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Damian Davey
Headteacher
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Dear Mr Davey

Additional, remote monitoring inspection of Huttoft Primary School

Following my remote inspection with Vic Wilkinson, Her Majesty's Inspector (HMI), of your school on 27 and 28 January 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school, has received two successive judgements of requires improvement. The school's most recent section 5 inspection took place in February 2020.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Leaders and those responsible for governance should take further action to:

- check the quality of education to ensure that there is consistency in the teaching of reading across all year groups, and that the weakest readers, particularly in key stage 2, receive the support they need to be secure in their phonics knowledge.

Context

- During the autumn term 2020, approximately one fifth of pupils were educated remotely at some point. The Year 1 and Year 2 'bubbles' closed during this period.
- Approximately one sixth of pupils are currently being educated on site. The majority of pupils with special educational needs and/or disabilities (SEND) and of vulnerable pupils are attending on site.
- Currently, a small number of staff are absent due to COVID-19. This is not having a significant impact on the education that the school provides.

Main findings

- You and your senior leadership team are improving the curriculum, the teaching of reading and provision for pupils with SEND. You are making sure pupils continue their education in the current circumstances. You and your staff have put into place important foundations that will enable the school to continue to improve.
- Pupils are studying the school's curriculum whether they are at home or in school. Staff use consistent approaches to teaching. Teachers check pupils' learning and give feedback to help them improve. Leaders have clear expectations of the work pupils should do remotely and these have been effectively communicated with pupils and their families. Staff, pupils and parents are positive about the school's work.
- When schools partially closed on 23 March 2020, you had begun the process of devising a new curriculum. You have established a consistent approach to planning across the school. You plan to support staff to develop their expertise in setting out the most important things pupils need to know, and the order in which these will be taught, particularly in the different foundation subjects. This work has been delayed by the impact of COVID-19 restrictions. You have plans to check how well pupils learn the curriculum, but this has yet to start.
- You have rightly focused on improving reading. It is a central part of your new curriculum. You ensure daily phonics lessons take place in the early years and key stage 1. Work is underway to develop pupils' comprehension skills throughout the school. Pupils have positive attitudes to reading. However,

leaders have not yet checked that the teaching of reading is consistent and that all pupils, including struggling readers in key stage 2, are secure in their phonics knowledge.

- You are providing support for vulnerable pupils. You check how these pupils are getting on and follow up any concerns raised by staff. You work closely with families to ensure that these pupils' well-being remains a high priority.
- You have improved the provision for pupils with SEND. The recently appointed special education needs coordinator works with staff to ensure that pupils with SEND, whether learning at home or in school, receive an education that is adapted to meet their needs.
- The knowledgeable governing body has relevant expertise and is well placed to support and challenge the school to improve. The governors are ambitious for all pupils. They have supported the school well to bring about financial stability. Some of the governing body's usual work to evaluate the school's work has not been possible due to national restrictions. The governing body is considering the different approaches it can take.
- Since your appointment as headteacher in January 2020, the school has not received specific external support and challenge. Nonetheless, you appreciate the regular updates and guidance for schools that the local authority provides.

Evidence

This inspection was conducted remotely. We held meetings with the headteacher and other senior leaders, subject leaders, pupils, staff, members of the governing body and a representative of the local authority to discuss leaders' actions to provide education to all pupils during a national lockdown. We also looked at examples of pupils' work.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Lincolnshire. This letter will be published on the Ofsted website.

Yours sincerely

John Lawson
Her Majesty's Inspector