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12 January 2021

Nick Styles  
Headteacher  
Riccall Community Primary School  
Coppergate  
Riccall  
North Yorkshire  
YO19 6PF

Dear Mr Styles

### **Ofsted remote visit to Riccall Community Primary School**

Following my remote visit with Michael Wardle, 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:**

- No class 'bubbles' were self-isolating at the time of the visit. However, the school has previously had to close one whole-class bubble of 26 pupils in Year 3 since the term began in September. Additionally, a small number of pupils have had to learn from home at various points since the start of term.
- Pupils are studying all of the school's usual range of subjects. Leaders have made some changes to the order in which subject content is taught, as a result of COVID-19 restrictions. However, you told us that pupils are studying the usual full curriculum.
- At the beginning of term, you prioritised checking pupils' starting points in reading and mathematics. Teachers are using this information to provide extra support for small groups and individuals throughout the school day, with a particular focus on English this term. Additional opportunities are being provided to address missed learning in phonics for pupils in Year 2.
- You told us that you have noticed that pupils are finding it more difficult to write independently for extended periods of time. You have asked teachers to provide more opportunities for pupils to practise their writing in different subjects, to build up their stamina.
- In mathematics, teachers are delivering lessons with regular 'recaps' to check what pupils know and remember. You told us that you have found this helpful in identifying pupils' individual gaps in learning and addressing these.

- In the wider curriculum, beyond English and mathematics, teachers are using existing plans as a basis for their teaching. They are checking pupils' prior knowledge as they go along and adapting plans when this is needed.
- You have a range of remote-learning options on offer if pupils are unable to attend school. Pupils access learning online or via printed workbooks. In English and mathematics, this learning matches the lessons they would receive in school. In the wider curriculum, pupils receive a daily physical education activity and at least one other task to complete.

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 North Yorkshire. This letter will be published on the Ofsted website.

Yours sincerely

Zoe Lightfoot  
**Her Majesty's Inspector**