

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
www.gov.uk/ofsted



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Alice Smith
Headteacher
Rosebank Primary School
Burley Road
Leeds
West Yorkshire
LS3 1JP

Dear Miss Smith

Ofsted remote visit to Rosebank Primary School

Following my remote visit with Steve Shaw, Her Majesty's Inspector (HMI), to your school on 19 November 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 with you, in your role as headteacher and designated safeguarding lead, and the deputy headteacher. 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:

- On the date of our visit, pupils in your Year 3, mixed Year 3 and Year 4, and Year 6 'bubbles' were isolating. Since the start of term, two thirds of pupils have had to learn from home at some point.
- Pupils are not yet studying the school's usual curriculum. You told us that you are prioritising speaking and listening in English and, as a result, you will not teach languages until summer 2021. You have also adapted plans in music and physical education to take account of your own risk assessments.
- Teachers have checked pupils' new starting points in reading. They have identified particular gaps in the youngest pupils' phonics knowledge. You explained that these pupils are being given increased support to catch up.
- In mathematics, your teachers have identified pupils' gaps in learning, following the period when schools were only open to some pupils due to COVID-19 restrictions. You have adapted plans and are revising prior knowledge through your 'daily 10' activities. You have identified calculation in mathematics as a main priority and will provide additional support where required.
- In other subjects, such as geography, you told us that you plan to check what learning pupils have forgotten later in the year, after you have made sure that pupils have caught up in English and mathematics.
- For pupils who have to learn from home, you told us that you deliver the school's curriculum remotely. The subject content mirrors what is taught in

class. Your teachers introduce each day with a live video call, followed by independent activities.

- Pupils isolating in bubbles access immediate digital content each day. Pupils isolating individually may have a slight delay before receiving this. You told us that you have provided computers, internet access and learning resources such as paper and pencils to pupils who need them.

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 chair of the Lantern Learning Trust, the regional schools commissioner and the director of children's services for Leeds. This letter will be published on the Ofsted website.

Yours sincerely

Marcus Newby
Her Majesty's Inspector