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Guy Underwood
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Dear Mr Underwood

Ofsted visit to Great Abington Primary School

Following my visit with Stefanie Lapinski-Barltrop, Her Majesty's Inspector (HMI), to your school on 8 December 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. 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:

- Since the start of the term, a very small number of pupils have had to learn at home due to being in isolation.
- Pupils are studying the full range of subjects that make up your school's curriculum. Teachers have given time in the school day for pupils to talk about their experiences and feelings about the COVID-19 pandemic. You told us that this is helping pupils to feel settled while at school. Teachers are using more opportunities to use outdoor space to re-engage pupils in their learning.
- Your key stage 1 teachers have checked pupils' knowledge of phonics. They have discovered that a few pupils have not remembered how to use their knowledge of sounds to read unfamiliar words. Additional daily phonics lessons are provided for pupils to help them to catch up.
- In mathematics, teachers have found that pupils have remembered their times tables and number bond facts. Pupils are less secure when they need to apply their knowledge to solve mathematical problems. Teachers are providing more opportunities for pupils to practise applying their knowledge to different types of mathematical problems.
- Teachers plan topics from the full range of subjects in the school's curriculum. They ask questions to find out what pupils have remembered. Teachers use this information to address any gaps in pupils' knowledge.
- Leaders have developed their plans for delivering the curriculum remotely. Teachers have received training to develop their technical expertise and knowledge for delivering remote learning.

- When learning is carried out remotely, teachers provide work that reflects a typical school day. Pupils complete tasks in different ways, either online, through paper-based activities or by carrying out practical design and making activities.

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 regional schools commissioner and the director of children's services for Cambridgeshire. This letter will be published on the Ofsted website.

Yours sincerely

Steve Mellors
Her Majesty's Inspector