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Martha Hughes
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Dear Mrs Hughes

Ofsted remote visit to Langer Primary Academy

Following my remote visit with Fyfe Johnston, 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.

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 and members of the senior leadership team. 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 (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:

- At the time of the visit, the school was fully open to all pupils. Around half of the pupils have had to study from home at some point this term due to COVID-19.
- All pupils are studying their usual range of subjects. There are a few activities that are not currently being offered, such as swimming.
- When pupils returned to school, teachers used a range of tests and activities to check for any gaps in learning in English and mathematics. In other subjects, teachers check on pupils' knowledge before teaching new content.
- In English, teachers noticed that pupils' stamina for writing at length was reduced. A different scheme of work for English is being taught this year, which continues to use interesting books to inspire pupils' writing. The usual system of grouping by pupils' needs has been stopped.
- In reading, younger pupils had not gained the phonics knowledge that they needed. Pupils have been re-taught the phonics that would have been covered during the period when schools were only open to some children due to COVID-19 restrictions.
- Teachers found that pupils' ability to comprehend mathematical language, particularly in problem-solving, had fallen behind. They are encouraging pupils to apply their basic skills in different contexts through a new scheme of work for mathematics.
- In some subjects, units of work have been moved to earlier in the year. For example, in art, leaders have chosen to focus on basic drawing skills first and pupils will access the rest of the curriculum later.

- Teachers have taught pupils how to use computers and tablet computers effectively ahead of any further closure or need to work remotely.
- A 'bubble' of two classes had to isolate recently. Teachers delivered 'live' lessons in English and mathematics daily. They also set work related to other curriculum subjects that were due to be taught in school. A range of activities are available at any time for individual pupils who have to isolate away from school.

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 Unity School Partnership (multi-academy trust), the regional schools commissioner and the director of children's services for Suffolk. This letter will be published on the Ofsted website.

Yours sincerely

Tessa Holledge
Her Majesty's Inspector