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Alison Walker
Head of School
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Dear Ms Walker

Additional, remote monitoring inspection of Robinswood Primary Academy

Following my remote inspection with Tonwen Empson, Her Majesty's Inspector (HMI), of your school on 10 and 11 February 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 December 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

- Since the section 5 inspection, two senior leaders and three teachers have left the school. The current headteacher, assistant headteacher, special educational needs coordinator (SENCo) and assistant SENCo were appointed in September 2020. The chair of governors resigned in October 2020. Governance was restructured in January 2021. Three new members have been appointed to the board of trustees.
- During the autumn term of 2020, a small number of pupils were educated remotely. Pupils in Reception Year, Year 2 and Year 3 had to work at home for several days.
- About one quarter of pupils are currently educated in school. This includes two thirds of the school's vulnerable pupils and those with special educational needs and/or disabilities (SEND).

Main findings

- Leaders and governors are ensuring that pupils receive an education in the current circumstances. Pupils have daily lessons in reading, writing and mathematics. Pupils follow the same curriculum, whether learning in school or at home. Teachers monitor pupils' completion of learning activities.
- You and your team are determined to continue to improve the school's curriculum. Subject leaders have correctly identified important knowledge that pupils must remember. You are making sure that pupils' learning includes this key knowledge. Teachers regularly check that pupils know and remember more.
- You have adapted the curriculum to meet current challenges. Teachers have modified the curriculum in art and music so that pupils can participate remotely. Teachers are finding imaginative ways to support pupils who are learning at home. For example, pupils use pasta shells to help with counting activities in mathematics.
- You make sure that pupils in school and at home have reading books that match their reading ability. You have identified pupils who need more help to improve their reading. You plan to provide extra phonics and reading support for pupils who are learning at home.
- You have identified pupils who need additional support with mental health and well-being. As a result, you have adapted the curriculum to include activities to help pupils to improve their well-being.
- Pupils with SEND receive appropriate learning support. The inclusion team checks that teachers adapt learning to support pupils' individual targets. Staff

provide support for pupils with SEND who are learning at home. For example, they make regular contact with parents, including making home visits.

- Governors have improved the way they challenge leaders about decisions. For example, governors recently posed questions to you about remote learning. Governors are aware of leaders' priorities in the current circumstances.
- The trust's external school improvement adviser (SIA) provides helpful challenge and support to the school. She supports subject leaders to check the quality of remote education. You plan to continue to work with the SIA and other local multi-academy trusts to develop governance and curriculum.

Evidence

This inspection was conducted remotely. We held meetings to discuss leaders' actions to provide education to all pupils during a national lockdown. We spoke to you, the executive headteacher, other senior leaders, pupils and staff. We met with representatives of those responsible for governance and the school improvement adviser for the trust.

We also saw examples of curriculum plans, pre-recorded teaching, responses to learning tasks from pupils and teachers and heard pupils read.

We looked at responses to Ofsted's online questionnaire, Parent View, including 25 free-text responses, and 40 staff questionnaires.

I am copying this letter to the chair of the board of trustees and the chief executive officer of the Robinswood Academy Trust, the regional schools commissioner and the director of children's services for Gloucester. This letter will be published on the Ofsted website.

Yours sincerely

Marie Thomas
Her Majesty's Inspector