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Penny Howell
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Dear Mrs Howell

Additional, remote monitoring inspection of Chiltern Primary School

Following my remote inspection with Phil Garnham, Her Majesty's Inspector (HMI), of your school on 10 and 11 February 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 January 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:

- develop curriculum plans so that subject knowledge is clearly identified and sequenced in all subjects.

Context

- Since the previous inspection, a new assistant headteacher and special educational needs coordinator have been appointed. There is a new chair and vice-chair of the governing body. A number of other governors are new to role.
- A small number of pupils were educated remotely during the autumn term 2020.
- Currently, most pupils are learning remotely. The majority of pupils with special educational needs and/or disabilities (SEND) or those who are vulnerable continue to be educated in school.

Main findings

- Leaders and governors have taken the necessary actions to ensure that all pupils receive education at this time. Leaders' actions ensure that pupils learning remotely can access the same curriculum as those in school. Staff are persistent in their efforts to engage pupils with learning.
- Before the start of the pandemic, leaders had begun to redesign their curriculum plans. However, they had not set out their curriculum intentions clearly enough in all subjects. Plans are more developed in some subjects than in others. In some subjects, teachers have not been able to plan carefully enough so that teaching builds on what pupils already know.
- Leaders have made some changes to the existing curriculum to meet current challenges. For example, in computing, teachers changed an electronic coding task so pupils learning remotely could complete it on paper. In geography, teachers planned for pupils to learn about Mexico. Instead, they chose for pupils to study Brazil as there was a wider range of online materials available for those learning from home.
- Leaders have ensured that teachers continue to provide phonics lessons every day. You have made sure that teachers provide pupils with books that match their phonics knowledge. Teachers have arranged extra support for those pupils who have fallen behind with reading.
- Leaders have ensured that pupils with SEND continue to receive education. Those pupils with SEND who are learning remotely access support as they did previously. Leaders are looking at ways to encourage more pupils with SEND who are learning remotely to attend school. In some subjects, teachers show

how they adapt their teaching so that pupils with SEND learn and remember important knowledge. This is not the case in all subjects, however.

- Governors have an accurate view of the school's priorities. They are keen that the school continues to improve. Governors are working with leaders to check that curriculum plans include the knowledge that pupils must learn.
- The local authority has provided support and challenge to the school since the previous inspection. As a result, leaders have started work on improving the teaching of reading. The local authority is keen to deliver training to leaders so that curriculum plans continue to improve.

Evidence

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

We also reviewed a selection of recorded lessons and pupils' work. An inspector remotely observed some pupils reading to a member of staff. We looked at responses to Ofsted's online questionnaire, Parent View, including 39 free-text responses, and 38 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 Northamptonshire. This letter will be published on the Ofsted website.

Yours sincerely

Damien Turrell
Her Majesty's Inspector