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23 June 2011

Mrs J Mackle and Mrs L O'Brien
Acting Co-Headteachers
Luttons Community Primary School
West Lutton
Malton
North Yorkshire
YO17 8TF

Dear Mrs Mackle and Mrs O'Brien

Special measures: monitoring inspection of Luttons Community Primary School

Following my visit to your school on 21 June 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in March 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures - good

Progress since previous monitoring inspection - good

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for North Yorkshire.

Yours sincerely

Christine Harrison
Additional Inspector

January 2011



Annex

The areas for improvement identified during the inspection which took place on 24 March 2010

- 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 carers and continuing to work with the local authority's education welfare service to reduce term-time holidays and persistent absence.

Special measures: monitoring of Luttons Community Primary School

Report from the third monitoring inspection on 21 June 2011

Evidence

The inspector observed the school's work, scrutinised documents and met with the acting co-headteachers, staff, a group of pupils, the Chair of the Governing Body, the School Improvement Partner and a representative from the local authority. The inspector toured the school's Open Day exhibitions and talked briefly with several parents and carers and with members of the governing body.

Context

Since the previous monitoring inspection, there has been a period of stability for the school with no changes in either staffing or the temporary leadership arrangements. The headteacher, who has been absent from school since the inspection in March 2010, resigned from her post at the end of March this year. The two acting co-headteachers will leave at the end of the summer term. A partnership is being established with a neighbouring, larger primary school and, from September, the leaders of that school will assume temporary responsibility for the leadership of Luttons. It is anticipated that this interim arrangement will be in place for a year. During that time, the governing body and the local authority intend to work together to explore sustainable, long-term options for the leadership of the school. Meanwhile, one of the school's current acting co-headteachers will provide further support for the school in her new role as local authority education development adviser for the area. One pupil has left the school since the last monitoring inspection, so the school now has 20 pupils.

Pupils' achievement and the extent to which they enjoy their learning

Pupils' enjoyment of their learning continues to improve and they are almost always fully engaged in their work. Examples of particularly good learning were seen when younger pupils were practising the sounds that letters make and making progress in the early stages of reading and when older pupils explored for themselves the various units of volume. There were still occasions when the pace of learning for particular individuals slowed down but teachers were generally quick to respond and to adjust the activities accordingly.

The impact of improvements in teaching and in the leadership and management of the school is now shown clearly in the school's reliable and carefully presented tracking data. Pupils now make significantly better progress than they have done in the past and attainment is rising. In particular, pupils with special educational needs and/or disabilities, some of whom had made no measurable progress over a long period, are beginning to make significant moves forward. As a result of past weaknesses in the arrangements for these pupils, they are not reaching their targets but they are starting to catch up. A parent

of one of these pupils confirmed that their child has had a 'big boost' over recent terms and she is now pleased with the progress he is making.

Progress since the last monitoring inspection on the area for improvement:

- improve pupils' progress and raise attainment in reading, writing, mathematics and science by summer term 2011 - good

Other relevant pupil outcomes

Each successive monitoring inspection provides evidence of pupils' increasing self-confidence and enthusiasm for all that the school has to offer. Pupils say that behaviour has improved and that lessons are more 'hands on' and fun. The overall figures for attendance have suffered slightly over the last term because of medical problems for a few pupils in this very small school. However, there have been no persistent absentees recently and this represents an important improvement. Also, pupils' overall attendance has improved significantly over the last year and now stands at 95.6%. Better attendance has been achieved largely as a result of the school's better communication and closer relationship with parents and carers.

Progress since the last monitoring inspection on the area for improvement:

- improve attendance - good

The effectiveness of provision

The quality of teaching continues to improve as teachers become more skilful in meeting the needs of the various groups of pupils within the class. Teachers have responded well to advice they have been given, for example, in providing further opportunities for pupils to learn independently and in encouraging pupils to talk more about their work. The planning and support for pupils with special educational needs and/or disabilities are much improved but younger pupils do not always have enough encouragement to persist with a particular task. Older pupils do not have sufficient opportunities to use computers to increase their confidence in writing independently.

In recent months, the school has rightly maintained a strong focus on ensuring that the curriculum for English and mathematics meets every pupil's needs and enables them to make better progress. Teachers have also enriched the curriculum with a series of visits and activities to broaden pupils' knowledge and understanding, often in collaboration with other schools in the area. However, pupils' experience of a modern foreign language, music and religious education is limited and not enough attention is paid to developing their skills in information and communication technology. Extra-curricular activities are increasing but there remains a shortage of physical education and sporting opportunities outside lessons.

The effectiveness of leadership and management

The school's temporary acting co-headteachers have been successful in establishing a strong sense of teamwork and a shared determination to improve among staff. The impact of the work they have done, particularly in supporting teachers and encouraging better use of assessment information, is now being shown in pupils' improving progress. The governing body has been strengthened and its members are well organised, knowledgeable and skilful in providing appropriate challenge for the school. Staff are confident about the future of the school, despite impending changes in leadership, because they trust the governing body to support them and to make decisions on what is best for the future. It is now necessary to reduce the school's dependence on temporary leadership arrangements. The acting co-headteachers have begun to provide the extra training necessary for teachers so that they can assume middle leadership responsibilities and enable the school to function more independently in the next school year.

Progress since the last monitoring inspection on the area for improvement:

- improve the effectiveness of leadership and management in securing improvement - good

External support

The local authority has provided consistent and effective support with the leadership of the school and carefully targeted professional development for staff. However, the current level of support cannot be sustained in the longer term. The authority is determined that the school will maintain and build upon improvements made over the last few months. Therefore, there is a sensibly cautious approach to making permanent arrangements for future leadership. The proposed plan for next year, with its reassurance of continued support from a current acting co-headteacher, represents the best solution while all the longer-term options are fully considered.