

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
www.gov.uk/ofsted



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Mr Paul Barraclough
Headteacher
Delta Primary School
206A Nightingale Road
Edmonton
Enfield
N9 8PT

Dear Mr Barraclough

Ofsted visit to Delta Primary School

Following my visit with Sarah Murphy, 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 and the two deputy headteachers, including the senior leader with responsibility for safeguarding. We did not speak to pupils because of the protective measures you have 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:

- The school opened on Monday 7 September 2020 for the start of the autumn term. Pupils are attending full time.
- Initially, the proportion of pupils attending was lower than the normal attendance for this time of year. You have worked with parents to reassure and encourage them to send their child to school. Attendance rates have increased and are close to what you would usually expect at this time in the autumn term.
- Pupils are studying all the subjects that the school usually offers, apart from music. You have allocated extra time to reading, mathematics, physical education, and personal, social and health education. You plan to return to your usual curriculum before the summer term 2021.
- In lessons, teachers check what pupils need to recap on from what they learned last year. You plan to make more checks in all subjects before half term in order to identify where pupils need support in their understanding of essential knowledge and concepts. You plan to use this information to adapt what is covered in each subject to help pupils fill any gaps in their learning.
- You have completed tests of pupils' recall of phonics. Pupils receive tailored support to help them remember letter sounds and blending that they have previously learned. You have invested in more books for pupils to read at school and at home.
- Checks in mathematics have indicated that pupils need more practice in basic skills and concepts, such as place value. You have reviewed the school's approach to teaching mathematics to help pupils strengthen their knowledge and confidence in their use of numbers before moving on to more complex work.

- Across a range of subjects, including history and geography, teachers identify where there are gaps in what pupils remember and understand from what they learned last year. Teachers give priority to key facts that pupils need to revise, and to what they will need to know when learning new subject content this year.
- Leaders are about to launch an online system for remote learning that can be used by all pupils for homework and if they are absent from school. Resources match the content of subject lessons in school, enable interaction between pupils and teachers, and allow teachers to give feedback.

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 chair of the governing body, chair of the board of trustees, the chief executive officer of the Enfield Learning Trust, the regional schools commissioner and the director of children's services for Enfield. This letter will be published on the Ofsted website.

Yours sincerely

Amanda Carter-Fraser
Her Majesty's Inspector