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Richard Hanson
Principal
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Dear Mr Hanson

Ofsted remote visit to Queensbury Academy

Following my remote visit with Tracey Ralph, Her Majesty's Inspector (HMI), to your school on 12 November 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. Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, we made this visit remotely to reduce pressure on the school.

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, members of the senior leadership team and the senior leaders responsible for safeguarding. We did not speak to pupils.

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 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:

- At the time of the visit, class 'bubbles' in Years 7, 10 and 11 were self-isolating and accessing education at home. Around half of the pupils have had to work from home at some point since the start of term.
- Pupils are studying the full range of subjects that make up the school's usual curriculum.
- You explained that pupils in Years 7, 8 and 9 are now taught in the same classroom for most lessons. This has meant that you have had to make some temporary changes to the way the curriculum is delivered. For example, pupils watch videos of experiments in science, rather than doing experiments themselves in a science laboratory.
- Assessments of pupils' new starting points in Years 7, 8 and 9 have shown that some pupils have developed gaps in their knowledge in English. You explained that teachers in all subjects are spending more time focusing on helping pupils to rebuild their knowledge of vocabulary, grammar, punctuation and spelling.
- Pupils in Years 10 and 11 continue to study their chosen GCSE examination subjects.
- You explained that teachers of Years 10 and 11 pupils are using assessments in English, mathematics and science to identify pupils who have gaps in their

knowledge. Teachers are providing additional teaching sessions to help pupils catch up in these subjects.

- Pupils who are self-isolating can access education remotely, and this aligns with what is being taught in school. Pupils can participate in lessons online, complete work from text books or undertake assignments set by the subject teacher. You told us that teachers have received training to support them in delivering remote education.

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

Yours sincerely

Tim Scargill-Knight
Her Majesty's Inspector