

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
www.gov.uk/ofsted



23 April 2021

Andrew Edwards
Executive Headteacher
Wolvey CofE Primary School
Bulkington Road
Wolvey
Hinckley
Leicestershire
LE10 3LA

Dear Mr Edwards

Additional, remote monitoring inspection of Wolvey CofE Primary School

Following my remote inspection with Eve Morris, Her Majesty's Inspector (HMI), of your school on 30 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 at its previous section 5 inspection. The school's most recent section 5 inspection took place in July 2019.

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:

- ensure that planning is adapted to teach areas of the curriculum that were not covered during the period of recent lockdown
- ensure that pupils who have fallen behind in learning to read are helped to catch up quickly.

Context

- The school's leadership team has changed considerably since the previous inspection. An interim head of school has been appointed. The deputy headteacher and mathematics subject leader have left.
- Between January and 5 March 2021 approximately 25% of pupils were educated in school. During the same period around 30% of vulnerable pupils and all pupils with education, health and care plans attended on site.
- At the time of this inspection, just over 70% of pupils were in attendance at school. Most pupils in Year 2 were learning at home due to cases of COVID-19.
- Two members of staff were isolating at home at the time of this inspection.

Main findings

- You and your team have worked determinedly to provide education in the current circumstances. You took on board the views of parents when designing the school's remote learning curriculum. Leaders decided to introduce a mixture of live and pre-recorded lessons. They also ensured that pupils had the equipment they needed to work at home. For instance, you provided laptops and devices so that families could access the internet. Many parents express positive views about the quality of the lessons that their children received while working remotely.
- Since 8 March 2021, leaders have ensured that teachers know how to adapt their lessons so that they are able to teach them remotely if needed. This means that when classes are required to learn at home, staff teach the planned series of lessons that would have been taught in school. For example, pupils in a Year 2 'bubble' were learning at home at the time of this inspection. They have continued to access the work they would have learned if they were in school. As a result, they are building the knowledge and skills that they need.
- Before the pandemic, leaders focused on improving the curriculum. This work included the introduction of a new approach to teaching mathematics. Curriculum leaders also developed plans that detailed the essential knowledge that pupils need to know in many of the foundation subjects. During the

pandemic, leaders made changes to the curriculum in science and physical education. They decided not to teach some topics. For example, in science, work about 'animals, including humans' was not covered. Consequently, in these subjects, pupils have gaps in their knowledge.

- Teachers have checked what pupils know and understand using a combination of formal tests and assessment activities in lessons. These checks have helped to identify pupils who have fallen behind. They have also shown areas of the curriculum that need prioritising, such as building pupils' stamina in writing. A strategy is in place to provide extra help to those who need it most. This strategy includes the deployment of a specialist teacher to accelerate children's development in the early years. In addition, adults are providing more group and one-to-one support to pupils across the school.
- Leaders ensure that reading remains a priority. In the autumn term 2020, they arranged for new staff to receive training in the school's phonics programme. This has improved consistency in the way that lessons are delivered. When working at home, most pupils who are at the early stage of reading received live daily phonics lessons. In addition, they benefited from daily one-to-one sessions when teachers listened to them read. Despite this, some pupils have fallen behind where you expect them to be in their reading.
- Teachers work closely with learning support assistants to provide effective support for pupils with special educational needs and/or disabilities (SEND). Pupils with complex needs have attended school throughout the pandemic. Staff provided extra help to pupils with SEND who were working at home. For example, many live lessons included access to 'break-out rooms' where adults explained work in greater detail. As a result, pupils with SEND continue to make progress.
- Governors provide good oversight and challenge to leaders. They are clear about their roles and responsibilities. Governors are aware that some pupils have fallen behind. They are determined that no time will be lost in helping these pupils to catch up.
- Leaders welcome the support given by local authority and the diocese. They have also worked with a national leader of education and shared practice with a local school. This support is proving successful in developing curriculum leadership.

Evidence

This inspection was conducted remotely. We spoke to you, the head of school, curriculum leaders, the special educational needs coordinator and pupils. We also spoke with representatives of the local governing body, a representative of the diocese of Coventry and a representative of the local authority to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also reviewed a range of documents, including examples of curriculum plans and minutes from governing body meetings. We looked at responses to Ofsted's online questionnaire, Parent View, including 33 free-text responses, and 24 staff questionnaires.

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

Yours sincerely

Jonathan Leonard
Her Majesty's Inspector