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Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
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Mark Snow
Interim Executive Headteacher
Godshill Primary School
School Road
Godshill
Ventnor
Isle of Wight
PO38 3HJ

Dear Mr Snow

Additional, remote monitoring inspection of Godshill Primary School

Following my remote inspection with Hanna Miller, Her Majesty's Inspector (HMI), of your school on 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.

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 September 2019.

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 curriculum content is carefully chosen and sequenced in all subjects so that pupils possess the right building blocks for future learning.

Context

- Since the previous inspection, a new assistant headteacher and a business manager have joined the school. Two new members have joined the governing body.
- A small proportion of pupils had to work at home during the autumn term 2020.
- At the time of this inspection, four fifths of pupils were being educated at home. Two fifths of vulnerable pupils were attending school on site, as well as three fifths of pupils who have an education, health and care plan.

Main findings

- In January 2021, leaders quickly adapted to the national lockdown, drawing on their learning and experience from the last partial school closure. Leaders set up a virtual school and provided electronic equipment to families who needed it. The remote curriculum replicates the normal curriculum where possible, particularly in English and mathematics. Leaders have sensibly adapted some subjects, such as physical education, so that pupils can participate without specialist equipment. Pupils log in daily to complete their tasks and staff carefully track their attendance. If pupils do not complete their work or find tasks tricky, staff quickly get in touch, providing feedback and support to help pupils get back on track.
- Leaders have identified which children of key workers and vulnerable pupils need to be in school and these pupils work in small groups with their teachers. Pupils in school follow the planned curriculum and benefit from the additional support and guidance that staff provide. The school's focus on academic and well-being support for these pupils is carefully considered and helps them to make progress during a time of anxiety for many. This was reflected in the views of parents, one of whom told us, 'As a keyworker, I have to say the school has done an amazing job caring for my children. I am so grateful for what they have done and continue to do.' Leaders maintain close contact with vulnerable pupils who are at home to ensure their welfare and educational needs are met.
- Up until March 2020, leaders were in the process of developing the whole-school curriculum. Training was helping to develop leaders' subject knowledge, enabling them to make these improvements. This work has been disrupted by the events of the past year. As a result, some subjects are better planned and sequenced than others. For example, in science, the key content

and vocabulary that pupils need to know has been carefully planned so staff can build pupils' knowledge over time. Other subjects are at earlier stages of development and plans do not focus sufficiently on what pupils need to know and remember. Consequently, the series of lessons do not always build pupils' knowledge systematically.

- Leaders have ensured that younger pupils continue to learn and practise their phonics skills daily, both remotely and in school. Pupils learn new sounds using online videos, and then put their new knowledge to work by reading online books. Parents share video recordings to show what their children have learned to teachers who provide feedback to pupils and plan new learning based on this information. Older pupils read and discuss texts which are carefully selected to build pupils' knowledge of literature and the wider curriculum.
- Pupils with special educational needs and/or disabilities (SEND) typically are attending school on site. These pupils benefit from receiving their planned support and therapies. The SEND coordinator maintains close contact with families who are working remotely to ensure that the work set is matched to pupils' needs and that families have sufficient support to help their children complete this.
- Governors have adapted their work to meet the evolving needs of the school. They have made good use of the local authority support and training to improve their knowledge and to gain an unbiased view of the school's performance. This has enabled them to check that all pupils are receiving education and that the right pupils continue to attend school. Governors have redoubled their checks on the well-being of staff and pupils to ensure that provision is made to help everyone manage during this time of change.
- Leaders have made effective use of the support offered by the local authority. Staff have received useful training to improve their understanding of phonics and mathematics. This has led to improvements in staff's subject knowledge across the school. Many teachers have attended leadership training, which is helping them to plan for, and begin to enact, improvements in the school.

Evidence

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

We examined the school's curriculum plans and viewed some samples of learning that is being provided remotely. We met with pupils who attend the school on site

and listened to pupils read. We looked at responses to Ofsted's online questionnaire, Parent View, including 34 free-text responses, and 17 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 the Isle of Wight. This letter will be published on the Ofsted website.

Yours sincerely

Daniel Lambert
Her Majesty's Inspector