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22 February 2021

Theresa Moses  
Headteacher  
Paxton Academy Sports And Science  
843 London Road  
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London  
CR7 6AW

Dear Ms Moses

**Additional, remote monitoring inspection of Paxton Academy Sports And Science**

Following my remote inspection with Sophie Welch, Her Majesty's Inspector (HMI), of your school on 27 and 28 January 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to have serious weaknesses.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school was judged to have serious weaknesses at its previous section 5 inspection. The school's most recent section 5 inspection took place in November 2019.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

**Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.**

## Context

- Following the previous inspection, the trust made significant changes to leadership and governance. You joined the school as headteacher in September 2020. Other members of the leadership team are also new. The trust introduced an interim academy board (IAB) to act as a governing body.
- In the autumn term 2020, approximately three quarters of pupils experienced periods of remote education because of COVID-19. This included all pupils in Year 1, Year 2, Year 3 and Year 4 and all Reception-aged children.
- At the time of this inspection, approximately three quarters of pupils were being educated at home. Around one quarter of vulnerable pupils and pupils with special educational needs and/or disabilities (SEND) were attending on site.
- At the time of this inspection, leaders were managing significant staff absence due to COVID-19. Leaders have taken steps to ensure that staff absence is not affecting the curriculum provided.

## Main findings

- Following your appointment, you and your team prioritised improving the curriculum. In each subject, leaders have put in place revised curriculum plans. These plans identify the knowledge that pupils should be taught and the order it should be taught in. You introduced new curriculum plans subject by subject. This helped teachers to understand your high expectations for pupils' learning. The revised curriculum for each subject is now being taught in all year groups. In response to the current circumstances, leaders have amended curriculum planning further. This is to ensure that subject content can be taught remotely as well as on site. Leaders' work means that all pupils continue to receive an education in the current circumstances.
- Leaders have made sure that pupils learn all their usual subjects during the national restrictions. Pupils receiving remote education study the same knowledge as their peers in school. Leaders and staff contact pupils regularly to check on their well-being. They make sure that all pupils have the equipment they need to learn at home. This includes pupils who are vulnerable.
- Leaders' work to improve the curriculum has focused sharply on reading and mathematics, including in the early years. A new systematic programme is in place for the teaching of phonics throughout the school. Staff have received suitable training to improve their expertise in teaching reading. Leaders have adapted the approach to phonics teaching in light of the current circumstances. All pupils, including those learning at home, continue to develop and practise their reading. This includes children in the Reception

class. Mathematics planning has also been adjusted to support those pupils receiving remote education. Leaders are making sure that all pupils continue to study important mathematical concepts.

- New leadership reviewed the provision for pupils with SEND. The identification and assessment of individual pupils' barriers to learning have improved. Leaders continue to work together with external agencies to plan and adapt support for these pupils. The special educational needs coordinator makes regular contact with pupils with SEND and those who are vulnerable. Each pupil receives support tailored to their academic and pastoral needs. Leaders have high expectations for these pupils. If pupils do not complete the work set, then leaders and staff follow this up and provide extra help.
- Governors know what the school needs to do better. They also understand the particular challenges leaders face in providing education in current times. Governors and leaders work together well to overcome any barriers they identify. For example, governors have supported leaders to adapt staffing arrangements during national restrictions. These adaptations mean that all pupils are being taught the curriculum, either remotely or on site.
- Following the previous inspection, the trust provided increased support and challenge. This includes securing the appointment of experienced leaders and staff from other trust schools. Recently appointed leaders have benefited from training to develop their knowledge. The trust has drawn on expertise from its other schools to help leaders develop the curriculum, particularly in English and mathematics. Alongside this support, the trust now holds the leadership team to account for the education pupils receive.

## **Evidence**

This inspection was conducted remotely. Inspectors held meetings with the executive headteacher, headteacher and other members of the leadership team. Inspectors also met with those responsible for governance and a representative from the local authority. Discussions were held with selected pupils and staff.

Inspectors looked at curriculum plans and viewed a sample of remote lessons. They also listened to pupils read.

I am copying this letter to the chair of the IAB and the chief executive officer of the Wandle Learning Trust, the regional schools commissioner and the director of children's services for Croydon local authority. This letter will be published on the Ofsted website.

Yours sincerely

Adam Vincent  
**Her Majesty's Inspector**