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7 April 2021

Tanya Douglas  
Interim Headteacher  
Chace Community School  
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EN1 3HQ

Dear Ms Douglas

### **Additional, remote monitoring inspection of Chace Community School**

Following my remote inspection with Mark Phillips, Her Majesty's Inspector (HMI), of your school on 2 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 June 2018.

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:

- revisit the curriculum principles document to ensure it is focused on building pupils' knowledge over time
- ensure there is a robust strategy in place to support low-attaining readers to catch up quickly and become proficient readers.

### **Context**

- One of the deputy headteachers has stepped up to the role of interim headteacher. The previous headteacher left in January 2021.
- During the autumn term 2020, just over a third of pupils had to be educated remotely. Pupils in Years 8 and 11 were the most affected by repeat periods of self-isolation.
- At the time of this inspection, most pupils were studying at home. A third of vulnerable pupils and those with special educational needs and/or disabilities (SEND) were attending school. A quarter of pupils with education, health and care plans were attending school.

### **Main findings**

- In the autumn term 2020, the school needed to provide both in-class and remote education because of the number of pupils who needed to self-isolate. Currently, pupils in Years 7 to 11 attend a virtual form time with their class tutor every morning, then follow their usual timetable either remotely or on site. Teachers deliver subject content for three quarters of each lesson. Pupils complete independent work for the rest of the time.
- Subject leaders have made minor adaptations to the existing curriculum to respond to the needs of pupils at the start of the autumn term.
- In mathematics and science, subject leaders have planned the sequencing of the building blocks of subject content and revisit these, so pupils' knowledge is helped to deepen over time. This is not as effective in all subjects.
- During the third national lockdown, teachers deliver the curriculum as planned online. Once schools fully reopen, you plan to recap some subject content that pupils have missed or found difficult while studying at home.
- Leaders have a broad definition of who may be vulnerable in order to offer support to as many pupils as possible. Children of key workers and vulnerable pupils attending school during the third national lockdown access the same online learning as other pupils who are studying at home. They get extra support in school from teaching assistants. Counselling is available for any

pupils who may need emotional support. Form tutors are in regular contact with pupils who are studying at home. Members of staff make home visits where needed.

- Before the third national lockdown, teaching assistants supported low-attaining readers during form time to help them to catch up in reading. This structured practice has not continued since January. Pupils with low attainment in reading are therefore at risk of falling further behind their peers.
- Leaders have provided useful careers advice and guidance to support pupils in Years 11 and 13 in making choices about their next steps. Students in Year 13 have completed university applications. All pupils in Year 11 have had a sixth-form 'taster day'. They have access to information about virtual visits to local colleges of further education and apprenticeship opportunities.
- Leaders have trained staff to support pupils with SEND who are studying remotely. This helps to ensure that pupils with SEND receive individual guidance tailored to their needs. The small number of pupils in the SEND resource base attend school each day. They receive face-to-face teaching.
- The governing body knows the school well. Governors challenge leaders about their plans to ensure that all pupils receive education during the current circumstances. For example, during the early stages of remote education, they asked for assurances about pupil engagement in the school's offer. They were happy with the leaders' response. Governors value the training that leaders provide. They contact members of the senior leadership team regularly to ask demanding questions. Governors continue to make on-site visits to the school. They check their combined skills and recruit new members who can plug specific gaps.
- After the last inspection, the local authority worked with the governors to help the school to improve quickly. The local authority has provided focused support to improve the curriculum, particularly in science and mathematics. To support consistency, teachers at the school are working as part of an examination-moderation network across schools within the borough.

## **Evidence**

This inspection was conducted remotely. We spoke to you, members of your senior leadership team, subject leaders, the special educational needs coordinator, staff, 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 also looked at some samples of lessons taught remotely. We looked at responses to Ofsted's online questionnaire, Parent View, including 74 free-text responses, and 135 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 Enfield. This letter will be published on the Ofsted website.

Yours sincerely

Lisa Strong  
**Her Majesty's Inspector**