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Rachel Simmons
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Dear Mrs Simmons

Ofsted visit to Werrington Primary School

Following my visit with Isabel Davis, Her Majesty's Inspector (HMI), to your school on 1 October 2020, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the visit's findings. Thank you for the time you made available to discuss your actions since September 2020, when the government expected all schools to open fully to all pupils.

This visit was conducted under section 8 of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections are temporarily suspended.

Ofsted's visits to schools during the autumn term are not inspections. We are not giving graded judgements. We did not undertake the usual range of inspection activities and were unable to check other sources of evidence, such as visits to lessons or looking at pupils' work. The content of this letter gives an overview of our discussions about what has happened in your school this term.

During the visit, we spoke to you, the deputy headteacher, subject leaders, the leader of the early years foundation stage, the special educational needs coordinator, a learning mentor, the pupil premium leader and the office administrator. We did not speak to pupils because of the protective measures in place.

Context

Her Majesty's Chief Inspector of Education, Children's Services and Skills is leading Ofsted's work into how England's education system is managing the return to full education for pupils, following an extended break in formal schooling due to the COVID-19 (coronavirus) pandemic.

In undertaking this focused work, HMI are visiting a broad range of schools. HMI will visit a sample of:

- approximately 1,200 schools across all Ofsted grades (outstanding, good, requires improvement and inadequate)
- maintained schools, academies and free schools, special schools and centres of alternative provision, including those in cities, and coastal, town or rural communities.

The information from this visit will feed into Ofsted's national reporting so that the insights can be shared with the government and the education sector. We did not find any significant concerns during the visit. In such a case, an inspection report would be published on our website and available to parents and carers.

We did not consider your response to COVID-19 during the spring and summer terms 2020, when the school was not open to all pupils.

From this visit, inspectors noted that:

- Pupils in Years 1 to 6 returned to school, full time, on 7 September 2020. A few pupils are attending part time. Children in the Reception Year attended full time from 28 September, which is a week later than the usual pattern. During the first week, children in Reception came in small groups for an induction visit and then attended for mornings or afternoons for two weeks.
- Current attendance is better than at this time last year.
- The curriculum focused on pupils' reading and well-being for the first week of term. Since the second week, pupils have studied their usual curriculum. All subjects are being taught. The content of some subjects, such as physical education and music, will be taught in a different order to usual for this academic year.
- Teachers have checked pupils' current knowledge and skills. Where there are gaps in English and mathematics, teachers revisit the learning on a daily basis. In other subjects, teachers will focus on catching up on what has been forgotten, when revisiting topics during the year ahead.
- Across the age ranges in reading, teachers have identified gaps in pupils' ability to infer meaning from what they read, how fluently pupils read, and

how much they remember and use the sounds that letters represent. More books have been purchased and books from the school library are now shared out across the classes.

- In mathematics, the emerging gaps include pupils' recall of number facts, such as times tables, and their understanding of shapes and measures. More equipment has been purchased so that pupils can use their own sets of resources to work things out. In addition to opportunities in lessons, 'maths meetings' in the afternoons are used to consolidate learning with particular focus on the things that pupils need to relearn or practise.
- Leaders are consulting parents about the way to carry out remote learning in the future.

Thank you again for contributing to this important national work. The views and experiences you have shared will help to inform future policy.

I am copying this letter to the chief executive officer of the multi-academy trust, the regional schools commissioner and the director of children's services for Peterborough. This letter will be published on the Ofsted website.

Yours sincerely

Heather Yaxley
Her Majesty's Inspector