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Rebecca Manning
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Dear Mrs Manning

Ofsted remote visit to schools George's Church of England Academy

Following my remote visit with Jo Evans, 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. 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 school opened to all pupils in September 2020, no classes or 'bubbles' have needed to isolate because of COVID-19. A small number of pupils have needed to isolate while waiting for COVID-19 test results. You told us that attendance, so far this term, is better than the same period last year, and pupils' punctuality has improved.
- Teachers are delivering all subjects of the school's normal curriculum, with some slight adaptations for practical reasons. For example, in physical education, art and information communication technology, new cleaning routines have been established so that equipment can be shared safely.
- Drama and singing now take place outdoors or in large spaces, such as the hall, to maintain social distancing. By using technology, pupils take part in virtual educational visits. For example, a virtual tour of the Houses of Parliament.
- In English, teachers have found common gaps in pupils' learning and are planning the curriculum to address these. Teachers have identified that some pupils' reading and writing skills have slipped back during the pandemic.
- In mathematics, teachers are focusing on specific aspects that pupils need reminding about, such as fractions and decimals.
- In the early years foundation stage, staff are focusing on developing pupils' language and vocabulary, as they have identified this as a need.

- Plans are in place for teachers to deliver lessons remotely if necessary. A local community group have provided laptops for pupils where needed. All pupils have been given workbooks for reading, writing, spelling, punctuation and grammar, and mathematics.

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 Hereford Diocesan multi-academy trust, the director of education for the Diocese of Hereford, the regional schools commissioner and the director of children's services for Shropshire. This letter will be published on the Ofsted website.

Yours sincerely

Jane Spilsbury
Her Majesty's Inspector