

Lutley Primary School

Inspection report

Unique Reference Number	103804
Local Authority	Dudley
Inspection number	336163
Inspection dates	1–2 March 2010
Reporting inspector	Stephen Walker

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	595
Appropriate authority	The governing body
Chair	Mr Mark Simpson
Headteacher	Mrs Jeannette Mackinney
Date of previous school inspection	26 September 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors spent about a quarter of the inspection looking at learning, visited 36 lessons and observed all teachers. They also held meetings with the headteacher, the chair of governors, staff and groups of pupils. Inspectors observed the school's work and looked at a range of evidence, including the school improvement plan, the tracking system to monitor the pupils' progress, the work pupils were doing in their books and the questionnaires completed by staff, a sample of pupils and 194 parents.

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

- the rate of progress of all groups of pupils in the school
- the effectiveness of teaching in engaging the pupils so that they make progress
- the quality of the curriculum and the systems of care, guidance and support for the pupils
- the effectiveness of the Early Years Foundation Stage in promoting the development of the younger children
- the effectiveness of the leadership and management in driving improvements in the school.

Information about the school

This is a much larger than average primary school which is situated in a residential area on the edge of Halesowen in the West Midlands. The majority of pupils are from White British backgrounds, but a few are from minority ethnic groups. The percentage of pupils who speak English as an additional language is well below the national average. The proportion of pupils with special educational needs and/or disabilities is significantly below the national average. The percentage known to be eligible for free school meals is also well below average.

Provision for the Early Years Foundation Stage is organised through the Reception classes. The early morning breakfast club is organised by the school and was part of this inspection.

The current school building is the former middle school which was opened in 1972.

The headteacher was appointed in January 2008 and a new leadership team was put in place in September 2008. The school has received Investors in People, Active Mark, Arts Mark Gold, Eco Schools, National Healthy School and International Schools awards.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school which supports high levels of academic and personal development for the pupils. The headteacher and senior team provide very clear and collaborative leadership, which has considerably improved the school since the last inspection. Parents and carers speak very highly of the school and praise the work of the teachers and support staff. One parent said 'the school provides an excellent learning environment for our children'.

Achievement is outstanding. Almost all pupils make at least good progress in each year so that they attain standards that are well above average by the time they leave the school. The strong emphasis on the key skills of reading, writing and mathematics is securing the overall excellent progress of the pupils. The school is very successful in supporting pupils with special educational needs and/or disabilities and the few who are learning English as an additional language.

The exceptionally high standard of care, guidance and support makes a strong contribution to the high quality personal development of the pupils. The behaviour of pupils is excellent and this contributes to an ideal atmosphere for learning and personal growth. Pupils are very proud to be part of the school and they develop into positive, polite and friendly young people. They are respectful towards each other so every pupil feels valued as an individual even in a larger than average school. Pupils feel very safe in the school and display an excellent understanding of the issues relating to safety. Pupils make an excellent contribution to the school and local community by volunteering to take responsibility in school, raising money for charities and arranging activities in the local area.

Teaching is at least good and much is outstanding, with the result that the pupils are making exceptional progress. The supportive atmosphere in lessons and excellent quality of planning and assessment ensures that pupils are fully engaged in their learning. The curriculum provision is well organised so that it provides good learning opportunities to meet the different needs of the pupils. However, the school acknowledges that the foundation subjects (subjects other than English, mathematics and science) are sometimes taught in a comparatively isolated way. The subjects are not always linked creatively to make learning more coherent for the pupils. The assessment and the tracking of pupils' progress in these subjects are not yet fully effective in enabling subject leaders to monitor outcomes and plan changes.

The school runs very smoothly because the school's leaders are very effective in enabling teachers and support staff to work as a team. Self-evaluation is extremely accurate and realistic. The headteacher and governors are well aware of the strengths

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and areas for development.

The school has excellent partnerships with community groups, external services and local schools. There are very positive relationships with parents and carers who strongly engage with their children's learning and the work of the school. All issues from the previous inspection have been successfully addressed. The improving record of pupils' attainment and progress, the very effective leadership of the school, the rigorous systems of tracking pupil progress and the commitment to continuous improvement by all staff indicate that this school has an outstanding capacity to improve further.

What does the school need to do to improve further?

- Improve provision for the foundation subjects by:
- making the curriculum more creative and integrated, taking account of the ideas in the 2010 national curriculum
 - developing assessment systems which give subject leaders a better understanding of standards and progress in the foundation subject areas
 - using information from tracking systems to identify how standards can be raised in the foundation subjects.

Outcomes for individuals and groups of pupils

1

Pupils' current work shows that all pupils are making at least good progress and many are making outstanding progress. Pupils are very attentive and display an eagerness to do well. Most enjoy learning and make outstanding progress from their close to average starting points. By the time pupils leave the school, attainment is usually well above average for the majority in English, mathematics and science. The rigorous tracking system for progress in these subjects identifies underachieving pupils, who then receive appropriate help through a range of intervention strategies. Targeted support for boys ensures high standards in reading and writing. The school is particularly successful in challenging the more able pupils so that an excellent proportion of pupils now gain the higher levels in English and mathematics. The pupils with special educational needs and/or disabilities and those entitled to free school meals make excellent progress, in line with others. Pupils from ethnic minority backgrounds including those who use English as an additional language also make outstanding progress.

Attendance is above average and reflects pupils' real enjoyment of school. Pupils take part in a wide range of sporting activities and more pupils are choosing to eat healthily at lunchtimes. Pupils relish the opportunities to take responsibility such as acting as playground buddies, play leaders and members of the junior leadership team. The school council is active in supporting improvements in the school while the eco council involves itself in environment projects within the school grounds and the local community. The spiritual, moral, social and cultural development of the pupils is good. In class they are reflective and show a genuine respect for other people's feelings and values. They are increasing their understanding of the multi-cultural nature of our

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society as the school implements better strategies to develop this. They also demonstrate in lessons that their basic skills and ability to work with others are excellent. As a result, they are extremely well prepared for their secondary education.

These are the grades for pupils' outcomes

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

How effective is the provision?

Learning involves a range of interesting activities so that pupils display great enthusiasm and sustain high levels of concentration. Teachers make sure that the activities are very well matched to the different abilities of the pupils which greatly helps their excellent progress. Teachers regularly check understanding and make sure that pupils know how to improve their work. Classrooms and corridors are very attractive learning areas with good examples of pupils' work on display. Pupils are well informed about their targets and marking is very effective in providing the next steps in their learning. Teachers are continually reflecting on their practice in order to improve the quality of learning further in their classes.

The well-structured schemes of work and assessment in literacy and numeracy greatly support the high attainment in these areas. The curriculum also develops computer skills

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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very effectively and an excellent programme of personal, health and social education strongly promotes pupils' personal development. The school has gained national recognition for curriculum work which develops environmental awareness and international understanding. The numerous visits including those to the Black Country Museum and Hartlebury Castle provide good enrichment for the curriculum. There is a good range of clubs and extra-curricular activities, which greatly enhance the pupils' enjoyment and experience of school.

The pastoral care for the pupils is outstanding because there are extremely effective systems of individual support for all pupils, including those who are vulnerable or have difficulties with learning. The school is very welcoming and pupils confirm that there are always members of staff to talk to if they have a problem. There are rigorous procedures for monitoring pupils' attendance and following up absences. Excellent working relationships between the school and external agencies particularly benefit the small number of pupils with special educational needs and/or disabilities, ensuring their social and learning needs are met through effective programmes. First-rate arrangements are in place to support a smooth transfer to the local secondary schools.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides outstanding leadership so that staff work very closely together on raising attainment across the school. There is a shared vision amongst the staff to gain the very best academic and personal outcomes for each pupil. The deputy headteacher and senior leadership team are providing excellent support for the improvements in the school. Rigorous systems of monitoring teaching and tracking pupil progress are responsible for the improved attainment in literacy and numeracy. The school improvement plan is a very comprehensive working document with clear actions and targets which are particularly focused on improving pupil attainment and progress. Governors are well informed of the school's progress and areas for development. They are developing their roles in monitoring progress and in holding the school to account. Strong links with the Halesowen Development Group promote the professional development of teachers while the local secondary schools provide some curriculum enrichment opportunities. The school is an active member of the Black Country Challenge Family of Schools which enables the sharing of good practice with similar schools outside the local authority. Robust procedures for safeguarding meet statutory

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requirements and underpin the school's very caring approach. The strong commitment to tackling discrimination and ensuring equal opportunities for all ensures that the school is fully inclusive in integrating pupils from a range of ethnic and social backgrounds. The school makes a good contribution to community cohesion and has been proactive in arranging community events, although it recognises that more could be done to engage the ethnic minority groups within the local area.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children make an outstanding start to their education because of the exceptionally well planned provision and the high quality of teaching. Staff in the Reception classes provide a secure and exciting environment where children learn quickly and make excellent progress. Structured activities are having a significant impact on their personal development as well as encouraging number and language skills. There is a good balance of child-initiated and adult-directed activities including the use of the new Snack Cafe. The children develop very good social skills, behave very well and help each other. The children show tremendous curiosity and enthusiasm as they enjoy the different activities. They are developing independence and learning to share and cooperate with each other. Teachers keep very detailed records of children's skills and use this information to match the activities very well to the full range of learning needs. Children also keep a record of their experiences through their 'Learning Journey' which they share proudly with parents and carers. The exciting and purposeful atmosphere is created by the excellent organisation and leadership. The teachers and key workers are highly skilled and work extremely well together so that there are clear expectations of

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the children. The spacious accommodation and outdoor area are used very effectively. There are excellent procedures in place to smooth the transition to school including close links with the feeder nurseries and pre-school settings. There is regular liaison with parents and carers, who speak very highly of the care and support the school provides for their children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The majority of parents and carers who returned the questionnaire are very positive about the work of the school and its impact on their children's learning. Parents emphasise the caring approach of staff towards their children. A number make detailed comments emphasising the good leadership of the headteacher and the sensitive approach of the teachers. A very small minority of respondents think the school does not deal effectively with unacceptable behaviour. The inspectors found no evidence to support this view. The inspection revealed little to endorse the few other criticisms made in the questionnaire returns. Overall, the very supportive views of the majority of parents reflect the inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lutley 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 194 completed questionnaires by the end of the on-site inspection. In total, there are 595 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	122	63	67	35	3	2	1	1
The school keeps my child safe	131	68	59	30	2	1	0	0
The school informs me about my child's progress	75	39	105	54	10	5	2	1
My child is making enough progress at this school	99	51	84	43	7	4	1	1
The teaching is good at this school	120	62	69	36	2	1	0	0
The school helps me to support my child's learning	104	54	78	40	9	5	0	0
The school helps my child to have a healthy lifestyle	94	48	87	45	7	4	3	2
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)	96	49	80	41	7	4	0	0
The school meets my child's particular needs	93	48	90	46	7	4	0	0
The school deals effectively with unacceptable behaviour	67	35	103	53	11	6	3	2
The school takes account of my suggestions and concerns	72	37	92	47	15	8	1	1
The school is led and managed effectively	111	57	78	40	1	1	0	0
Overall, I am happy with my child's experience at this school	123	63	67	35	2	1	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.



3 March 2010

Dear Pupils,

Inspection of Lutley Primary School, Halesowen, B63 1BU

Thank you for making us so welcome in your school and for talking with us during the inspection. We really enjoyed watching your lessons and looking at your work. It was also good to see you in assembly and during playtime. We were particularly impressed by your singing of the Welsh national anthem! Your school is an outstanding one where pupils gain high results and develop excellent personal qualities. There are many very positive things about your school.

You told us how much you enjoy school and we saw that you make outstanding progress in your lessons.

Your excellent behaviour creates a very positive atmosphere in the school.

You are friendly, polite and show consideration to others.

You have an excellent understanding of issues related to safety.

You make an outstanding contribution to the school and the wider community.

The teachers and the support staff care greatly for you and treat you as important individuals.

Your teachers are very skilled in making your lessons interesting and supporting your learning.

The teachers know exactly what you must do to improve your work.

The younger pupils get an excellent start to school through the Reception.

You are extremely well prepared for secondary school.

Your headteacher leads the school outstandingly well.

We have asked the headteacher, staff and governors to do the following things to make the school even better:

- review the teaching of all subjects other than English, mathematics and science so that the subjects are more creatively linked together
- ensure that subject leaders have clear assessments in these foundation subjects so that they can keep a good check on your progress.

Congratulations for your part in making this an outstanding school. We would like to

wish you success in your future education.

With very best wishes

Yours sincerely

Stephen Walker

Lead inspector

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