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11 March 2021

Nicola Kent
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Dear Mrs Kent

Additional, remote monitoring inspection of King's Sutton Primary Academy

Following my remote inspection with Damien Turrell, Her Majesty's Inspector (HMI), of your school on 23 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 June 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.

Leaders and those responsible for governance should take further action to:

- develop existing curriculum plans so that teachers can easily identify the knowledge they want pupils to learn and remember in the foundation subjects
- ensure that all pupils with special educational needs and/or disabilities (SEND), whether working at home or school, receive the support that they need to achieve well, particularly in reading.

Context

- There have been significant changes to leadership since the previous inspection. You were appointed as headteacher in May 2020. Most local governors and some trustees have been recently appointed.
- A small number of pupils had to learn from home at some point during the autumn term 2020.
- Currently, 60% of pupils are working from home. Most pupils with SEND, or those who are vulnerable, are attending school on site.

Main findings

- Leaders have worked hard to ensure that pupils, whether in school or at home, receive education in the current circumstances. They have listened to the views of parents and carers to help improve the remote education on offer. Parents recognise and appreciate this. A typical comment was, 'There have been massive improvements at the school since last year. I have been impressed with the quality of online lessons'.
- Before schools partially closed on 23 March 2020, the leaders responsible for English and mathematics were receiving effective training. They were using this to improve the quality of the English and mathematics curriculums and have set out clearly what pupils need to know and remember in each year group. The curriculums in other subjects are not as well developed. Leaders have not yet identified the knowledge that pupils need to learn over time.
- Leaders have trained staff so that they can teach the curriculum remotely. Teachers deliver live lessons in English and mathematics. Pupils working in school or at home watch these to help gain new knowledge. Teachers direct pupils to a range of online materials to support their study of other subjects.
- Leaders and teachers have given careful thought as to how to adapt the curriculum so that all pupils can continue to learn. For example, in mathematics, Year 1 pupils, whether in school or at home, are encouraged to use coins to support them in their learning about money. Staff in the early years use electronic methods to explain learning. They show clearly how different numbers can be made using physical apparatus.

- Leaders are quick to spot when pupils do not engage well enough with remote education. They provide effective support and care to families so that pupils get back on track with learning. Leaders make sure that the well-being and learning of vulnerable pupils are a priority. They keep in regular contact with these pupils.
- Since the previous inspection, leaders have worked determinedly to improve the phonics curriculum. Staff have been well trained. Their expectation of what pupils can do is higher now than it was previously. Teachers deliver daily phonics lessons to pupils in school and at home. Some pupils receive extra help to catch up. Leaders have bought electronic books so that pupils can continue learning to read at home. Parents send videos of their children reading books. Teachers check these to make sure that pupils pronounce sounds accurately. Pupils love to tune in to Mrs O'Donnell's daily story time.
- Leaders make sure that most pupils with SEND get the right support. Those pupils with SEND who are working in school continue to get the help that they are used to. Those working at home have opportunities to talk to staff about any work they find difficult. However, some of these pupils do not receive enough support to achieve as well as they should, particularly in reading.
- Trustees are committed to improving the school. They are reflective and keen to learn from mistakes made in the past. They have appointed new trustees to increase the expertise of the board. Trustees have put in place robust systems to check that leaders' actions to provide education in the current circumstances are having a positive impact.
- The chief executive officer of the trust works with integrity to ensure that the school receives the right support at the right time. Leaders value this. The trust supplies extra funding to the school. Leaders use this to train staff and buy new books and resources for reading.

Evidence

This inspection was conducted remotely. We spoke to you, the special educational needs coordinator, four subject leaders, two members of the board of trustees and the chief executive officer of the trust to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also checked a sample of lesson materials used for remote education and listened to pupils in Years 2 and 3 read. We looked at responses to Ofsted's online questionnaire, Parent View, including 19 free-text responses, and nine staff questionnaires.

I am copying this letter to the chair of the board of trustees and the chief executive officer of the Prime7 multi-academy trust, the regional schools commissioner and the

director of children's services for Northamptonshire. This letter will be published on the Ofsted website.

Yours sincerely

Steve Varnam
Her Majesty's Inspector