	0
My child is making enough progress at this school	14	64	7	32	0	0	0	0
The teaching is good at this school	15	68	7	32	0	0	0	0
The school helps me to support my child's learning	15	68	6	27	0	0	0	0
The school helps my child to have a healthy lifestyle	14	64	7	32	1	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	68	7	32	0	0	0	0
The school meets my child's particular needs	16	73	6	27	0	0	0	0
The school deals effectively with unacceptable behaviour	12	55	9	41	1	5	0	0
The school takes account of my suggestions and concerns	15	68	7	32	0	0	0	0
The school is led and managed effectively	14	64	8	36	0	0	0	0
Overall, I am happy with my child's experience at this school	17	77	5	23	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1/13/2010

Dear Pupils

Inspection of Luston Primary School, Leominster, HR6 OEA

Many thanks for all your help when we visited your school. You were very polite and helped us to understand how you feel about your school. We were impressed by your good behaviour, and especially by how some of you have learnt to stop yourselves getting angry or disturbing others. You told us that you go to a good school, and we agree. We saw for ourselves how much you enjoy the way that your teachers make learning fun and the good progress that you make in lessons. Your teachers are good at setting you targets to aim for, spotting any of you who are not learning as quickly as others, and giving you extra help when you need it. This works really well in English, but is not as good in mathematics, so your progress is a bit slower. We have asked your teachers to make sure your targets in mathematics are as good as those in English, and to match the extra support given to you in mathematics more closely to the areas where you are struggling.

You know a lot about staying healthy, and more importantly, put your knowledge into action exceptionally well. You have lots of good quality physical education and extra clubs to choose from. You know a lot about the area you live in, but not so much about how other people live in different parts of the United Kingdom. We have asked your teachers to give you more opportunities to meet children in other parts of the country, who live in areas that are different from Luston. You could help too, by using your good computer skills to do some research on the internet. All the adults in school know you well and take good care of you, so you rightly feel safe.

Your school is getting better and better, because the headteacher has got everyone working as a team. This includes the governors, the people who help to lead and manage the school, who do a excellent job of checking that the school is improving as quickly as possible.

With all best wishes for your future.

Yours sincerely

David Driscoll

Lead Inspector

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