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Simon Robertson
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Dear Mr Robertson

Ofsted visit to Broadlands Primary School

Following my visit with Jonathan Leonard, Her Majesty's Inspector (HMI), to your school on 9 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, members of the senior leadership team and the reading coordinator. 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 September 2020, no year group 'bubbles' have had to self-isolate but approximately 40% of your pupils have had to study from home at some point. A small number of pupils have had more than one period of self-isolation.
- You told us that all pupils are studying their usual range of subjects. However, teachers have had to adapt the way in which some content is delivered. You aim to return to your usual curriculum before summer 2021.
- Staff have checked pupils' new starting points in English and mathematics. They have noticed that younger pupils need to refresh their pronunciation of sounds in phonics, and older pupils need to rebuild their fluency and comprehension skills in reading. Pupils also need additional help with their grammar and punctuation skills when writing.
- Leaders told us that staff are focusing on improving pupils' mental calculations in mathematics. You are employing an additional member of staff to help pupils refresh and catch up with any lost learning.
- Staff are using different methods to deliver some curriculum content. For example, in religious education, staff use videos to teach pupils about places of worship, as school visits are currently suspended. In music, pupils use sign language instead of singing when learning new songs.
- You have adopted a new online resource this term to provide remote education for pupils who need to self-isolate. Most pupils study online but paper-based packs are also provided where necessary. Most pupils are only

absent for a few days as you have encouraged families to take action, in order to send their children back to school as soon as possible.

- Pupils who are self-isolating undertake a reading, writing, mathematics and topic task each day. Activities mirror work that other pupils are studying in school, where feasibly possible. Practical tasks are set for younger pupils to meet their learning needs.

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 Hereford. This letter will be published on the Ofsted website.

Yours sincerely

Heather Simpson
Her Majesty's Inspector