

# Luddington and Garthorpe Primary School

## Inspection report

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<b>Unique Reference Number</b>	117740
<b>Local Authority</b>	North Lincolnshire
<b>Inspection number</b>	339068
<b>Inspection dates</b>	19–20 October 2009
<b>Reporting inspector</b>	Kathleen Yates

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	58
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Tracy Elliot
<b>Headteacher</b>	Mrs E Farrar
<b>Date of previous school inspection</b>	0 May 2007
<b>School address</b>	High Street Luddington Scunthorpe DN17 4QP
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons and held meetings with governors, staff, groups of pupils, parents and the local authority advisor. They observed the school's work and looked at a range of school documentation, including safeguarding policies and procedures, the school's action plan, minutes of meetings of the governing body, pupils' current work and assessment data. Twenty three parental questionnaires were returned and analysed.

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

- the effectiveness of the Early Years Foundation Stage
- the effectiveness of the school's self-evaluation
- how closely teachers match work to pupils' needs so that they all make the progress they should.

## Information about the school

This is a very small rural primary school where all pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is average. The proportion of pupils who are eligible for free school meals is below average.

The number of pupils on roll has declined since the last inspection and all pupils are taught in mixed-age classes. Children join the school in the Nursery class. They are taught alongside children of Reception age. Pupils in Years 1 and 2 are taught together. Pupils in Years 3 and 4 are taught alongside those in Years 5 and 6. The exception to this is when younger pupils are taught separately for numeracy each morning. The headteacher took up her post at the start of this term. The teacher of Key Stage 2 pupils also joined the school this term.

The school has been accredited with the Silver Artsmark. The school also holds the Healthy Schools award for its work in encouraging pupils to adopt a healthy lifestyle and for promoting fitness.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

Luddington and Garthorpe Primary School provides a satisfactory standard of education and its overall effectiveness is satisfactory. The school leaders agree with these judgements. Inspectors agree with the views of parents and pupils who say that there is a warm, friendly and family atmosphere in the school. Behaviour in lessons and around the school is good. Attendance is broadly average. The effectiveness of partnerships with outside agencies and of the school's engagement with parents in promoting pupils' learning and well-being are satisfactory.

When children start school in the Nursery class, their abilities are similar to those typically found for children of their age. Teaching and learning are good in the Early Years Foundation Stage. In the rest of the school, teaching and learning are satisfactory. There is not enough challenge in lessons, so pupils rarely make more than satisfactory progress. By the end of Year 6, standards are broadly average. Since the last inspection, standards have improved in mathematics but are lower in science. The school acknowledges that there are weaknesses in science and recognises that pupils need to develop more independence in their learning to become more competent in their investigative skills.

The effectiveness of the school's self-evaluation procedures is satisfactory. A new school action plan has been drawn up which highlights the priorities that need to be addressed. The new leadership team recognises that one of its first jobs is to improve the school's use of assessment data to ensure staff can track the progress of all groups of pupils accurately and compare their performance with other schools nationally. A system to track pupils' progress was introduced two weeks ago. Training has been arranged for all staff to use it effectively.

The headteacher and the governing body have placed the safeguarding of pupils at the top of their agenda. Very recent improvements ensure that safeguarding arrangements are now satisfactory. The school acknowledges that, after a period of much change, all leaders and managers now need to work closely together to secure further improvement. Taking on board the above factors, the school's capacity for sustained improvement is satisfactory. Value for money is also satisfactory.

### What does the school need to do to improve further?

- Raise standards in all subjects, particularly in science, by:
  - providing more opportunities for pupils to work on their own and to become more competent at investigative work

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- making more effective use of probing questioning so that pupils are encouraged to think for themselves.
- Embed the new tracking system and the school action plan so that the effectiveness of the school's work can be evaluated more formally by:
  - training subject leaders to be effective in their roles in order to hold class teachers more accountable for the progress made by their pupils
  - ensuring all leaders and managers work together to accelerate the pace of improvement.
- Increase the proportion of good teaching so that pupils make good progress by:
  - ensuring that all lessons present sufficient challenge for the different age ranges and abilities so that all pupils are involved actively in their learning
  - improving the quality of marking and target-setting so that pupils are clear as to how well they are doing and what they need to do to improve.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Most pupils enjoy their work, try hard, concentrate well and want to please adults. They make satisfactory progress. When work set is matched to their needs, they too many occasions when the activities set border on the mundane, so that progress slows and pupils are less enthused. Despite this, their behaviour remains good and pupils are considerate to one another. Pupils lack confidence to pursue independent learning because they are not given enough opportunities to work on their own. Outcomes for pupils are judged to be satisfactory because achievement is judged to be satisfactory. Standards attained by the end of Year 2 and Year 6 over the last three years have been broadly average. Because of the very small numbers in year groups, test results fluctuate considerably from year-to-year. For pupils at the end of Year 2, results in 2009 declined in all subjects. On the other hand, results for pupils at the end of Year 6 improved. Pupils with special educational needs and/or disabilities make satisfactory progress. Lessons observed during the inspection showed that current pupils in Year 2 are working at higher levels. They are fluent readers.

Spiritual, moral, social and cultural development and pupils' contribution to the community are satisfactory. Pupils have begun reading the 'First News' newspaper in school and they are finding out what is happening in the wider community. Pupils have a good understanding of the importance of healthy lifestyles and how to keep themselves fit and safe. They are confident that any concerns they have will be dealt with. Basic skills in literacy and numeracy ensure pupils are suitably prepared for their future lives.

*These are the grades for pupils' outcomes*

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

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

## How effective is the provision?

Teaching and the use of assessment are satisfactory. Teachers have good subject knowledge and share this well with pupils. Themes, such as Halloween, grab pupils' interests and enhance their learning of how to use their voices through poems to engage the audience. However, too little use is made of questioning that enables pupils to think for themselves. Too often, insufficient account is taken of pupils' individual needs so that work is not always challenging enough for the different age ranges and abilities. This restricts the pace of learning.

The curriculum is satisfactory and improving as a result of the drive to bring greater creativity into pupils' learning. The school's introduction of the 'Stay and Read' partnership, whereby parents, carers and grandparents read alongside pupils, is enjoyed by adults and pupils. There is a wide range of after school activities and pupils make extensive use of the school playing field, particularly during the summer. However, the lack of indoor space prevents regular participation in energetic activities in inclement weather.

Pupils appreciate the encouragement, care, guidance and support they receive from teaching staff and assistants so that they all get on well together. Pupils' work is regularly marked and due praise is given to celebrate success. However, along with target-setting, marking is at an early stage of development in giving pupils sufficient guidance as to how to improve their work. Support for vulnerable pupils is an

<sup>1</sup> 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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established part of the school's provision and plays a useful role in their learning and development.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

In the short time that she has been in post, the headteacher has been well supported by governors, staff, parents, pupils and the local authority. There is a real enthusiasm on everyone's part to move the school forward. The school promotes equal opportunities for all and ensures that any form of discrimination is suitably tackled. Governors are keen to update their knowledge and to take a more active role in checking on how well the school is doing. They ensure that safeguarding procedures are effective. The senior leadership team has lost no time in identifying where the school is now and drawing up the school action plan. Leaders recognise that any actions taken must be evaluated more formally and for new subject leaders to make a stronger contribution to improving teaching and learning. The effectiveness with which the school promotes community cohesion is satisfactory. To widen pupils' experience of other faiths and cultures in this country and abroad, the school has plans to link with an inner city school so that pupils might learn about lifestyles which are very different from their own.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>

<p><b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>                  Please turn to the glossary for a description of the grades and inspection terms</p>	
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children get off to a good start in the Nursery class and this continues through to the end of Reception. They settle happily because of the good induction procedures which also help parents to be assured that their children are cared for well. Learning and development are good. The Early Years Foundation Stage leader and the teaching assistant have a good understanding of how young children learn. They provide the right balance of teacher-led and child-initiated activities. They provide children with good role models so that routines are quickly established. As a result children are well behaved and get on together well.

Assessments made at the end of the Early Years Foundation Stage show that most children have exceeded the expected levels in all areas of learning and achieved well. Leadership and management are good. The leader is aware that some of the resources are in need of replacement and the school has plans to improve the outdoor environment so that there are more soft surfaces for children to play on.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Parents and carers say that their children are happy in school and they themselves feel suitably informed as to how their children are doing. Those spoken to during the inspection welcomed the opportunity to come into school and work alongside their children in a parents' afternoon session. A few parents commented on the lack of opportunity for physical education because of the restrictions of the hall. Indeed, the limited indoor facilities are a concern to staff, parents and pupils during the winter months.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Luddington and Garthorpe 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 inspector received 23 completed questionnaires by the end of the on-site inspection. In total, there are 58 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	83	4	17	0	0	0	0
The school keeps my child safe	11	48	10	43	1	4	0	0
The school informs me about my child's progress	17	74	4	17	2	9	0	0
My child is making enough progress at this school	15	65	7	30	0	0	0	0
The teaching is good at this school	14	61	9	39	0	0	0	0
The school helps me to support my child's learning	11	48	11	48	1	4	0	0
The school helps my child to have a healthy lifestyle	11	48	8	35	3	13	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)	13	57	8	35	0	0	0	0
The school meets my child's particular needs	14	61	8	35	0	0	0	0
The school deals effectively with unacceptable behaviour	10	43	10	43	2	9	0	0
The school takes account of my suggestions and concerns	10	43	10	43	1	4	0	0
The school is led and managed effectively	13	57	8	35	1	4	0	0
Overall, I am happy with my child's experience at this school	14	61	9	39	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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



20 October 2009

Dear Pupils

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

Thank you for the warm welcome you gave us when we visited your school. This letter is to share with you what we found out about your school.

Your school is a satisfactory school. Behaviour is good and you get on well together. You have a good understanding of healthy lifestyles and of how to keep yourselves safe. Your parents say that your school has a friendly family atmosphere and we found this to be true. Those of you in the Early Years Foundation Stage make good progress.

There are a number of areas which we judge could be better. These include the standards you reach and the progress you make in your learning in Key Stages 1 and 2. We have asked the school to make sure that more of the teaching is good and to give you more demanding work in lessons. We would like to see all of you achieving well, just as the children in the Early Years Foundation Stage do. Your work is going to be marked so that it gives you better guidance as to how you can improve. You will be given targets which show you clearly what you are aiming for and how to improve your work. The school leaders are going to be more involved in making checks on how you are doing so that the school will move forward at a faster pace.

We wish you every success for the future.

Yours sincerely,

Mrs Kathleen Yates

Lead inspector

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