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10 March 2021

Helen Weston
Headteacher
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Dear Mrs Weston

Additional, remote monitoring inspection of Roe Farm Primary School

Following my remote inspection with Caroline Poole, Ofsted Inspector, 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 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 two successive judgements of requires improvement. The school's most recent section 5 inspection took place in March 2020.

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 subject plans so that knowledge is clearly identified and sequenced
- ensure teachers and subject leaders have a clear understanding of pupil's knowledge in each subject.

Context

- Since the previous inspection, a temporary leader of Reception has been appointed.
- A small number of pupils were educated remotely during the autumn term 2020.
- Currently, most pupils are learning remotely. This includes nearly half of pupils with special educational needs and/or disability (SEND) or those who are vulnerable.

Main findings

- You and your leadership team have made it a priority to ensure that all pupils receive an education at this time of national lockdown. You have sustained staff's morale and ensured that pupils learning remotely can access the same curriculum as those in school.
- Since your last inspection and before schools partially closed in March 2020, you were developing the curriculum. You and subject leaders made clear decisions about what knowledge pupils need to learn. This has allowed teachers to plan and deliver sequences of lessons throughout the pandemic. Plans in some subjects are more developed than in others. Where they are not as well developed, leaders have not yet identified in enough detail what pupils need to learn and when. Leaders and teachers are not always sure what pupils know in different subjects.
- You and your leadership team have taken effective steps to deliver remote education. Staff have adapted the existing curriculum and now include recorded teaching, live lessons, workbooks, digital packages and websites. For example, in geography, where visits have been cancelled due to the pandemic, staff have recorded on video fieldwork locations and activities for pupils to complete. Staff keep in regular contact with families and pupils. Pupils we met with remotely told us how much staff cared for them. Pupils also explained they were learning new things.
- In reading, you have made sure that pupils in school, and those at home, continue their phonics lessons every day. This has been a top priority for you and teachers of children and younger pupils. You have made sure that teachers provide pupils with books that match their phonics knowledge. Teachers read well-chosen stories and continue to develop in pupils a love of

reading. Extra support is provided for those pupils who have fallen behind with reading.

- Staff are checking that pupils with SEND, vulnerable pupils and children of key workers receive appropriate support. If necessary, staff are in contact daily with any of these pupils who are learning at home. Individual or small group live lessons are provided for these pupils to support their learning. The online platform is used to celebrate their work. Staff provide them with appropriate technology to work at home, if necessary. Leaders are looking at ways to encourage more pupils with SEND who are learning remotely to attend school.
- Governors use their wide range of skills and expertise to hold you and other leaders to account. They have an accurate view of the school's priorities. Governors meet with you and subject leaders to check that curriculum plans include knowledge that pupils must learn.
- The local authority has provided support and additional training opportunities to the school since the previous inspection. This has helped leaders to improve the curriculum in some areas.

Evidence

This inspection was conducted remotely. We spoke to you, other senior leaders, pupils, staff, representatives of those responsible for governance and a representative of the local authority to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also reviewed a selection of recorded lessons and pupils' work. We remotely observed some pupils reading to a member of staff. We looked at 44 responses to Ofsted's online questionnaire, Parent View, including 35 free-text responses, and 33 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 Derby. This letter will be published on the Ofsted website.

Yours sincerely

Phil Garnham HMI
Her Majesty's Inspector