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Dear Mrs Reader

Additional, remote monitoring inspection of Oakfield Church of England Aided Primary School

Following my remote inspection with Sue Cox, 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 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:

- strengthen governors' monitoring of leaders' actions to improve the quality of the school's curriculum
- ensure that the knowledge and content that pupils need to know and remember is explicit in teachers' planning, especially in foundation subjects.

Context

- Since the last section 5 inspection in January 2020, there have been several staffing changes. Following a restructure within the federation, the executive headteacher post was deleted from the senior leadership structure. The school's previous head of school was promoted to headteacher in September 2020. Two new assistant headteacher posts were created and appointed to internally. A new inclusion coordinator took up post on a part-time basis in September 2020. Two governors have also joined.
- A small number of pupils needed to be educated at home during the autumn term 2020. No year-group 'bubbles' needed to self-isolate.
- Approximately 14% of pupils were being educated on site at the time of this inspection. This included over 80% of the vulnerable pupils at the school and 75% of pupils with special educational needs and/or disabilities (SEND) who have education, health and care plans.

Main findings

- Despite the challenges of the pandemic over the last year, leaders have remained steadfast in their determination to keep improving the school. The momentum of improvement has continued, much to leaders' credit. Nonetheless, leaders recognise that there is still more to do.
- Leaders have not allowed the current circumstances to interrupt the school's curriculum. They have made some necessary adjustments to the order of topics in some subjects, for example in science. Pupils, whether being educated remotely or in school, learn the same things in each subject. This helps to ensure that pupils are at the same point in the curriculum, regardless of whether they are learning remotely or in school. Leaders are determined to minimise any impact on pupils as a result of the pandemic. Leaders have been carefully considering their plans in readiness for when the school fully reopens on 8 March 2021. Supporting pupils' well-being is a priority.
- The school's approach to remote education has evolved and strengthened further over time. Very early on, leaders worked closely with parents and carers to understand their technology needs and reduce potential barriers. Leaders took swift action to ensure that pupils had access to appropriate

devices and the internet. Teachers track how many pupils are engaging with the remote learning carefully. Prompt action is taken if issues arise. As a result, the majority of pupils who are studying at home are regularly accessing learning. Teachers have the same high expectations for the quality of pupils' work, both at home and at school. Helpful advice and feedback is given by teachers to support pupils further.

- Since the last inspection and with the support of Hampshire local authority, leaders have made a number of necessary improvements to the school's curriculum. This is most evident in English, mathematics and science. Subject leadership has also been strengthened. Improvements in other areas of the curriculum are less well advanced. For example, in history and geography, curriculum plans do not clearly specify the knowledge and content that pupils need to know and remember.
- Leaders have strengthened the reading curriculum. Pupils learning at home in Reception and key stage 1 receive daily phonics lessons. In all year groups, teachers keep a very close eye on pupils' progress in reading. Additional resources and guidance for parents and pupils help pupils keep on track. Systems are in place to ensure that reading books can be changed regularly. Teachers continue to promote reading in lots of ways. Class stories are recorded by teachers and shared with pupils who are learning at home.
- Leaders know the needs of vulnerable pupils very well. They have worked tirelessly to ensure that the vast majority of vulnerable pupils are in school. The small number who are being educated remotely are monitored very closely.
- Leaders have prioritised ensuring that pupils with SEND continue to receive the support they need. Those pupils who are attending school benefit from the usual support. This includes focused help in small teaching groups. Teachers also make careful adaptations to tasks to meet the individual needs of pupils learning at home. Regular contact between home and school helps teachers to identify where additional support is needed.
- Governors are well informed. They are committed to promoting both pupils' and staff's well-being during these times. They know the school's priorities and what leaders need to do to address them. Nonetheless, the extent of governors' checks on leaders' actions have been hampered by the pandemic. Governors understand that there is a need to strengthen their monitoring, particularly focusing on leaders' actions to further improve the quality of the school's curriculum.

Evidence

This inspection was conducted remotely. We spoke to you, other senior leaders, a number of leaders of learning, six governors, a representative from the local authority and a representative from the diocese to discuss leaders' actions to provide education to all pupils during a national lockdown. We also spoke to two groups of pupils.

We looked at pupils' work and examples of how lessons are being taught remotely. We observed pupils read to an adult. We also looked at 32 responses to Ofsted's online questionnaire, Parent View, and 42 staff questionnaires.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Portsmouth, the regional schools commissioner and the director of children's services for the Isle of Wight. This letter will be published on the Ofsted website.

Yours sincerely

Michael Green
Her Majesty's Inspector