

# Luttons Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	121454
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	339940
<b>Inspection dates</b>	24–25 March 2010
<b>Reporting inspector</b>	Graeme Clarke

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	37
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mike Beckett
<b>Headteacher</b>	Mrs Tracey Gilbank
<b>Date of previous school inspection</b>	30 January 2007
<b>School address</b>	West Lutton Malton North Yorkshire YO17 8TF
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## Introduction

This inspection was carried out by one additional inspector. In addition to short visits to lessons, the inspector joined an assembly and made extended visits to eight lessons led by six teachers or specialist support staff. Meetings were held with members of the governing body, staff and a group of pupils. Arrangements for safeguarding pupils' welfare, school policies and documentation, pupils' work, assessment data, monitoring records and strategic planning were checked. Fifteen questionnaires returned by parents and carers, as well as 18 from pupils, were considered.

- the attainment and progress of children in the Early Years Foundation Stage
- the attainment, progress and achievement made by pupils in Years 1 to 6
- the pattern of attendance over the past year and the school's arrangements for tackling persistent absence.

## Information about the school

This very small primary school serves an extensive rural locality. Almost all pupils are White British. An above average proportion is known to be eligible for free school meals. An above average proportion of pupils have special educational needs and/or disabilities. The school has the Healthy School award, the Activemark and the Dyslexia Quality Mark and has achieved the Financial Management Standard in Schools.

**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?**

**4**

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

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

A very small number of children join the school each year with skills that are broadly as expected for their age. Last year children left Reception having made excellent progress to attain standards well above those typical for their age. However, over the last three years attainment at the end of Year 2 and Year 6 has declined significantly and is too low. Pupils' achievement is inadequate. Inspection evidence indicates that, throughout Years 1 to 6, attainment remains too low and progress is inadequate. Their progress in mathematics is stronger than in reading and writing. Pupils with special education needs and/or disabilities make satisfactory progress overall from their starting points because of the support they receive.

Pupils are keen to learn and enthusiastic to answer questions when activities in class are lively and interesting. However, over a period of time teaching has not ensured that pupils make the progress of which they are capable and for this reason the quality of teaching is inadequate. The curriculum is inadequate because it has significant shortcomings in meeting the wide age range and needs of pupils in each class. Pupils are underachieving from Year 1 to Year 6. Too little account is taken of pupils' prior learning in order to improve their achievement. In lessons, teachers do not always make the intentions for learning sufficiently clear and pupils do not have personal targets that are linked to their attainment. When marking pupils' work, teachers do not consistently give pupils precise pointers on how to improve. Consequently, pupils are often unaware of their next learning steps.

Pupils' behaviour is satisfactory. The school is harmonious and there is no racist behaviour or discrimination. Pupils say they feel safe within the school and that there is no bullying. They particularly enjoy practical and physical activities and, when provided with such opportunities, learn effectively through them. However, inadequate basic skills and a pattern of below-average attendance for some pupils leave them insufficiently prepared for the next stage in their education.

Self-evaluation lacks accuracy and school development planning is imprecise. Priorities for attention are not clearly stated and success criteria lack clarity. Not enough has been done to improve the quality of teaching and this has led to underachievement and low attainment. The governing body is very supportive and its members are ambitious for

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the future. They recognise the need to address the significant decline in attainment in the last two years and to hold the leadership to account. They have sought the support of the local authority to help them remedy this situation. Weaknesses identified at the previous inspection remain and, together with the decline in pupils' attainment, indicate that the school has an inadequate capacity to improve.

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

- Improve pupils' progress and raise attainment in reading, writing, mathematics and science by summer term 2011, by:
  - - fully using accurate assessment information to make expectations clear and to plan activities in lessons that meet the wide range of ages and abilities
  - - setting pupils precise targets and marking all work consistently so that pupils know what to do to improve
  - - adapting the curriculum to match the different age groups and abilities in classes.
- Improve the effectiveness of leadership and management in securing improvement by:
  - - ensuring that plans for improvement focus sharply on outcomes related to raising attainment and are implemented promptly and fully
  - - setting quantifiable criteria for success precisely at the outset, making clear exactly how those outcomes will be measured?
- Improve attendance by:
  - - building the partnership with parents and continuing to work with the local authority's education welfare service to reduce term-time holidays and persistent absence.

**Outcomes for individuals and groups of pupils****4**

Pupils do not learn enough and their progress is inadequate. However, they do engage in activities and work responsibly on their own or collaboratively in small groups. As they get older, pupils take care to present their written work neatly but their handwriting skills are under-developed for their age. The good start made in Reception is not sustained in Key Stage 1 and attainment has declined to below average since 2008. The picture is similar in Key Stage 2 where attainment in English, mathematics and science has been too low for the past three years. Pupils' progress shows some slow improvement but is inadequate overall by Year 6. Attainment in mathematics is slightly better than in reading and writing. Although pupils made satisfactory progress in most lessons observed, this is not good enough to make up for the significant gaps in their learning. Pupils are under-achieving and not reaching the standards of which they are capable.

Pupils conduct themselves safely and considerately and look out for their classmates. Pupils say that bullying is not an issue and they know where to seek help should the need arise. The school very effectively helps pupils have a good understanding of the importance of leading a healthy lifestyle as recognised through external awards. As

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school councillors, buddies and helpers, and through their support of charitable activities, pupils make a satisfactory contribution to their school and local community. Opportunities in assemblies, history, religious education, art and music, together with a structured approach to personal, social and emotional aspects of learning all play a key part in fostering pupils' satisfactory spiritual moral, social and cultural development.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
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>3</b>
<b>Pupils' behaviour</b>	<b>3</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>4</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Teachers' planning describes what pupils are expected to learn but this is not always carried out effectively in practice. On occasions, skilful questioning, good use of interactive whiteboard technology and interesting group work stimulate pupils' involvement and learning. However, assessment information is not used effectively to plan activities which accelerate the progress of all pupils. Such poor use of assessment data means that the progress pupils make in lessons and during their time at the school is too limited. In addition, the quality of teaching is inadequate.

The firmly-established, thematic curriculum makes pertinent links between subjects. It ensures that pupils do not repeat the same work from year to year in the same class

<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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and that the activities for pupils with special educational needs and/or disabilities reflect their individual education plans. However, lesson activities for all pupils are not sufficiently aligned to meet their wide range of experience and abilities in mixed-age classes. Partnerships with community groups widen pupils' horizons, as in recent studies about the Second World War and its impact in the local community. Although they are few in number, popular after-school activities, such as craft and dance club, extend pupils' experiences. All pupils play a musical instrument as a result of a successful initiative for music-making. Pupils are effectively helped to develop and demonstrate enterprise skills and competency with information and communication technology.

The school successfully promotes a friendly, positive atmosphere amongst pupils. Good pastoral care assures pupils' welfare. A safe and caring environment prevails where pupils are happy and at ease with one another. Effective arrangements foster pupils' transition from and to the next phase in their education. Throughout the day, well trained teaching assistants make a key contribution to helping pupils with special educational needs and/or disabilities learn and make satisfactory progress. With the support of the local authority, the school seeks to reduce persistent absenteeism but term-time holidays substantially reduce pupils' attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

### **How effective are leadership and management?**

Imprecise evaluation and development planning stem from inadequate leadership to drive improvement, and are responsible for the declining standards and lack of progress since the last inspection. Staff morale is low. The recently reconstituted governing body is well informed. Its members use their expertise both to support the school and hold it to account. They gain for themselves a first-hand perspective of the school's work. Through their strategic planning group, they have a clear view of issues the school faces and a commitment to assist with improvement. Such was the level of their concern that, at their request, the local authority very recently undertook a critical review and, in partnership with the governing body, has prepared a focused plan for action. However, it is much too early to see its effect.

Inadequacies in provision to support pupils' achievement do not promote equality of opportunity. The school seeks an effective partnership with parents and carers and has established arrangements for communicating via newsletters and bulletins to encourage parents' support for their children's learning at home. Although pupils' awareness of the

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diverse cultures throughout Britain is under-developed, by promoting other partnerships within the local community, by fostering links with other countries and through religious education the school makes a sound contribution to community cohesion. The governing body and the school ensure that their procedures to ensure all aspects of safeguarding pupils' welfare meet current requirements. Given that the school is failing to deliver an acceptable standard of education for its pupils, it provides inadequate value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<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>4</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>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

This aspect of the school's work is almost untouched by the weaknesses found elsewhere within the main school. In this well-led and organised facility, children make good progress in all aspects of their learning. They begin with starting points typical for their ages although in language, communication and personal development they are lower than expected. In recent years, children made excellent progress to attain levels well above those expected for their ages, although their language and communication skills were not quite so high. This led teachers to place stronger emphasis on the learning of letter sounds to good effect. Children settle well to routines, are able to work independently and cooperatively and take great delight in their learning. Children currently in Reception are making good progress. Good caring and working relationships prevail at all times. Staff plan and use their expertise well to ensure a good balance of well-arranged activities that make effective use of indoor and new extensive outdoor facilities. Rigorous assessments are used to help foster children's learning in an organised way which blends learning that children initiate for themselves with adult-supported activities. Staff are vigilant and pay close regard to children's care and



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welfare and ensure all procedures closely follow government guidelines for safeguarding children. Effective arrangements regularly provide details of children's progress for parents and carers and offer them opportunities for feedback and comment.

*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

A minority of parents and carers returned questionnaires. Their views were mixed. They were overwhelmingly supportive about arrangements to keep their children safe and to promote healthy lifestyles. However, about half of parents and carers expressed concerns about their children's learning and progress, relationships with them and the school's management. The findings of this inspection concur with both of these views.

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

Ofsted invited all the registered parents and carers of pupils registered at Luttons Community 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 15 completed questionnaires by the end of the on-site inspection. In total, there are 37 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	4	27	9	60	2	13	0	0
The school keeps my child safe	7	47	8	53	0	0	0	0
The school informs me about my child's progress	3	20	8	53	4	27	0	0
My child is making enough progress at this school	2	13	5	33	5	33	1	7
The teaching is good at this school	2	13	8	53	2	13	1	7
The school helps me to support my child's learning	2	13	10	67	2	13	1	7
The school helps my child to have a healthy lifestyle	4	27	11	73	0	0	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)	3	20	8	53	0	0	2	13
The school meets my child's particular needs	1	7	8	53	3	20	1	7
The school deals effectively with unacceptable behaviour	2	13	10	67	1	7	2	13
The school takes account of my suggestions and concerns	1	7	4	27	5	33	3	20
The school is led and managed effectively	1	7	5	33	3	20	4	27
Overall, I am happy with my child's experience at this school	1	7	11	73	1	7	1	7

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 pupils 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.**



26 March 2010

Dear Pupils

Inspection of Luttons Community Primary School, Malton, YO17 8TF

Thank you for welcoming me to your school. I enjoyed meeting you and visiting your lessons and assembly. All the adults in school look after you well and have your best interests at heart. Many of you make a valuable contribution to the school, such as through the school council and by acting as buddies and helpers. You know what to do to stay safe and healthy. Children in the Nursery and Reception groups make good progress in all aspects of their learning.

However, there are some very important things the school should improve upon. Because of this, your school requires special measures. It needs extra help to provide a good education for all of you. This means that your school will have more support to help make it improve and that other inspectors will visit regularly to check on the progress being made. The school should:

- boost your progress so that you attain higher standards in reading, writing, mathematics and science
- let each of you know clearly what you have to learn in lessons and plan activities for you accordingly
- give you precise targets and mark all your work in a way that gives you clear pointers to improve and help you attain the next level
- make good plans for improving the school and put them into practice quickly
- encourage everyone to come to attend school.

You can all do your bit by continuing to work hard. Those of you who do not attend school as much as you should can help by trying to come to school as often as possible.

It was a pleasure to meet you all and I wish you well for the future.

Yours sincerely

Graeme Clarke

Lead inspector

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