

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T 0300 123 1231  
[www.gov.uk/ofsted](http://www.gov.uk/ofsted)



15 April 2021

Tim Jewitt  
Headteacher  
Snarestone Church of England VA Primary School  
Main Street  
Swadlincote  
Derbyshire  
DE12 7DB

Dear Mr Jewitt

**Additional, remote monitoring inspection of Snarestone Church of England VA Primary School**

Following my remote inspection Steve Varnam, Her Majesty's Inspector (HMI), of your school on 16 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(s). The school's most recent section 5 inspection took place in March 2020.

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 reading books match the phonic knowledge of younger pupils, who are still at an early stage of reading
- ensure that the curriculum content is fully evaluated and carefully chosen and sequenced in all subjects.

### **Context**

- Since the previous inspection a new teacher has joined the school. There is a new chair of the governing body.
- Approximately half of pupils were educated at home when the school was closed to most pupils at the start of the spring term. Nearly all vulnerable and pupils with education, health and care plans attended on site.
- At the time of this inspection, all pupils were attending on site.

### **Main findings**

- You and other leaders, including governors, have made sure that all pupils can access education during the current period of restrictions. You have successfully ensured that pupils can keep learning, whether at school or at home.
- You are adapting curriculum plans to fill the gaps in pupils' knowledge that have occurred during periods of partial closure. You will prioritise this work after you assess pupils now they are back in school. Subject leaders have completed training to support them in the monitoring and development of their subject areas. Currently, however, subject leaders are in the early stages of doing this. This is because COVID-19 restrictions have delayed their plans.
- Leaders are successfully making reading and phonics teaching a priority. Pupils in school and those who have been at home continue to improve their reading skills through daily phonics lessons. Older pupils who are at the early stages of reading are given access to phonics resources. Leaders are aware that some books for younger readers are not well matched to their phonic knowledge. Leaders have purchased new books to ensure a better match but this work is not yet complete.
- Staff used a wide range of methods to deliver remote education. This included recorded teaching, workbooks, digital packages, and websites. You have considered carefully which parts of the curriculum you can deliver remotely. Pupils who are learning at school and at home cover similar curriculum content. The curriculum offer remains broad. There have been limited opportunities to cover some practical aspects of art, design and technology

and science. Plans are in place to cover these activities now that pupils are back in school.

- Leaders, including the special educational needs coordinator (SENCo), have taken the right action to ensure that vulnerable pupils and pupils with special educational needs and/or disabilities (SEND) have access to remote education if required. You are making sure that pupils with SEND remain a priority. Pupils and parents have regular opportunities to speak with the class teacher. You follow up concerns and provide appropriate academic and pastoral support for pupils with SEND.
- Governors check what action you and other leaders are taking to provide education during the current circumstances. Governors have not been able to make their usual on-site visits. However, they provide support and challenge as you and other leaders implement the revised curriculum. Governors have a good understanding of parents' views. Additionally, the chair of governors monitors the school through regular phone calls with you. These calls include checks on safeguarding and staff well-being.
- Representatives from the local authority have supported leaders with curriculum planning and development. This support includes helping leaders of subjects check teachers' planning. Leaders are better placed, therefore, to make sure that pupils are being taught the knowledge that they need.

## **Evidence**

This inspection was conducted remotely. We held meetings with you, other senior leaders, subject leaders for science and history, the reading leader and the school's SENCo. They also met with representatives of those responsible for governance and representatives of the local authority. In these meetings, inspectors discussed leaders' actions to provide education to all pupils during a national lockdown.

Inspectors also looked at samples of pupils' work, remote education activities and observed pupils reading with an adult. Inspectors checked 36 responses to Ofsted's online questionnaire, Parent View, including 73 free-text responses, and ten staff questionnaires.

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

Yours sincerely

Phil Garnham  
**Her Majesty's Inspector**