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20 November 2013

Helen Smith  
Headteacher  
Chaddesden Park Primary School  
Tennessee Road  
Chaddesden  
DE21 6LF

Dear Mrs Smith

### **Requires improvement: monitoring inspection visit to Chaddesden Park Primary School**

Following my visit to your school on 19 November 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in September 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- amend the school action plan, so that it lists those members of staff responsible for evaluating actions, and states milestones for success more clearly
- ensure all members of staff are using the new tracking system accurately and effectively
- improve the consistency and quality of marking
- enable the governors to become more effective in holding senior leaders to account.

### **Evidence**

During the visit, meetings were held with you, other senior leaders, two representatives of the Governing Body and a representative of the local authority to

discuss the action taken since the last inspection. The school action plan was evaluated. You took me on a learning walk during which we visited every class in the school.

## **Context**

Whilst there have been no staff changes since your school was inspected in September 2013, four teachers were new to the school at that time, having started the previous week. One is a newly qualified teacher. Five teachers left the school in the previous academic year. Two established members of staff have been given the responsibility of improving the quality of teaching in the school.

## **Main findings**

You have begun to improve the quality of teaching by increasing the involvement of two teachers whose practice you judge to be outstanding. They are now in charge of improving teaching in the school and they are currently supporting two colleagues each on a weekly basis. This has already led to improvements in those teachers' practice.

There is now clear guidance on how pupils are expected to present their written work. This is displayed in every classroom for pupils to see, and this is reinforced regularly by teachers. Every teacher has had training on improving writing standards, and pupils are now given weekly opportunities to write at length. Guided reading has proved successful at Key Stage 1 and you have now extended this into Key Stage 2.

Setting in mathematics was not promoting good progress. You have now changed to mixed-ability teaching whilst ensuring that pupils' different needs are met.

Whilst some excellent examples of marking were seen, this was not the case in every class. The quality of marking remains inconsistent.

The school's systems for tracking pupil progress were previously ineffective. You now use a more effective whole-school system that allows teachers to monitor pupil progress more closely. This system is in its early days and teachers are not yet using it to its full capabilities. Pupil progress meetings now take place every half-term rather than once a term and these lead to pupils being identified for further support, where necessary. It is too early to judge whether this has had a long-term impact.

Governors are aware of the main challenges facing the school. However, they are also aware that they need to ask more demanding questions in order to hold you to account more effectively. To help this process, they have recently had coaching on understanding pupil performance data and they have training planned on how to better conduct monitoring visits.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority representative has taken steps to meet the school's needs, particularly with regards to improving the use of data to support students' progress. She put together a pack of data based on school performance and used this to train senior leaders in how they could use the information to increase pupil achievement. The governors' performance management of the headteacher is now supported by the local authority representative.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Derby.

Yours sincerely

Ian McNeilly  
**Her Majesty's Inspector**