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16 December 2020

James Baguley  
Headteacher  
The Weald CofE Primary School  
Newdigate Road  
Beare Green  
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Surrey  
RH5 4QW

Dear Mr Baguley

### **Ofsted remote visit to The Weald CofE Primary School**

Following my remote visit with Alice Roberts, Her Majesty's Inspector (HMI), to your school on 17 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, the special needs and inclusion lead, and the assistant headteacher. 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:**

- A small proportion of pupils have had to study from home at times since the start of the autumn term, due to individual pupils' needs and circumstances.
- Pupils are studying the school's usual range of subjects. However, teachers are focusing particularly on reading, writing and mathematics this term, while continuing to teach other subjects, such as history and French, as usual. Some aspects of the school's curriculum, such as singing and contact sports, are not taking place at present.
- Teachers used assessments at the start of term to check how much pupils remembered from previous learning in English and mathematics. They know that pupils' reading skills are weaker than they were before the period when schools were only open to some pupils due to COVID-19 restrictions. Teachers are giving pupils extra help with phonics and comprehension skills, as well as regular opportunities to read.
- Teachers have noticed that pupils are finding some aspects of mathematics, such as place value and the use of number bonds, more difficult than they found these before the period when schools were only open to some pupils due to COVID-19 restrictions. Teachers are allocating more time for pupils to practise and improve these aspects of mathematics during the school day.

- Leaders are responding to pupils' needs across the wider curriculum as needed. For example, leaders realised that pupils needed extra help with their mental and physical well-being when they returned to school. Leaders have allocated more time in the school timetable for teachers to support pupils' personal development this term, including increased opportunities for outdoor learning.
- Leaders intend pupils to follow the school's daily timetable as closely as possible when learning at home, either digitally or through paper-based learning. Each day will start with an online assembly, followed by English and mathematics lessons. Pupils will also be given activities in other subjects to complete each week. Reading books will be provided for all pupils who are learning at home.

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 and the chief executive officer of the Good Shepherd Trust, the director of education for the Diocese of Guildford, the regional schools commissioner and the director of children's services for Surrey. This letter will be published on the Ofsted website.

Yours sincerely

Julie Sackett  
**Her Majesty's Inspector**