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3 July 2007

Mrs Helen Boyd
The Headteacher
Chalkhill Primary School
Barnhill Road
Wembley
HA9 9YP

Dear Mrs Boyd

Ofsted Monitoring of Schools with Notice to Improve

Thank you for the help which you and your staff gave when I inspected your school on 26 June 2007, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass on my thanks to the pupils who met me at lunchtime, to the chair of governors for meeting me, and to the two governors who also attended the feedback meeting.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection in November 2006, the school was asked to raise standards in English, mathematics and science; improve the consistency of teaching so pupils make better progress; and ensure teachers use assessment information more effectively to meet individual needs of the pupils so that they achieve more. Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in tackling the issues for improvement identified in the last inspection.

The school has appropriately focused its efforts on improving reading, writing and mathematics. Based on teachers' assessments of pupils' standards, the proportion on track to reach the expected standards is variable between year groups. This partly reflects previous underachievement. In Year 6, for example, just over half are reaching expected levels in English and just under half in mathematics. However, about a quarter are working just below the level expected. Although standards remain below expectations, the school's data on progress is more encouraging given pupils' starting points, despite some variation that is rooted in the quality of teaching.

The school's action plan has a clear structure and a strong focus on improving the quality of teaching to increase the progress pupils make and to raise standards. The high rate of staff absence had been a factor in holding back pupils' progress. The

headteacher, supported by governors, has tackled this issue rigorously and staff attendance has improved, thus providing greater stability and continuity of provision. Monitoring by senior staff and by the local authority is regular. It shows that the school is not yet meeting its target of 100 percent satisfactory teaching, but is exceeding the target of 50 percent good teaching. Some staff are responding very positively to help and advice from the local authority provided through the Intensifying Support Programme (ISP). My visits to a sample of lessons confirmed the school's thorough analysis of strengths and weaknesses in teaching.

Inadequacies that relate to individuals are being tackled through a programme of targeted support. More general training has focused on clear planning, identifying success criteria for lessons, and modifying activities to meet pupils' different learning needs. Pupils talked knowledgeably about these features and about the 'must, should, could' targets set each half term. Although these features are appearing in more lessons, they are not yet secure in all classes. Pupils are confident that teachers praise them when they do well but pupils' written work is not always marked in a way that tells them what to improve. The quality of the classroom environment is variable and does not set consistent expectations of pupils.

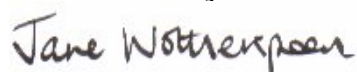
The school's use of assessment information is improving; teachers are making greater use of it in planning. Thorough procedures for tracking pupils' progress are giving the school the data it needs to identify those who are not achieving as much as they should. Catch-up programmes and 'booster' activities have been successful in accelerating pupils' progress. Senior staff meet each teacher every half term to discuss all pupils' progress. This successful strategy raises teachers' expectations as well as holding staff accountable for what their children achieve. However, there is more to do to ensure and support the accuracy of teachers' assessments.

The senior leadership team is undertaking most of the monitoring activities although other teachers are starting to undertake this role. There is scope to increase the frequency of monitoring and to strengthen the links between different monitoring activities, in order to follow up the correlation between teaching quality and pupils' progress.

The local authority has given the school a high level of support balanced with a role in monitoring and challenging the school. Its action plan links well with the school's action plan. Regular and focused support from consultants, through the ISP, is beginning to have an impact on improving teaching quality.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

A handwritten signature in black ink that reads "Jane Wotherspoon". The script is cursive and fluid.

Jane Wotherspoon
Her Majesty's Inspector