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Sarah Sindrey
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Dear Mrs Sindrey

Additional, remote monitoring inspection of Moorhill Primary School

Following my remote inspection with Mark Sims, 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 improvement.

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 has received three successive judgements of requires improvement. The school's most recent section 5 inspection took place in January 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

- Since the last inspection, three new teachers have joined the school. There is a new chair of the governing body and five new governors.
- During the autumn term 2020, approximately two thirds of pupils experienced remote education because of COVID-19. Children in Reception and pupils in Year 2, Year 3 and Year 4 were affected more than other year groups.
- At the time of the inspection, three quarters of pupils are being educated remotely. Half of the school's vulnerable pupils are being educated on site. This includes just over half of the school's pupils who have education, health and care plans.

Main findings

- Leaders are providing a curriculum containing a broad range of subjects for all pupils. Remote education is delivered through a mixture of pre-recorded lessons with linked tasks, live online sessions and paper-based learning packs.
- Leaders had formulated well-sequenced plans for English and mathematics by the start of the pandemic. These plans set out what pupils should learn from Reception to Year 6. Leaders have since reviewed their plans in other subjects. These plans include the knowledge and the subject-specific vocabulary that pupils should learn.
- Leaders have adapted the curriculum so that it is well suited to remote education. Some new learning in science and mathematics will not be taught until all pupils are back at school. This is because specific equipment is required to complete some of the tasks. In most subjects, pupils at home learn the same things as those currently attending school. There are differences in physical education; pupils in school play team games such as badminton but those at home do not have access to the facilities and equipment to do so.
- Leaders' plans to develop and implement revisions to the curriculum have not been delayed by COVID-19. However, the pandemic has delayed leaders' evaluations of the implementation of the curriculum and its impact on pupils' progress.
- Leaders prioritise reading. Pupils in Reception class and key stage 1 receive daily phonics lessons. Those who are in the early stages of learning to read practise with books that match the sounds they know. There are additional sessions to support pupils who are at risk of falling behind with reading. This includes extra practise at decoding words, reading fluently and comprehension tasks. Pupils throughout the school access a wide range of texts, genres and authors through their work in English.

- Leaders' plans for mathematics are well ordered. Teachers use these plans flexibly so they can match activities for any pupils who have fallen behind or to provide extra practise before moving on. All pupils are expected to complete mathematics tasks every day. Pupils who are at home can watch video clips of explanations and demonstrations before completing their work. As with all subjects, the school provides paper packs of work for the small number of pupils who do not access online materials.
- Teachers provide live online sessions to give feedback to pupils who have submitted work and to clarify any misconceptions. Leaders told us that a high proportion of pupils complete and upload the work for teachers to review. In Years 2 and 3 the proportion of pupils who engage with the feedback session is not as high as other year groups. Leaders are using a variety of strategies to ensure that these pupils, and those who do not access online sessions, do not miss any important information.
- The special educational needs coordinator (SENCo) is knowledgeable about the individual pupils with special educational needs and/or disabilities (SEND). She supports teachers to ensure that planned activities are well matched to the needs and abilities of pupils. Teaching assistants deliver small-group sessions for pupils on site and online for those who are at home.
- Governors provide an effective balance of challenge and support. They hold leaders to account for the curriculum that is being provided to all pupils at this time. Governors receive regular updates about the curriculum from individual subject leaders. They have also had the opportunity to review plans and look at the work of pupils on site and those at home.
- The local authority commissioned an improvement lead to support the school. This has had a positive impact on curriculum development. The improvement lead has also provided effective support to develop the role of subject leaders. There are plans to build on this so that new leaders will become more involved with monitoring the quality of education in their own subjects.

Evidence

This inspection was conducted remotely. We spoke to the headteacher, both deputy headteachers, the inclusion manager and the SENCo. The lead inspector met six governors. We also held meetings with a range of curriculum leaders. Inspectors met with a representative from the local authority and the school's improvement partner to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also reviewed curriculum plans, watched some examples of pre-recorded video clips of lessons, viewed examples of pupils' work and spoke to pupils about the curriculum. One of us heard some pupils read. We looked at responses to Ofsted's

online questionnaire, Parent View, including 44 free-text comments, and 30 staff questionnaire responses.

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

Yours sincerely

Jo Evans
Her Majesty's Inspector