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Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
www.gov.uk/ofsted



17 February 2021

Andrew Raistrick
Executive Headteacher
Surfleet Primary School
Station Road
Surfleet
Spalding
Lincolnshire
PE11 4DB

Dear Mr Raistrick

Additional, remote monitoring inspection of Surfleet Primary School

Following my remote inspection 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 require special measures.

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 require special measures at its previous section 5 inspection. The school's most recent section 5 inspection took place in February 2020.

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

- At the end of February 2021, the school is due to leave the Welland Primary Schools Federation. On 1 March 2021 the school is due to join the Keystone Academy Trust.
- During the autumn term 2020, a very small number of pupils had to be educated remotely.
- Currently, a third of pupils are being educated at school. A third of the vulnerable pupils and those with special educational needs and/or disabilities (SEND) are attending on site.

Main findings

- Leaders and governors have ensured that all pupils can access education either on site or remotely. Wherever possible, pupils are following their usual curriculum.
- Since the last inspection, leaders have introduced new curriculum plans that consider the mixed-age classes. Long-term plans show what subject content is to be learned and when. The computing curriculum is yet to be completed. Teachers acknowledge that some of the planned content has not yet been taught due to COVID-19.
- Leaders are ensuring that all pupils experience a wide range of subjects. Pupils are receiving daily lessons in English, phonics and mathematics. Subjects like science, religious education, French and geography are delivered in the afternoons. Teachers have reordered what is taught in design and technology and physical education due to COVID-19 restrictions.
- Teachers are using a consistent approach to deliver the curriculum. Each week, pupils receive a timetable that outlines what they will study and when. They experience daily live teaching. Other tasks are uploaded onto an online platform. Teachers are providing pupils with links to relevant online videos and educational websites.
- The overwhelming majority of pupils are engaging very well. I saw pupils in Year 5 developing multiplication skills to calculate the area of shapes. Pupils in Year 2 were enjoying reading from their class book, 'The Ice Palace'. They were discussing and learning the meanings of new words like 'scattered', 'midst' and 'flitting'. Pupils have adapted very well to using the online platform. They use it patiently and respectfully.
- All pupils, including any vulnerable pupils, who are being educated remotely or on site are receiving effective support. All remote learners now have a suitable device. They have an internet connection with which to access the

work. Teachers send home extra resources and materials so that tasks can be successfully completed.

- The phonics leader has ensured that reading has remained a high priority. Teachers are maintaining pupils' love of books by frequently reading stories to them. These stories are either pre-recorded or delivered live. Pupils read books which match the sounds they are learning in their daily phonics sessions. Pupils told me they have a good selection of books from which to choose. Pupils' reading books are at a suitable level of challenge.
- Leaders have plans in place to support pupils with SEND. Staff are promptly providing extra support and resources. Families of pupils with SEND receive telephone calls from staff to help reassure them about completed work. Staff can also check on any issues that may arise. Pupils with SEND are engaging well.
- The governing body has continued to hold school leaders to account for their actions. For example, governors frequently check on pupils' attendance and their levels of engagement. Governors realise that the pace of change would have been quicker if it were not for COVID-19. They are knowledgeable about the school. They know its strengths and development areas.
- Both the federation and the trust have provided effective support to the school. The trust has worked with staff to help redesign the curriculum, including in the early years. Both the federation and the trust have helped to improve the safeguarding culture. Staff have received extra safeguarding training. They are using a new online tool to record any safeguarding concerns they have.

Evidence

This inspection was conducted remotely. I held meetings with the executive headteacher of the Welland Primary Schools Federation, the chief executive officer of the Keystone Academy Trust, the head of school, a representative from the local authority, four members of the governing body including the chair, the leaders responsible for phonics, early reading and pupils with SEND, to discuss leaders' actions to provide education to all pupils during a national lockdown.

I spoke with the three teachers and a teaching assistant. I visited two online lessons, listened to six pupils read and examined pupils' work from a range of subjects. I also checked the school's new arrangements for keeping pupils safe.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Lincolnshire. This letter will be published on the Ofsted website.

Yours sincerely

Peter Stonier
Her Majesty's Inspector