

# Inspection of Huttoft Primary School

Church Lane, Huttoft, Alford, Lincolnshire LN13 9RE

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Inspection dates:

26–27 February 2020

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Requires improvement

## **What is it like to attend this school?**

Pupils and their parents and carers like their school very much. They appreciate the school's beautiful grounds, outside areas and gardens. Parents and pupils say that they like the changes introduced since the new headteacher arrived in January. They say that the school is improving.

In many subjects, pupils do not do as well as they could. This is because school leaders do not make sure that the curriculum in all subjects builds on what pupils already know. New leaders and all staff are working hard to sort this out quickly.

Staff teach pupils to be kind and considerate to others. Pupils are well mannered. Because all staff expect them to behave well, they do. Pupils say that bullying is rare. They trust staff to sort out any problems that may arise. They say that they feel safe in school.

Pupils are taught to respect each other and to accept that people are different. During the inspection, the whole school attended a memorable assembly. They learned about how outward appearances can be misleading.

Pupils say that there is a good range of clubs that are well attended, especially in the summer. Year 5 and Year 6 pupils are looking forward to their visit to an adventure activity centre. Pupils like the new lunch arrangements made since January. Pupils now have lunch together rather than in their classrooms.

Staff put pupils' needs first. Young children in the Nursery and Reception Years make a good start to school life. Pupils with special educational needs and/or disabilities (SEND) are sensitively treated. In reading, pupils who struggle with their learning are given extra help. This is not the case in most subjects, however.

## **What does the school do well and what does it need to do better?**

Over time, leaders have ensured that pupils behave well and develop positive attitudes to school and to learning. They have supported pupils' personal development well.

Until recently, leaders have given too little attention to improving the quality of education. There are weaknesses in the curriculum. Guidance for staff has been lacking in some subjects. This has resulted in pupils not achieving as well as they could.

In reading, pupils make a good start in early years. Phonics provision is good in all younger classes. Leaders have ensured that staff know how to teach phonics well. Those who need extra help with phonics get it. The books pupils read do not always match the sounds they are learning in their phonics lessons. Leaders are now addressing this.

In key stage 2, reading has not been of high enough profile in the school's curriculum. Provision for reading is not consistent across classes. Teachers do not encourage pupils to read often enough.

Leaders have a clear understanding of provision in mathematics. They know what is good and what needs further attention. Over the last year, the school has introduced an improved mathematics curriculum. Pupils' mathematical skills are now being progressively developed. Staff are trained in how to teach the curriculum. Pupils are beginning to learn and remember more in mathematics.

In other subjects, subject leaders have not had the support they need to lead their subjects well. They have little experience of leading their subjects. Subject leaders have not been able to make sure that staff plan pupils' learning well enough.

Pupils with SEND are fully included in all lessons. Staff meet these pupils' social, emotional and physical needs well. However, leaders have not checked that pupils with SEND get the right help with their learning. This means that they do not always achieve well.

Since the appointment of the new headteacher, all leaders and staff are working together to improve the curriculum. The new headteacher has a clear view of where improvements are needed. He and the deputy headteacher have ensured that all staff understand what is needed. Staff have started since January to improve the quality of education. They have introduced a new curriculum this term. Leaders have planned extensive training for subject leaders and other staff. Because these changes are so recent, they have not yet led to improvements in the quality of education that pupils receive.

Pupils behave well. Relationships are good. Pupils enjoy school. They act safely and think about the safety of others. Pupils told inspectors that staff are friendly and listen to any concerns. Pupils are responding well to new opportunities to take responsibility. They like the school council. Since January, leaders have made great efforts to improve attendance. The effect of this work is evident in pupils' better attendance this term.

Staff are proud to be members of staff of the school. They strongly support all the recent moves to improve the quality of education. They are looking forward to taking on their new leadership roles.

Children settle well in early years. They learn to follow instructions and behave well from the Nursery onwards. Staff plan exciting activities. Staff teach the basic skills of reading and mathematics well. Last year, leaders recognised that staff provided too few chances for children to write independently. The curriculum for writing is now improved. Children enjoy the many interesting activities they are given. All staff ensure that children learn to behave well and to cooperate. They are well prepared for Year 1.

Governance is much improved since the previous inspection. The governing body has reviewed its role. It has arranged extensive training and made sure that the

range of skills on the governing body is broad. The governing body is now effective and is helping improve the school.

## **Safeguarding**

The new headteacher and governors have recently reviewed the safeguarding arrangements. Staff understand the important role they play in keeping children safe. They receive appropriate training. Staff know how to spot pupils who may be at risk and the correct action to take. Leaders follow up safeguarding issues well. They make sure that parents and children get the right support.

Pupils learn to keep safe in a range of situations. Pupils say that they feel safe in school. Teachers make sure that pupils think about each other's safety too. Staff teach pupils to keep safe online.

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

### **(Information for the school and appropriate authority)**

- Leaders are developing the curriculum for reading. However, reading is not yet sufficiently central to the school's curriculum in key stage 2. In key stage 2, pupils are not fully motivated to read frequently. Provision for reading is inconsistent across classes. Leaders should ensure that pupils are motivated to read more. They should also ensure that staff adopt a consistent approach to teaching reading in key stage 2.
- Leaders have recently reviewed the school's curriculum and have planned what they want pupils to learn in each subject. Subject leaders lack the training they need to introduce these plans across the school. Leaders should ensure that they provide training so that subject leaders can ensure that pupils' learning is carefully planned and sequenced in each subject.
- The curriculum is not adapted well enough for some pupils with SEND. The support for these pupils does not always enable them to access the curriculum and achieve well. Leaders should ensure that the support and curriculum for pupils with SEND are appropriately adapted to meet their needs. Leaders need to check that these pupils achieve well.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	138808
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10121217
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	192
<b>Appropriate authority</b>	The board of trustees
<b>Chair of governing body</b>	Douglas Robinson
<b>Headteacher</b>	Damian Davey
<b>Website</b>	<a href="http://www.huttoft.lincs.sch.uk">www.huttoft.lincs.sch.uk</a>
<b>Date of previous inspection</b>	21–22 November 2017

## Information about this school

- The new headteacher took up his post in January 2020.
- There is a newly formed senior leadership team.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with senior leaders, subject leaders, governors, teachers and teaching assistants to discuss aspects of the school's curriculum and provision.
- The lead inspector met with the school's improvement partner, who is an employee of the local authority.
- We undertook deep dives in reading, mathematics, science and physical education (PE). We met with leaders to discuss each of these areas of the curriculum, visited lessons, talked with teachers and pupils and looked at pupils' workbooks. Pupils were heard reading and discussed their reading with inspectors.
- Inspectors reviewed a wide range of documents relating to safeguarding and the quality of education provided.
- Inspectors reviewed the evidence from the results of parent and staff surveys.

## **Inspection team**

Roger Sadler, lead inspector

Ofsted Inspector

Steven Barnes

Ofsted Inspector

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