

Serco Inspections
Colmore Plaza
20 Colmore Circus
Queensway
Birmingham
B4 6AT

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T: 0121 679 9164
Direct email: tim.ogbourn@serco.com

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Mrs Ceri Cook
Headteacher
Lumbertubs Primary School
Tonmead Road
Northampton
NN3 8HZ

Dear Mrs Cook

Special measures monitoring inspection of Lumbertubs Primary School

Following my visit to your academy on 16 October 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the academy's recent section 5 inspection.

The inspection was the first monitoring inspection since the academy became subject to special measures following the inspection which took place in May 2014.

Evidence

During this inspection, meetings were held with the headteacher, deputy headteacher, the Chair of the Governing Body and another governor. A meeting was also held with a representative of the board of the Collaborative Academies Trust (CAT) and the Academy Learning Adviser. A tour of the school was undertaken and pupils were spoken with informally about their work. The sponsor's statement of action and the school's action plan were evaluated.

Context

Since the section 5 inspection, the senior leadership team has been reorganised. A senior leader has been appointed with responsibility for English and Key Stage 1. A further senior leader has been seconded from another academy within the trust to

jointly lead mathematics. A class teacher has left and another teacher is now working part time, and a job share has been created. A teacher has gone on maternity leave. A support assistant has been recruited as a Curriculum Enrichment Manager. A teaching assistant has been appointed and a further teacher assistant has been seconded from another academy within CAT. An assistant coordinator for special educational needs has been appointed. Speech and language support has been extended to support pupils in Key Stage 1 and the Early Years. Two governors have been elected.

The quality of leadership and management at the school

Academy leaders have reacted positively to the findings from the recent inspection. They have begun to lay the foundations for improving some aspects of the academy's work. The headteacher and deputy headteacher are fully committed to bringing about the necessary improvements to raise pupils' achievements. The academy's action plan focuses on the areas identified in the section 5 report. The proposed actions, however, are not well refined and not linked sufficiently to quantifiable outcomes for pupils. Timescales for improvement are too broad and do not reflect the urgency needed to bring about improvements quickly. The plan does not clearly identify opportunities for the governing body to check how the academy is doing. Consequently, governors are unable to offer the strong challenge needed to hold senior leaders to account.

New management responsibilities and clearer accountability are beginning to strengthen the effectiveness of senior and middle leaderships. All leaders are developing a greater sense of purpose to improve the quality of teaching. Systems for checking the quality of teaching have been strengthened, and more leaders are taking responsibility to support teachers to improve their work. Teachers have individual plans for development. Leaders are checking the quality of their work more regularly and wasting no time in returning to challenge poor-quality teaching. As a result, poor teaching is being eradicated.

The governing body has acted swiftly to reorganise itself in light of the governing body review. Governors are working with the CAT Governance Support Officer to identify and use the skills they have to better fulfil their role. Governors have developed a programme of academy visits and are beginning to check for themselves if senior leaders are being effective in their work. The governing body is beginning to challenge senior leaders about targets set for improving pupils' outcomes. Although this challenge is right, governors need more specific, quantifiable targets to be identified within the academy's action plan so that this challenge can be as effective as possible.

The Collaborative Academies Trust was aware that the academy needed support to improve outcomes for pupils. A programme of support to improve the quality of teaching had been implemented prior to the section 5 inspection. An academy achievement adviser has supported academy leaders to strengthen systems for checking the quality of teaching. She has provided robust challenge to academy leaders to become more rigorous in their expectations of the pace of change. However, the CAT statement of action is not rigorous enough and does not identify sufficient challenge to the academy to ensure that it improves quickly.

Following the monitoring inspection, the following judgements were made:

The sponsor' statement of action is not fit for purpose.

The school's action plan is not fit for purpose.

Having considered all the evidence, I strongly recommend that the academy does not seek to appoint newly qualified teachers.

I am copying this letter to the Secretary of State and the Department for Education Academies Advisers Unit, the Chair of the Governing Body, the Director of Children's Services for Northamptonshire and the Chief Education and Operations Officer for Collaborative Academies Trust. This letter will be published on the Ofsted website.

Yours sincerely

Jan Connor

Her Majesty's Inspector