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Andrew Kitchen
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Dear Mr Kitchen

Additional, remote monitoring inspection of Stafford Leys Community Primary School

Following my remote inspection with Vic Wilkinson, 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 April 2018.

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

- In February 2020, the school joined the Bradgate Education Partnership.
- During the autumn term 2020, approximately a quarter of pupils needed to learn from home because they were self-isolating. Some isolation periods lasted only a few days as they coincided with school holidays.
- Currently, approximately a quarter of pupils are learning in school. This includes a quarter of the school's pupils with special educational needs and/or disabilities (SEND) and half of the pupils who have an education, health and care plan.

Main findings

- Leaders and those responsible for governance are determined that pupils receive an education as close to normal as possible. They have made sure that pupils at home can access online learning. When this has not been possible, leaders have invited pupils into school to make sure they do not miss out.
- Before the pandemic, leaders were well on the way with developing their curriculum. Leaders had planned out what they wanted pupils to learn and when. Teachers are using this curriculum and are adjusting it well to make sure it meets the needs of pupils at home and in school. For example, teachers in Year 3 decided to wait until all pupils are back in school before they teach division. This is to make sure all pupils can use the same resources to support their learning.
- Pupils in school and at home learn the same things. Some pupils in school and at home get support before and after lessons to make sure they understand what they are learning. If they need it, pupils in school and at home have one-to-one or small group support to help them to catch up.
- Phonics teaching has continued during the lockdown. There has been no lost learning time. Pupils read online books which match the sounds that they have learned. Pupils who are less secure in their phonics knowledge receive extra support whether they are at home or in school.
- The school's ethos is that the curriculum should meet the needs of all pupils, including those with SEND. Teachers give these pupils resources and support to help them with their learning. The leader of the provision for pupils with SEND provides advice and support to staff to make sure learning is accessible to all pupils.
- Governors know the challenges that staff are facing. They support leaders' actions to make sure all pupils can continue their education. They ask leaders

challenging questions and seek assurances about the education that pupils are getting. Governors check that the school's vulnerable pupils are carefully monitored to make sure they can access learning.

- The school joined the trust just before the pandemic. The trust has provided support through the pandemic to make sure the school's COVID-19 procedures are effective. The trust has checked the school's remote education offer to make sure it meets requirements.

Evidence

This inspection was conducted remotely. We spoke to you, the senior leadership team, the trust's director of schools, pupils, staff and representatives of those responsible for governance to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also looked at samples of pupils' work, viewed recorded lessons, listened to pupils read and reviewed the school's curriculum plans. We looked at responses to Ofsted's online questionnaire, Parent View, including 89 free-text responses, and 43 questionnaires for staff.

I am copying this letter to the chair of the board of trustees and the chief executive officer of the Bradgate Education Partnership multi-academy trust, the regional schools commissioner and the director of children's services for Leicestershire. This letter will be published on the Ofsted website.

Yours sincerely

Helen Williams
Her Majesty's Inspector