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Michelle Kenny  
Executive Headteacher  
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Dear Ms Kenny

### **Additional, remote monitoring inspection of Oak Farm Junior School**

Following my remote inspection with Andrea Bedeau, 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.

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 February 2020.

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.**

## Context

- Since the previous inspection, there have been significant changes to the governance and leadership of the school. A new executive headteacher and associate school improvement partner are currently leading the school. These appointments have been made on an interim basis.
- The school also has a new governing body which was formed in September 2020. As well as plans for the amalgamation with the infant school, the governing body intends to appoint permanent leadership from September 2021.
- In the autumn term 2020, approximately two thirds of pupils experienced periods of remote education because of COVID-19. This included pupils in Year 3, Year 5 and Year 6.
- At the time of this inspection, four fifths of pupils were being educated at home. Around one third of vulnerable pupils were attending school on site. Most pupils with special educational needs and/or disabilities (SEND), including those with education, health and care (EHC) plans, were also attending school on site.

## Main findings

- Leaders have taken effective steps to ensure that pupils continue to learn the full curriculum during the national restrictions. In all subjects, pupils are set tasks to complete online. These tasks are based on a planned programme of learning. Teachers also provide additional resources to develop pupils' understanding of what they are taught. Leaders have sought the views of parents and carers to develop the school's approach to remote education.
- Since the last Ofsted inspection, leaders made an immediate start on reviewing the curriculum. The development of pupils' reading was given high priority. Subsequently, leaders introduced a new curriculum for reading. Pupils study carefully selected texts in daily whole-class reading sessions. Curriculum plans provide clear information on how pupils should develop their reading using these texts. This approach has continued in the current circumstances, both for pupils on site and those learning remotely. Leaders intend to put in place increased support for pupils with SEND who are at the early stages of learning to read. This includes providing staff with specific training on phonics and early reading.
- From September, leaders put in place revised curriculum plans for English and mathematics. These plans set out the subject content that pupils should learn and in which order. Across the curriculum, teachers have adapted their planning and the way that lessons are taught in order to educate pupils remotely. Sometimes, however, the planned learning for pupils is not made

clear. Leaders need to provide staff with further guidance of how to deliver the planned curriculum remotely.

- Promoting pupils' well-being, both in and out of school, remains central to leaders' work. In developing the remote education provision, you have included opportunities for pupils to socialise online and stay in touch with their friends. Leaders have also increased the amount of support provided to vulnerable pupils, including those who are working at home. Additional help is targeted to pupils' individual circumstances. For example, some pupils have been given computers to use at home. At the same time, you and your team have worked with families to identify pupils who would benefit from being on site during the current time. Leaders' efforts mean that the number of vulnerable pupils coming into school has increased since January.
- Pupils with SEND, whether learning on site or remotely, continue to access extra help from staff. For instance, these pupils take part in additional daily reading sessions. The provision for remote education has also been designed to ensure that pupils with SEND are included in the planned programme of learning. For example, 'breakout classrooms' provide pupils with an opportunity to ask questions and receive further guidance from staff. Teachers also send home paper packs of learning materials if pupils need them. Nevertheless, some pupils with SEND are not receiving support which is personalised to their individual needs. The newly appointed special educational needs coordinator has clear plans to improve the provision for these pupils. Leaders have made a start on this work, focusing initially on pupils with EHC plans.
- The new governing body has quickly got up to speed with leaders' work to provide pupils with an education in the current circumstances. Governors have also taken an active role in ensuring that parents are kept up to date about the school's work. This includes informing parents about the proposed amalgamation with the infant school.
- Leaders have continued to work with advisers from the local authority throughout the pandemic. Advisers have provided leaders with increased levels of support and challenge during this time. For example, the local authority has worked with the school to develop the skills of leaders.

## **Evidence**

This inspection was conducted remotely. We spoke to you, other senior leaders, pupils and staff. We also met with 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 looked at curriculum plans and viewed a sample of remote lessons. We listened to pupils read. We looked at the 74 responses to Ofsted's online questionnaire, Parent View, and 31 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 Hillingdon. This letter will be published on the Ofsted website.

Yours sincerely

Adam Vincent  
**Her Majesty's Inspector**