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Madeline Dunckley
Headteacher
Holne Chase Primary School
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Dear Mrs Dunckley

Ofsted remote visit to Holne Chase Primary School

Following my remote visit with James Broadbridge, Her Majesty's Inspector (HMI), to your school on 24 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 family support worker. 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:

- Since September, a very small number of pupils have had to work from home for limited periods.
- Pupils are studying their usual range of subjects. Teachers have adapted some aspects of physical education. They are focusing on pupils' fitness and well-being through daily exercise and extra outdoor learning. Leaders aim for pupils to return to their full curriculum by summer term 2021.
- Teachers have assessed pupils' knowledge in English and mathematics. They are giving pupils additional support for spelling and grammar. Teachers are also developing pupils' stamina to write at length.
- Leaders have used part of the COVID-19 catch-up premium to provide extra phonics books to help younger pupils practise the sounds they learn in class. Staff run phonics interventions for some pupils who have fallen behind. In Years 3 to 6, teachers are providing a range of reading opportunities to reinvigorate pupils' love for reading and refresh their use of creative vocabulary.
- In mathematics, teachers have identified that pupils need to improve their understanding of place value and calculation skills. Teachers have changed their planning to help pupils practise these aspects before moving on to new learning.
- Leaders have prioritised the teaching of personal, social and health education to develop pupils' resilience and support their emotional needs. Teachers plan to check pupils' knowledge in subjects in the wider curriculum over the

year. They intend to use this information to alter lessons to include any knowledge that pupils have missed or forgotten.

- Teachers are providing remote education for pupils who are self-isolating. This covers the subjects other pupils are learning in school. Teachers upload pre-recorded lessons and resources via the school's online system. Leaders provide a range of electronic devices to pupils who need them.

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 governors and the director of children's services for Milton Keynes. This letter will be published on the Ofsted website.

Yours sincerely

Shazia Akram
Her Majesty's Inspector