

Luttons Community Primary School

West Lutton, Malton, North Yorkshire YO17 8TF

Inspection dates	20–21 July 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher's strong and skilful leadership has led to good improvement since the school's last inspection. Teaching and outcomes are now good and the school is well placed to improve further.
- Parents and carers, pupils, staff and governors speak very highly of the impact the headteacher has had on transforming the school to make it a happy and high-achieving place. Her expectations of everyone are high.
- The systems to monitor the quality of teaching and learning are rigorous.
- Teachers' planning is tailored for each pupil and this enables all pupils to achieve well, particularly in English and mathematics.
- Pupils, including disadvantaged pupils and those who have special educational needs and/or disabilities, all make good progress from their starting points.
- Children in the Nursery get off to a flying start to their education. A love of learning is nurtured early and develops as they grow and thrive at the school.
- The leadership of English and mathematics is very effective. Leaders have taken appropriate action to improve the way these subjects are taught to help pupils make good progress.
- Pupils behave well. Their attitudes to learning are good. Their attendance has improved and is now good.
- Partnerships with other schools are very good.
- Leaders and all staff make sure that pupils are safe and well cared for at school. Arrangements for keeping pupils safe are highly effective.
- Parents are extremely positive about the school and how well it supports their children's learning. Everyone in the school community feels valued.

It is not yet an outstanding school because

- Leaders do not apply the same rigour when checking the quality of teaching in other subjects as they do in English and mathematics.
- Pupils do not apply their skills of handwriting, punctuation, spelling and grammar as accurately in their writing in other subjects as they do in English. Teachers' expectations of how pupils should present their work are not high enough.
- The most able pupils are not challenged sufficiently to help them achieve more.
- Pupils' knowledge and understanding of the diverse nature of modern British society is not as informed as other aspects of their personal development.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning by ensuring that:
 - teaching is consistently good or better in every subject
 - teachers' expectations of the most able are high at all times
 - pupils apply their basic literacy skills accurately in all their writing
 - pupils take more pride in their handwriting and general presentation so that it is their best effort
 - pupils have the guidance they need to know how well they are doing in all their learning.

- Do more to promote pupils' knowledge and understanding of the diversity represented in modern Britain and how it shapes communities beyond the local area.

- Strengthen the leadership and management of all subjects to reflect the good practice seen in English and mathematics.

Inspection judgements

Effectiveness of leadership and management is good

- The school has improved markedly since its last inspection. It is now good in every respect and well poised to improve further. School leaders, including governors, have ensured that improvements in teaching, learning and assessment benefit pupils so that they achieve well from their starting points.
- The headteacher has high expectations of everyone, but most of all herself. She has driven school improvement effectively because she is clear about what makes a school good and is determined to achieve this. She has eradicated weak teaching, stabilised staffing and inspired effective teamwork among staff and governors. Everyone is focused on the same outcomes – to provide the best for pupils.
- The headteacher manages teachers' performance well and has a very good overview of teaching, learning and assessment across the school. She provides staff with the support and training they need to improve their practice and they know any pay awards rely on their pupils making good progress.
- Teachers are highly motivated and willingly accept advice and guidance to improve their own practice. Partnership arrangements with other schools are highly valuable in building the capacity within Luttons. Subject leaders share good practice openly. Systems to monitor teaching and learning are very effective.
- Being a very small school, all staff have a wide range of responsibilities and therefore learning from colleagues in other schools is vital to make the workload more manageable. The leadership of English and mathematics is good. For example, the teaching of reading is now more effective throughout the school and the focus on reasoning skills and mental strategies is helping to accelerate pupils' progress in mathematics. The leadership of other subjects is not as effective in ensuring higher standards.
- The leadership of special educational needs and/or disabilities is good. These pupils' needs are identified early. Precise strategies that include support from parents and other agencies ensure that these pupils benefit from all that the school offers and have the help they need to achieve well.
- Leaders discuss the progress of each pupil half termly or more frequently and take swift action to support those at risk of falling behind. A high number of pupils join the school at times other than the early years. The school is vigilant in checking that they receive the help they need to settle quickly and learn effectively.
- The school uses its pupil premium funding for supporting disadvantaged pupils very effectively. These pupils participate in everything offered to others, such as school trips, and receive extra support in their learning, including from other agencies. The school works closely with these pupils, and their families where needed, to help them overcome any difficulties they may be facing that might impede their learning. The funds are also used to extend extra-curricular activities, such as Ju-jitsu, for pupils. In this way, pupils gain in confidence in their personal and social skills as well as in their learning. This equality of learning prepares pupils well for the wider world.
- Leaders use the sports premium funding to widen the scope for sports in school. Competitive events with partner schools and outdoor pursuits extend pupils' experiences and promote their fitness, health and well-being. For example, the celebrations were extremely jubilant when a Year 2 pupil got a 'hole in one' in golf. Because the school is in a very tiny village, staff work hard to provide a wide range of activities to occupy pupils after school. The parents' group, 'Friends of Luttons', supports the school's efforts actively because they know it benefits their children. The 'trim trail' they have raised funds for is highly popular among pupils.
- The curriculum is effective in making learning relevant and interesting. Staff place high emphasis on developing pupils' literacy and numeracy skills through approaches that help them make sense of their learning. The provision for reading, writing, mathematics and some other subjects is good; for example, for science and physical education. However, the focus is not as high in all subjects and not all pupils apply their writing skills accurately. The most able pupils generally are not challenged sufficiently.
- The school supports pupils' spiritual, moral and social development well. Pupils understand right and wrong and the need to respect and tolerate others who might not share the same views as their own. Through assemblies and class discussions, pupils reflect on topical issues such as caring for the environment and protecting habitats. However, pupils are less confident in their knowledge and understanding of the cultures and faiths represented in Britain today and how the laws of the land apply to everyone equally.
- School leaders work very effectively to keep parents fully informed and involved in supporting their children's learning. Parents speak highly of the positive changes they have seen in the last two years and how much their children love being in school. Parents feel welcome in school and feel valued by staff.
- The headteacher promotes very effective partnership with other schools and agencies. School leaders are willing to learn from others in order to benefit their school. The local authority provides good support and

guidance to staff and governors and the mutual respect this generates is highly productive.

■ **The governance of the school**

- Following the last inspection, governors took prompt action to review their practices and seek relevant training to carry out their duties more effectively. For example, they undertook training in how to probe pupils' progress. Governors are very supportive but know to challenge the information they receive from leaders. They check that the actions taken to make improvements have the impact they should on raising pupils' achievement.
 - Governors have a good understanding of their responsibilities regarding overseeing the management of staff performance as well as holding leaders to account. They ensure that staff have the support they need to succeed in meeting their targets, particularly those relating to pupils' progress. Governors are regular visitors in school and endorse changes very effectively, particularly the collaboration with their partner schools.
 - Governors check the impact of the pupil premium and primary sports funding and know funds are used effectively to help disadvantaged pupils achieve well and promote all pupils' health and well-being.
- The arrangements for safeguarding are highly effective. All staff and governors take their duty of care very seriously and know to act promptly if concerns arise. Secure systems are in place to protect pupils. Leaders ensure that practice is consistently of high quality, particularly record-keeping and partnership working with other agencies. Recruitment procedures are rigorous. Leaders ensure that staff training regarding child protection and safeguarding is up to date. Pupils' welfare and well-being are high priority. Staff intervene appropriately to support families who face challenging circumstances in their lives. Parents and pupils appreciate the care which the school shows them. The school is a happy and safe place to be.

Quality of teaching, learning and assessment is good

- School leaders have worked very effectively to improve the quality of teaching, learning and assessment. All these aspects are now good and elements of outstanding practice are evident, especially in teachers' planning and feedback through marking in English and mathematics.
- In both classes the range of ages and ability is very wide and so teachers plan for individual needs rather than for whole classes. Younger pupils benefit from working alongside older classmates and aspire to what more able or older pupils can do. Leaders check planning closely to ensure it is effective. Teachers work with partner schools to check the standard of pupils' work and generate reliable information that is used to shape their planning in English and mathematics. This level of assessment is less evident in other subjects, where pupils' progress is not always as good as it might be.
- Pupils have targets linked to their age and their previous achievement. These targets are reviewed regularly to ensure that if pupils do fall behind, they receive support to help them catch up quickly. Teachers are adept at spotting pupils who are not sure about something or 'get stuck' with some aspect of their work and act quickly to clarify learning further. Pupils say that it is 'okay to ask for help'.
- In typical teaching, staff probe pupils' understanding through questions that deepen their knowledge, encouraging them to consider how they solved similar problems previously. Pupils enjoy the challenges that teachers set, including working against the clock to speed up their skills and improve their performance, particularly in mathematics. As pupils of different ages and abilities work together in close proximity, further challenges are readily available. It is only the most able that are sometimes not challenged sufficiently when teachers work with the whole class.
- Teachers deploy additional staff very effectively in taking responsibility for specific pupils or tasks. Staff know their pupils well and are clear as to what pupils need to achieve. Staff discuss pupils' progress before planning subsequent learning. The time given to less confident learners is effective in helping them achieve well. However, the most able pupils do not receive the same level of attention.
- Occasionally, particularly in subjects other than English and mathematics, the level of challenge is not high enough for the most able pupils. For example, in a lesson to describe habitats as a story setting, the most able pupils had the same introduction as other pupils even though they were already familiar with the material being taught. This slowed their progress.
- Pupils are not as careful with their handwriting and presentation as they might be. For example, pupils undertake multi-step problems in mathematics but do not always set their work out accurately enough to spot careless errors. When writing in English, pupils take time to check their spelling, grammar and punctuation because that is what teachers expect; pupils are less attentive when writing in other subjects. The resulting quality is not their best effort, with work sometimes untidily presented and full of avoidable

basic errors. Where teachers do not pick this up, subsequent work does not improve sufficiently.

- The teaching of reading is good. The teaching of phonics (letters and the sounds they represent) begins in the early years and continues for as long as pupils need it. All pupils, including the least confident readers, have a secure grounding in the strategies they might use to make sense of their reading. The strong focus on 'guided reading' is proving popular. Pupils enjoy talking about books, plots and characters and applying techniques, ideas and features they pick up from reading to improve their writing. Hence, writing has improved considerably, particularly at key stage 2 where pupils' skills are secure.
- The teaching of mathematics is good and much improved because of the new approaches to develop skills and knowledge systematically. There is a strong focus on mental mathematics, reasoning skills, and for pupils to explain the approaches they might use to solve problems. Pupils are encouraged to talk about their ideas and learn from each other. Pupils say that mathematics is more interesting and relevant for them because they carry out practical tasks and apply them to real situations.
- The quality of feedback that pupils receive during lessons and through marking is very thorough in English and mathematics. However, teachers sometimes do not give pupils enough guidance on how to improve their work in other subjects.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' attitudes to learning are good. They say they love their school and their teachers because they make learning interesting and fun. They explained that: 'You come to school to learn, not mess about. School is important if you want to get a good job one day and earn lots of money!' A more mature pupil intervened very quickly saying, 'It's not just about earning money. You have to be responsible too'.
- Staff treat pupils with kindness and care and pupils behave likewise towards others. Pupils feel safe and happy at school. They have a good understanding of what constitutes bullying and say bullying is rare. They also reiterated that if bullying did occur, teachers would deal with it straight away, because, 'It is unkind to call people names or laugh at them and make them sad'. They know about the hazards of social media sites and not to share personal details with strangers 'because some people are bad'. Pupils know about how to keep safe outside school and to tell parents or teachers if they are worried.
- Older pupils show a high level of maturity and good sense, saying that they must act as good role models for the younger ones. They take responsibilities seriously and say that, 'We must look out for each other; we are like a big family here.' They help around the school, doing jobs such as distributing milk at lunchtimes, clearing up and looking after each other in the school taxis.
- Care arrangements are excellent. Staff make every effort to support pupils' emotional and social needs. Those who face difficult challenges in their lives receive the security and stability they need from staff to help them cope, develop and thrive. Staff are extremely vigilant in keeping pupils safe and taking prompt action if concerns arise. Pupils know what to do and who to go to if they worried or upset. They know that staff will help them with issues at school or at home. Pupils show the same level of kindness to others as staff show to them. Relationships flourish as a result.
- Teachers encourage pupils to discuss their work with each other. Pupils share computers or large play equipment sensibly and are mindful not to disturb others or disturb teachers unduly when they are helping others. Those who seek reassurance because they lack confidence receive timely support to help them persevere with their learning: 'It's okay to get it wrong. Teachers are here for to help you.'
- Pupils' personal development is catered for well through a wide range of experiences. They have a reasonable awareness of other faiths and cultures but are less well informed about the diversity of British society today. They know that they should respect and tolerate others but are not clear why.
- Outside, pupils organise games to include everyone who wants to join in and older pupils give way to younger ones to avoid upsets, for example when playing on the climbing apparatus or when chasing footballs. Pupils know to be particularly patient with and supportive of pupils who have difficulties with their learning or with managing their behaviour. This shows a good level of maturity among pupils.

Behaviour

- The behaviour of pupils is good.
- Pupils of all ages mix together well at playtimes. They play sensibly and include anyone who wishes to join

in the games which they initiate. They take care to avoid accidents but are quick to help when falls occur. At lunchtimes, pupils sit in family groups, with older ones helping younger children to chop food, carry trays and clear up. The dining hall is an orderly environment where pupils behave well and socialise amicably.

- Pupils say that reward systems and sanctions are fair and are eager to add to their house point tally by behaving well. They explained that, 'No one wants to be sent to the headteacher – that is really bad.' Pupils know what unacceptable behaviour is. They say that most pupils behave well because 'that is what we should do'. A few who find behaving well a challenge lapse occasionally but are managed well.
- Pupils enjoy learning and settle to work quickly. They show high levels of independence when asked to work on their own and help each other if staff are busy with other pupils.
- Parents, pupils and staff all indicate that behaviour is good. Parents say that their children are safe, happy and well looked after at school. They know that staff would let them know if they had any concerns. Detailed record-keeping shows that incidents are very rare because practice is consistent.
- Pupils' attendance has improved and is above the national average. Most pupils attend every day. One parent very passionately expressed that she wished the school was open all the time because, 'My child loves it here. He is lost without school. Never misses a day. I am dreading the summer holidays!'

Outcomes for pupils

are good

- Leaders have taken appropriate actions to improve outcomes for pupils since the last inspection. The year groups are extremely small so it is not possible to compare outcomes from year to year. However, the general trend of improvement is up. All pupils now make at least expected progress from their starting points. The majority make good progress in reading, writing and mathematics. Most pupils are working at above the levels expected for their age this year.
- The proportion of pupils achieving the expected standard in phonics at the end of Year 1 has increased from none in 2013 to 100% in 2015 and 2016. This is largely due to the high quality of teaching in phonics from the start of the early years onwards, even though numbers involved are small.
- From below average levels in the last inspection, attainment at the end of Year 2 has risen markedly. In the last three years, overall outcomes have been above average in reading, writing and mathematics. In reading and mathematics this year, almost half the pupils achieved above the levels expected for their age. The proportion was not as high in writing but was considerably better than three years ago. This represents good progress overall and reflects the good quality of teaching for pupils in key stage 1.
- Achievement at key stage 2 is also good. The key factor for this success is the way teachers plan for individual needs rather than just focusing on what is expected for pupils of a particular age.
- Work in pupils' books and the school's assessment data for other year groups show consistently good progress throughout the school. Systems to monitor the quality of teaching and learning are rigorous and teacher assessments very reliable. Both these factors contribute to good progress over time.
- Pupils who have special educational needs and/or disabilities achieve well from their starting points and the gap between their achievement and that of other pupils is narrowing. This, again, is due to specific support and sometimes specialist guidance from other agencies. Parents cannot praise the school enough for the extra care staff take to support their children and accommodate their very diverse needs.
- The progress of disadvantaged pupils is good because they are supported effectively. A few sometimes have poor attendance that slows their progress but staff deal with this very effectively, doing everything they can to promote good attendance. Very few miss too much school other than through ill health. Disadvantaged pupils achieve as well as their classmates and better than pupils nationally. Leaders minimise any disadvantage by offering homework club and reading challenges to help pupils achieve well.
- While the most able pupils make good progress generally, some are capable of more. Occasionally, teachers' expectations are not high enough in subjects such as history, geography and religious education to extend pupils' skills further. The progress of the most able pupils is not as good as it might be because these subjects have not had the same focus as English and mathematics.
- Pupils who join the school part way through key stage 1 or key stage 2 make good progress. Occasionally, they do not make up for all the disruption which any change of school incurs, particularly late in key stage 2.

Early years provision

is good

- Most children start in the early years with knowledge and skills that are generally typical for their age. Their

personal and social development and their communication skills are sometimes less secure. This profile does vary from year to year because cohort sizes are very small. The early start in the Nursery gives children a boost to their learning. As a result, many exceed a good level of development in most areas of learning by the end of Reception. Children make good progress and are well prepared for Year 1.

- Children in the early years work alongside pupils in Years 1 and 2 because they are all in one class. Staff make sure that children in the early years follow the curriculum they should but working in close proximity to older pupils is extremely productive. Children watch their older classmates, talk to and play with them and aspire to what they see them doing. This accelerates their progress effectively.
- Children are happy at school. They make friends readily, trusting everyone around them. The classroom is a lively, attractive and fun place where, surprisingly, older pupils find it easy to concentrate on their learning when younger children are playing in the practical areas or exploring outside.
- The leadership of the early years is good. Staff plan activities that meet the needs of children appropriately. They know the starting points of each child and so guide children to try things they find more challenging. There is a strong emphasis on promoting children's confidence in communicating their ideas and discussing their learning. Effective team work ensures that staff have a clear plan of what children need to learn each day and staff check that they try everything. They assess learning closely, keep detailed records of children's progress and use the information to plan subsequent work.
- Teaching is consistently good with examples of outstanding practice, for example in teaching phonics and number skills. The most able children sometimes work with older pupils and this ensures their good progress. Children enjoy working with staff but are also happy to explore on their own, for example, looking for insects and explaining that, 'Spiders are not insects because they have eight legs, that's why.'
- The outdoor space is an all-weather classroom, providing children with ample space to ride wheeled toys, climb on the 'trim trail', grow plants or act out their favourite stories through role play. Painted stone ladybirds brighten counting activities and writing secret messages encourages children to read and write as they develop their imagination. While enjoying these experiences, children share resources sensibly and play safely. Robust arrangements ensure children's safeguarding and welfare needs are met fully.
- Staff keep parents informed about what their children are learning through regular newsletters so that they can support them at home. Children who have special educational needs and/or disabilities are identified early and receive the support they need to settle quickly and learn effectively.
- Phonics teaching is effective in giving children a very good start to their early reading. Children enjoy stories and learn to blend sounds to build words and read confidently. Children listen attentively as staff teach the different letter sounds and practise these as they work on reading and writing tasks. They enjoy writing and often choose to write on their own. Others enjoy number activities, for example doubling numbers and carrying out column addition using two digit numbers. The most able children are working at levels expected from Year 2 pupils. This is exceptional progress.

School details

Unique reference number	121454
Local authority	North Yorkshire
Inspection number	10002081

This inspection 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 of pupils on the school roll	35
Appropriate authority	The governing body
Chair	Val Bottomley
Headteacher	Alison Stephenson
Telephone number	01944 738232
Website	luttons.n-yorks.sch.uk
Email address	headteacher@luttons.n-yorks.sch.uk
Date of previous inspection	26 November 2013

Information about this school

- The school is much smaller than the average-sized primary school.
- The school has two classes: Nursery, Reception and Years 1 and 2 in one class, and Years 3 to 6 in the second class.
- All the pupils are of White British heritage.
- Children in the early years attend part time in the Nursery and full time in the Reception class.
- The proportion of pupils moving in and out of the school at times other than the start of the early years is above average.
- The proportion of pupils deemed disadvantaged and supported through the pupil premium is above average. (The pupil premium is additional government funding provided to support disadvantaged pupils including those who are known to be eligible for free school meals and children looked after by the local authority.)
- The proportion of pupils who have special educational needs and/or disabilities receiving support is below the national average.
- The proportion of pupils who have a statement of special educational needs or an education, health and care plan is well above the national average.
- There were too few Year 6 pupils in 2015 to comment on floor standards.
- The school meets the requirements on the publication of specified information on its website.
- The school has had a number of staff changes since its previous inspection.
- The headteacher took up her post in April 2014.
- The school has a strong partnership with the school it is due to become federated with in October 2016. The school also works closely with other schools in the local area.

Information about this inspection

- The inspector observed teaching throughout the school; three observations were carried out jointly with the headteacher. In addition, the inspector scrutinised pupils' workbooks and listened to pupils read.
- Meetings were held with pupils, the chair of the governing body and three other governors, the headteacher, middle leaders and subject leaders. The inspector also had a meeting with a representative from the local authority.
- The inspector took into consideration the views of the 14 pupils who completed the online pupil survey.
- The inspector observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, information on current pupils' progress, and planning and monitoring documentation. The inspector scrutinised the spending of the pupil premium and primary school sports funding. Records relating to behaviour and attendance, as well as documents relating to safeguarding, were also taken into consideration.
- The inspector considered the 10 responses to the online Ofsted questionnaire (Parent View) and the six parents who expressed their views via text messages to Ofsted. The inspector also listened to the views of a good number of parents who spoke to her during the inspection.
- The inspector took account of the seven responses to Ofsted's staff questionnaires and talked to staff during the inspection about their views of the school.

Inspection team

Rajinder Harrison, lead inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

