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26 April 2021

Shoab Uddin  
Headteacher  
St Agnes C of E Primary School  
Hamilton Road  
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Manchester  
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Dear Mr Uddin

**Additional, remote monitoring inspection of St Agnes C of E Primary School**

Following my remote inspection with Claire Cropper, 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 was judged to require improvement at its last section 5 inspection. The school's most recent section 5 inspection took place in February 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 teachers check the learning that pupils have forgotten or missed during the COVID-19 pandemic and adapt subject plans so that pupils can get back on track
- ensure that, in subjects other than English and mathematics, subject leaders check the impact that the new curriculum plans are having on pupils' ability to know and remember more.

### **Context**

- Since the previous inspection, three governors and five teachers have left the school. Two governors and four teachers have joined the school. You became the substantive headteacher of the school in September 2019.
- At the start of the spring term 2021, most pupils were educated at home. Approximately two thirds of vulnerable pupils and over half of pupils with an education, health and care plan were educated on site at that time.
- At the time of this inspection, almost all pupils were being educated on site.

### **Main findings**

- You have worked successfully with the leadership team to ensure that all pupils continue to receive an education in the current challenging times. You provide devices to pupils who need them to learn online and give regular support to parents and carers so that they can help their children with their learning. You and other members of staff checked on pupils' well-being throughout the pandemic. This has further strengthened relationships with parents. You and other leaders have ensured a smooth return to on-site education for all pupils.
- At the start of the pandemic, you were in the process of improving the school's curriculum. You and other leaders had introduced new plans for every subject. Plans in some subjects, such as science and geography, clearly show the knowledge that pupils need to learn and the order in which they will learn it. However, in subjects other than English and mathematics, leaders have not evaluated the impact that these new plans are having on pupils' ability to remember their learning.
- You have started the process of checking what pupils have missed or forgotten of their prior learning in English and mathematics. You have modified some elements of the curriculum to help pupils to catch up. For example, in mathematics, you have identified that some pupils require more support with the vocabulary involved to solve word problems. You also recognise that many pupils are less confident with their spoken English than they were. Teachers have adapted their plans to focus on these areas. You

and other leaders are at an early stage of checking what pupils have remembered in other subjects.

- You have continued to provide suitable remote education to the small number of pupils who need it. This includes some pupils who are accessing learning from overseas. You and other leaders have ensured that remote education meets the needs of individual pupils well.
- Reading continues to be a high priority. Children in early years and pupils in key stage 1 receive additional daily phonics sessions. Pupils in key stage 2 who are at an early stage of reading continue to receive support from well-trained adults. The books that all pupils read match the phonic sounds that they have learned. Older pupils have benefited from your investment in a range of engaging books and online texts which encourage them to read for pleasure and understanding. Your actions are helping to make sure that all pupils continue to develop their reading fluency and accuracy.
- You and other leaders know the pupils with special educational needs and/or disabilities (SEND) very well. The leaders for SEND work closely with teachers and other staff to make sure that pupils' needs are well met. You continue to make effective use of advice from specialists. This improves the individualised support that you give to pupils with SEND.
- You acted quickly to provide vulnerable children with a school place at the start of the third national lockdown. You worked tirelessly to encourage parents to bring their children to school. Now the school is open to all pupils, vulnerable pupils receive additional support with their learning, for example in improving their quick recall of number facts. You carry out regular checks to make sure that pupils and their families are safe and well during these challenging times.
- Governors offer support and challenge, holding you to account for the decisions that you and other leaders make. Governors have continued to meet remotely throughout the pandemic. They have regular discussions with you and other leaders to assure themselves that all pupils are receiving an education during the current circumstances.
- The local authority has provided effective challenge and support that has improved staff's confidence in how to develop the curriculum in their areas of responsibility.

## **Evidence**

This inspection was conducted remotely. We spoke with you, other senior leaders, pupils, staff, governors and representatives of the local authority to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also reviewed curriculum plans, minutes of governors' meetings, local authority officer reports and pre-recorded videos of pupils reading to a familiar adult. We considered six responses to Ofsted's online questionnaire, Parent View, including four free-text responses, and 38 staff questionnaires.

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

Yours sincerely

Adam Sproston  
**Her Majesty's Inspector**