

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
www.gov.uk/ofsted



18 March 2021

Mark Ratchford
Headteacher
Market Deeping Community Primary School
Willoughby Avenue
Market Deeping
Lincolnshire
PE6 8GE

Dear Mr Ratchford

Additional, remote monitoring inspection of Market Deeping Community Primary School

Following my remote inspection with Helen Williams, 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 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 January 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:

- ensure that all curriculum plans clearly identify the key knowledge pupils should learn in each year.

Context

- Since the previous inspection, two teachers have returned from maternity leave and the deputy headteacher is now teaching for part of the week. Leaders have appointed a new business manager. One governor is new to the role.
- During the autumn term 2020, approximately two thirds of pupils were educated at home for a period of time. Five class 'bubbles' closed during this period. One Year 5 bubble closed twice.
- Currently, two thirds of pupils are learning at home. Half of vulnerable pupils and two thirds of pupils with special educational needs and/or disabilities (SEND) are attending in school.

Main findings

- Leaders have made sure that all pupils receive a broad curriculum during national restrictions. Leaders have worked with teachers to develop how they adapt learning for pupils at home. Over this term, the number of pupils engaging with remote learning has increased. Parents recognise the work leaders have done to provide remote education. A typical comment from parents was, 'The school has been great during lockdown. The home learning provided has been manageable as a working at home parent.'
- Typically, all pupils, whether learning at home or at school, receive daily teaching in English, mathematics and other subjects. Leaders deliver whole-school assemblies for all pupils. Teachers provide regular opportunities for classes to meet online to support pupils' well-being. Pupils who cannot access the remote education provided online receive paper packs so that they can access the curriculum.
- Teachers are adapting some of the teaching to ensure that all pupils can take part in the learning. For example, in key stage 1 art, pupils who do not have modelling clay at home have used natural resources found outside to complete the tasks set. Leaders have reordered the content in some subjects. For example, in personal, social, health and economic education, content related to emotional health is being taught during national restrictions to help promote pupils' well-being. Learning related to teamwork has been put on hold until the school opens fully to pupils.
- Before the start of the pandemic, leaders had started to improve curriculum plans. Some of this work has been delayed due to COVID-19. Leaders have

taken steps to ensure that the school curriculum reflects the needs of the local community. They have checked that the curriculum meets the requirements of the national curriculum. In the foundation subjects, leaders have not identified well enough the key knowledge that they wish pupils to learn across the different year groups. Some of these curriculum plans, for example, currently identify too much knowledge for pupils to learn and remember in the time allocated to study the subject.

- The teaching of early reading remains a priority for leaders. The daily phonics lessons see pupils at home study the same sounds as those who are in school. All pupils who need more support with phonics have extra lessons. Teachers check what sounds pupils have remembered so they know what pupils need to learn next. Pupils at home and school have regular opportunities to read to adults.
- Leaders have prioritised providing education for vulnerable pupils. Staff keep in regular contact with these pupils' families to make sure they are safe and well. Leaders ensure those who are unable to learn at home can attend school. When required, vulnerable pupils learning at home have been provided with devices to enable them to access the remote education.
- Leaders have made sure that support for pupils with SEND learning at home and school closely aligns to their needs. Teachers provide videos and recorded messages to support pupils with SEND learning at home. Some pupils with SEND receive a curriculum that is designed around their needs. These pupils receive additional adult support regardless of whether they are learning at home or school. Some pupils with SEND are provided with additional equipment to help with their learning. For example, some pupils are provided with mathematical resources, such as number lines and counting resources. Leaders regularly check on the work that pupils with SEND complete.
- Governors have adapted the way they work with leaders in school. They check that leaders are delivering a remote curriculum and that the needs of pupils with SEND are being met. Governors have worked with leaders to support staff well-being and workload. Governors understand that they will need to ask further questions of subject leaders about how curriculum plans identify the key knowledge that pupils need to learn.
- The local authority and other professionals external to the school have supported leaders to develop the curriculum. This has helped to bring about improvement in some subject plans. The local authority has also supported leaders in checking the remote learning offer, helping leaders to support teachers with providing online learning. This has helped to secure an increase in the number of pupils who are engaging with the remote education the school is providing.

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 curriculum plans, heard pupils read, viewed some recorded lessons and looked at examples of pupils' work. We looked at responses to Ofsted's online questionnaire, Parent View, including 49 free-text responses, and 30 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 Lincolnshire. This letter will be published on the Ofsted website.

Yours sincerely

Shaheen Hussain
Seconded Inspector of Schools