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15 March 2021

Kerry Cunningham  
Executive Headteacher  
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Gloucestershire  
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Dear Miss Cunningham

### **Additional, remote monitoring inspection of Tuffley Primary School**

Following my remote inspection with Tracey Reynolds, Her Majesty's Inspector (HMI), of your school on 4 March 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.

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 2018.

Having considered all the evidence and taking into account the impact of COVID-19 (coronavirus) 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 curriculum plans so that they are detailed and coherent across all subjects
- support subject leaders to monitor teachers' implementation of the curriculum effectively
- ensure that staff make accurate checks on pupils' reading and respond quickly to pupils' misconceptions.

### **Context**

- Since the previous inspection, the school has appointed four new governors. This includes a new chair and vice-chair of the governing body who started in September 2020. A business manager was appointed in September 2020. The previous headteacher left the school in October 2020. You were appointed as executive headteacher in November 2020. You spend three days per week at Tuffley Primary School.
- In the autumn term 2020, pupils' attendance was not affected significantly by COVID-19. A small number of pupils had to work from home because they were self-isolating.
- At the time of this inspection, two thirds of pupils were being educated on site. Approximately four fifths of the school's vulnerable pupils were attending the school site. Almost all the pupils with education, health and care plans were attending on site. This includes all 15 pupils in the school's specialist communication and interaction centre.

### **Main findings**

- You have helped bring about a collective commitment among staff to provide education in the current circumstances. After your appointment, you identified weaknesses in key areas of the school's work astutely. You clarified the roles and responsibilities of all staff. As a result, staff have an increasing understanding of what is expected of them. Even so, subject leaders do not hold teachers to account fully for the quality of their work.
- Plans for the school to join a multi-academy trust in autumn 2019 did not take place. This unsettled the school community and hindered senior leaders' efforts to improve the quality of education. Teachers reviewed the curriculum during this period, but their plans for improvement were delayed by COVID-19 restrictions. Consequently, senior leaders have established an overall curriculum structure, but curriculum plans still lack detail.
- Even though further curriculum development is necessary, senior leaders have adapted the existing curriculum successfully to help pupils learn in the current

circumstances. For example, in mathematics teachers use an online resource effectively in order to provide pupils with explanations of mathematical ideas. In early years, focused phonics teaching has continued either at home or in school. Teachers and teaching assistants provide valuable phonics lessons in school. Children at home follow a phonics programme through useful video materials. Children have continued to build their phonics knowledge.

- You place a strong emphasis on reading. Teachers encourage pupils to read at home. Pupils are proud to read. Many of them send short videos of their efforts to their teachers. Pupils attending school read to staff often. However, staff are not quick enough at spotting misconceptions in pupils' reading.
- Staff check on the welfare of vulnerable pupils carefully. These pupils, and the children of critical workers, are coming into school in increasing numbers. Class teachers provide focused lessons in core subjects in the morning. They teach other subjects such as history and art in the afternoon. Pupils who are learning at home conveniently follow the same curriculum. Senior leaders provide a well-organised programme of remote education for these pupils. Teachers make useful short video recordings to provide pupils with clear instructions and explanations.
- Pupils with special educational needs and/or disabilities (SEND) are attending well. Teachers and teaching assistants support these pupils effectively, as they did before COVID-19. Those pupils with SEND who are not able to attend school receive timely contact from staff.
- All pupils on roll at the school's communication and interaction centre are sensibly attending full time. Their learning has not been disrupted significantly. However, some services such as speech and language therapy have been delayed.
- The governing body has a greater range of experience and depth of understanding of education than in the past. It is now more effective in holding senior leaders to account for the performance of the school in general and for the school's response to the current circumstances.
- Gloucestershire County Council (GCC) has coordinated support for the school since the previous inspection. It has provided timely advice for senior leaders during the COVID-19 pandemic. Since September 2020, the Gloucestershire Schools Partnership has provided an education adviser to work with senior leaders. She has reviewed several aspects of the school's work. She gives valuable feedback to senior leaders.
- The school expects to become an academy, and to join the SAND Academies Trust, on 1 April 2021. The trust, together with GCC, was instrumental in your appointment and the recruitment of new governors. These appointments have

caused an improvement in the morale and motivation of staff in recent months.

### **Evidence**

This inspection was conducted remotely. We spoke to you, senior and middle leaders, the chair and the vice-chair of the governing body and a representative of the local authority. We discussed leaders' actions to provide education to all pupils during a national lockdown.

We also looked at documentation, such as curriculum plans, examples of pupils' work and a sample of remote learning activities for pupils. We looked at responses to Ofsted's online questionnaire, Parent View, and 36 staff questionnaires.

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

Yours sincerely

Paul Williams  
**Her Majesty's Inspector**