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Emma Lowe  
Headteacher  
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Dear Miss Lowe

**Additional, remote monitoring inspection of Kirby Hill Church of England Primary School**

Following my remote inspection with Andrea Batley, Her Majesty's Inspector (HMI), of your school on Thursday 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.

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 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:

- ensure that leaders' plans for writing are successfully implemented and that all staff are confident and consistent in the planning and delivery of the school's chosen approach.

### **Context**

- There have been several changes to staffing since the previous inspection. A new senior teacher joined the school in April 2020. She is also the school's English leader. In September 2020, both the chair and vice-chair of governors were newly elected to these roles. Two co-opted governors also joined the school.
- A very small number of pupils had to learn from home during the autumn term 2020 due to COVID-19 lockdown restrictions.
- At the time of this inspection, almost all of those pupils who are vulnerable and those with special educational needs and/or disabilities (SEND) are attending on site. Just over half of all pupils are attending school. The remaining pupils are accessing the curriculum from home.

### **Main findings**

- Leaders continue to develop the curriculum to meet the challenges of remote education. You explained that you continue to evaluate and refine the school's current curriculum offer. Leaders have clear expectations for those learning from home. Pupils know that they are expected to follow a similar timetable to those learning at school. They have daily check-ins with their teachers. There are consistent procedures in place across the school for the completion and return of work. All pupils continue to receive education in the current circumstances.
- Following the previous inspection, you and your team acted with determination to review your curriculum. A clear structure is now in place to ensure that pupils build on knowledge and skills year-on-year. You are aware that there is still work to be done to improve pupils' writing. Throughout the period of restrictions, there is some inconsistency in pupil engagement with writing across the school. Teachers have found it difficult to maintain agreed standards in writing. You have altered your plans due to COVID-19 restrictions and you intend to make the teaching of writing a priority when pupils return to school.
- You and your staff are continuing to adapt curriculum plans in light of your evaluations from the first period of restrictions. For example, you have identified the areas of the curriculum that pupils need to revisit. In some subjects, teachers are going over content covered before to ensure that pupils

remember key information. You recognise that subject leaders are in the early stages of checking how well pupils are doing in each subject.

- You told us that you are continuing to prioritise the teaching of reading. This includes training staff in the delivery of phonics. You have invested in reading materials, including books that are well matched to the reading ability of the pupils. Teachers have considered the needs of both pupils on site and those learning from home when teaching reading and phonics. You have appropriate plans in place to provide support for pupils working from home through pre-recorded lessons.
- The school's inclusive ethos has underpinned leaders' commitment to meeting the needs of all pupils. This includes the most vulnerable pupils and those with SEND. Almost all of these pupils are in school. They have access to extra support from teachers and teaching assistants. Where pupils are learning from home, staff check-in daily with pupils to offer support and guidance with learning. Staff work closely with families to ensure that the well-being of these pupils remains a high priority.
- The school's special educational needs coordinator (SENCo) has recently reviewed the curriculum for pupils with SEND. This has led to some additional staff training. You and the SENCo have raised expectations for pupils with SEND. Individualised plans are now in place. All pupils with SEND have access to the full curriculum. The curriculum is matched to pupils' plans and teachers set tasks which meet their individual needs. Leaders encourage pupils with SEND to attend on site, where possible.
- The committed and knowledgeable governing body has relevant expertise and is well placed to support and challenge the school to improve. The chair of governors meets weekly with the headteacher to keep up to date with emerging issues. Through regular meetings, both formal and informal, governors have a secure understanding of the curriculum on offer under the current circumstances.
- During the last academic year, leaders and school staff received supported from a local teaching school alliance. You told us that the training and support offered was well matched to the needs that you identified. At the request of the governing body, the local authority has recently carried out a school review. This has supported leaders to focus on improving the school's curriculum and its delivery in the current circumstances.

## **Evidence**

This inspection was conducted remotely. We spoke to you, the subject leaders for English and mathematics, the SENCo, representatives of those responsible for governance and officers from the local authority to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also looked at samples of remote learning online and heard pupils read to a known adult. We looked at responses to Ofsted's online questionnaire, Parent View, including 47 free-text responses, and 16 staff questionnaires.

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

Yours sincerely

Gill Wild  
**Her Majesty's Inspector**