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Jonathan Britton
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Dear Mr Britton

Additional, remote monitoring inspection of Longcroft School and Sixth Form College

Following my remote inspection with Jayne Ashman, Her Majesty's Inspector (HMI), of your school on 26 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 at its previous section 5 inspections. 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 (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.

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

- improve the quality of curriculum planning and sequencing in key stage 3
- ensure that the curriculum is adapted to support the learning of pupils with special educational needs and/or disabilities (SEND).

Context

- Since the previous inspection, there have been several changes in senior leadership and governance. In September 2020, the school appointed two deputy headteachers. One has responsibility for curriculum and assessment and one for pupils' welfare. Three new governors have joined the governing body since the last inspection.
- In the autumn term 2020, approximately 75% of pupils experienced periods of remote education due to COVID-19.
- At the time of this inspection, around 90% of pupils were being educated at home. 50% of pupils who are vulnerable and 55% of pupils with an education, health and care plan were educated on site.
- A small number of staff were absent due to COVID-19 at the time of this inspection.

Main findings

- Leaders and those responsible for governance have ensured that education has continued throughout the period when schools were only open to some pupils due to COVID-19 restrictions. You have planned carefully how to deliver education remotely. Leaders have provided some families with laptops, ensuring that all pupils at home have access to education remotely. Teachers give feedback to pupils that helps them make progress. As a result of these actions, pupils are engaging effectively with remote learning.
- You have recently changed the school's curriculum. You have allocated more time to key stage 3. This curriculum development is at an early stage. Curriculum planning is stronger in some subjects than others. Because of this, some subjects do not have the right coverage, content and sequence of learning.
- You are making frequent checks on pupils' safety and welfare. You make regular contact with vulnerable pupils who are not in school. Pupils with SEND and weaker readers receive extra support from teaching assistants. Teaching assistants are providing support for pupils in school and for those working from home. Teachers have received training to adapt lesson activities to help pupils with SEND understand their work. You have also increased the capacity

of the SEND team in school. You recognise that the way in which the curriculum is adapted for pupils with SEND needs to improve further.

- You have conducted tests to check the reading age of pupils and for specific weaknesses in their reading. As a result of this, you know which pupils are weaker readers. The reading ability of some pupils has declined. To address this, there is a plan in place for specific reading support.
- Governors know the school and the community well. They understand the impact of the pandemic on the long-term and short-term priorities of the school. They have been involved in strategic decisions during the pandemic, such as senior staff appointments and the development of remote education. Governors have also arranged and shaped the external support provided to the school. As a result of this work, governors provide the school with appropriate challenge and help.
- The school is drawing on support from a local trust. This support is focused on strategic improvements such as developing the curriculum and leadership. This support is bringing about change, and it is effective.

Evidence

This inspection was conducted remotely. We held meetings with the executive headteacher, the head of school, members of the senior leadership team and curriculum leaders. We held a meeting with governors to discuss leaders' actions to provide education to all pupils during a national lockdown.

We looked at some examples of remote teaching. We also reviewed evidence of how teachers check pupils' engagement and feedback to them about their remote learning. We looked at responses to Ofsted's online questionnaire, Parent View, including 148 free-text responses, and 73 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 East Riding of Yorkshire. This letter will be published on the Ofsted website.

Yours sincerely

Carl Sugden
Seconded Inspector