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Stephanie Dyce
Executive Headteacher
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Dear Ms Dyce

Ofsted remote visit to Hall Park Academy

Following my remote visit with John Lawson, Her Majesty's Inspector (HMI), to your school on 1 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. 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 curriculum leaders responsible for English, mathematics, computing and art. 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 the start of term, several groups of pupils have had to learn from home for a few days. On three occasions, more than half of a year-group 'bubble' has needed to self-isolate at home for a short period of time.
- Pupils in Years 7 and 8 are studying the school's usual range of subjects.
- In Years 9 to 11, and in the sixth form, almost all pupils are studying all their examination courses. A small number of Year 11 pupils have stopped learning a subject so that staff can give them extra help with English and mathematics.
- Since the October half-term, leaders have made sure that pupils can engage in practical activities, for instance in design and technology, computing and science.
- Teachers have amended their curriculum plans to revise previous learning and cover any content which pupils missed. For instance, Year 9 pupils are revisiting the colour wheel in art. In English, GCSE and A-level pupils are reviewing examination texts they studied last year.
- Leaders have prioritised reading, particularly for pupils in Year 7. Tests have shown that some of these pupils cannot read well enough. Leaders have bought new reading resources and have arranged for these pupils to receive extra help.

- Year 11 pupils have completed mock examinations. They attend extra lessons after school if they need support in a subject.
- Very few extra-curricular activities have restarted. Leaders are exploring ways to enrich the curriculum, for example, by arranging virtual work experience for Year 10 pupils. They are also using the school's outdoor space for geography fieldwork.
- Teachers provide remote education to any pupil learning at home, using online and paper-based resources. Leaders have arranged training for staff to improve their technology skills. Teachers are developing online resources to help pupils complete this work independently.

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

Yours sincerely

Rachel Tordoff
Her Majesty's Inspector