

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T 0300 123 1231  
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15 March 2021

Tabitha Smith  
Headteacher  
Offmore Primary School  
Wordsworth Crescent  
Kidderminster  
Worcestershire  
DY10 3HA

Dear Mrs Smith

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

Following my remote inspection with Jonathan Leonard, Her Majesty's Inspector (HMI), of your school on 2 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 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 September 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.**

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

- further develop assessment in the foundation subjects, so that pupils' knowledge, skills and vocabulary build over time.

### **Context**

- Since the previous inspection there have been no staff changes. One governor has left and one new governor has been co-opted.
- During the autumn 2020, about a quarter of pupils received remote education at some point during the term. Pupils in Nursery, Year 3 and Year 6 were affected by this more than others.
- At the time of this inspection, one fifth of all pupils are being educated in school. Three quarters of pupils identified as being vulnerable and three fifths of pupils with education, health and care (EHC) plans were attending school.
- At the time of this inspection, five staff were absent from work due to Covid-19.

### **Main findings**

- Before the pandemic, leaders put detailed curriculum plans in place to sequence pupils' learning. These plans span all subjects with some, such as English, mathematics and science, being further ahead than others. Identification of the key knowledge to be learned and assessed, is still work in progress in some of the other subjects.
- You have strengthened the leadership of several areas of the school since the last inspection. These areas include the curriculum, the early years foundation stage and provision for pupils with special educational needs and/or disabilities (SEND). The education provided to pupils has benefited as a result. Currently, whether at home or in school, pupils are studying their usual subjects. In most subjects, teachers follow existing curriculum plans. In some subjects, such as design and technology, activities have been adapted so that pupils learn using resources available at home.
- The school's remote offer includes a mix of live lessons and other activities. Teachers use a range of digital platforms that allow them to set work and provide explanations to teach new content. There is a system in place so that work is marked and returned to pupils with appropriate feedback. Leaders have considered parents' opinions. For example, some pupils have been invited to live mathematics 'surgeries'. This is in response to parental requests for extra support.
- Since the last inspection there has been a new approach to teaching pupils to read. Improved structures of leadership, including separate key stage 1 and

key stage2 reading leaders, have ensured that reading is prioritised across the school. Leaders have introduced a new phonics scheme, provided training for staff and have invested in resources. These resources include books for pupils to practise reading the sounds learned in class. Leaders are knowledgeable and expert in this subject.

- You encourage parents of vulnerable pupils to send them to school and, as a result, the majority do. They follow the same curriculum as their peers working at home but benefit from extra support in school. Staff keep in regular contact with vulnerable pupils who are working at home. You ensure that pupils who need support from external services continue to get the help they need.
- Pupils with SEND are supported well, both in school and when working at home. There is regular contact with families. In school, pupils with SEND receive help from teachers and teaching assistants. The special educational needs coordinator (SENCo) checks that the work that teachers set for pupils with SEND is appropriate.
- Governors know the school well. They understand the areas of school life that have improved since the last inspection and the areas where more needs to be done. In particular, they are well informed about the school's efforts to provide education at this time. They are fulfilling their role well in providing good support and effective challenge to leaders. Governors told us that leaders have provided the school community with 'hope and optimism' in these challenging times.
- Parents express positive views about the school's work and arrangements for remote education. Most respondents to Ofsted Parent View report that the school is improving. Staff too, think the school has improved.
- External support provided both from the local authority and from a national leader in education, ensures that the school is prioritising the right things at this time. The school's improvement partner is aware that some aspects of the curriculum will need further work once all pupils return to school. Inspection evidence supports this view.

## **Evidence**

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

We looked at responses to Ofsted's online questionnaire, Parent View, including 56 free-text responses and 44 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 Worcestershire. This letter will be published on the Ofsted website.

Yours sincerely

Heather Phillips  
**Her Majesty's Inspector**