

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
www.gov.uk/ofsted



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John Graham
Headteacher
All Hallows Church of England Primary School
Priory Road
Gedling
Nottingham
Nottinghamshire
NG4 3JZ

Dear Mr Graham

Ofsted remote visit to All Hallows Church of England Primary School

Following my remote visit with Hazel Henson, Her Majesty's Inspector (HMI), to your school on 12 November 2020, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the visit's findings. Thank you for the time you made available to discuss your actions since September 2020, when the government expected all schools to open fully to all pupils.

This visit was conducted under section 8 of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections are temporarily suspended. Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, we made this visit remotely to reduce pressure on the school.

Ofsted's visits to schools during the autumn term are not inspections. We are not giving graded judgements. We did not undertake the usual range of inspection activities and were unable to check other sources of evidence, such as visits to lessons or looking at pupils' work. The content of this letter gives an overview of our discussions about what has happened in your school this term.

During the visit, we spoke to you, the deputy headteacher, key stage 1 and 2 phase leaders, the leader responsible for mathematics, the leaders responsible for English, the early years leader and the office manager. We did not speak to pupils.

Context

Her Majesty's Chief Inspector of Education, Children's Services and Skills is leading Ofsted's work into how England's education system is managing the return to full education for pupils, following an extended break in formal schooling due to the COVID-19 pandemic.

In undertaking this focused work, HMI are visiting a broad range of schools. HMI will visit a sample of:

- approximately 1,200 schools across all Ofsted grades (outstanding, good, requires improvement and inadequate)
- maintained schools, academies and free schools, special schools and centres of alternative provision, including those in cities, and coastal, town or rural communities.

The information from this visit will feed into Ofsted's national reporting so that the insights can be shared with the government and the education sector. We did not find any significant concerns during the visit. In such a case, an inspection report would be published on our website and available to parents and carers.

We did not consider your response to COVID-19 during the spring and summer terms 2020, when the school was not open to all pupils.

From this visit, inspectors noted that:

- A small number of pupils have had to work from home since the start of term.
- Pupils are studying the school's usual curriculum. Leaders have changed the way that computing is taught due to the demand on resources. Teachers now deliver computing as a separate lesson, rather than through other subjects.
- Teachers have assessed all pupils in reading. Leaders have no significant concerns about gaps in pupils' knowledge and understanding. A small number of pupils in Years 3 and 4 are receiving extra support to catch up in phonics.
- Teachers have checked what pupils can remember in writing. Some pupils have forgotten how to use different types of punctuation, such as capital letters and full stops. Teachers are revisiting this knowledge and giving pupils more time to practise writing.
- In mathematics, teachers' checks show that some younger pupils are not as confident at forming numbers as they used to be. Some older pupils have forgotten the multiplication facts they need to solve calculations quickly. Leaders have made sure that these pupils receive extra support from teaching assistants to help them improve.

- Leaders are prioritising pupils' well-being. They are placing more focus on the teaching of physical education and music. Some pupils are taking part in outdoor activities to help build their confidence and resilience.
- Pupils who are not in school access their learning remotely online. Each day, teachers deliver lessons online and provide recorded videos so that pupils can access the same learning as those who remain in school. Leaders know which families need support to access online learning and provide this to them.

Thank you again for contributing to this important national work. The views and experiences you have shared will help to inform future policy.

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

Yours sincerely

Steve Varnam
Her Majesty's Inspector