

Cambridge
Education
Demeter House
Station Road
Cambridge CB1 2RS

T 08456 40 40 40
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01223 578500
Direct F 01223 578501
risp.inspections@camb-ed.com



28/09/2007

The Headteacher
Chambersbury Primary School
Hill Common
Bennetts End
Hertfordshire
HP3 8JH

Dear Mrs Conlon

Ofsted monitoring of schools with a notice to improve

Thank you for the help which you and your staff gave when I inspected your school on 29 September 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 all staff, pupils and governors.

This letter will be posted on the Ofsted website.

As a result of the inspection on 9-10 January 2007, the school was asked to:

- raise teachers' expectations of pupils' performance and their use of information about progress, so the frequency of good teaching increases;
- ensure that the recently introduced age-related targets for pupils' learning are fully consolidated and become the school's routine practice as soon as possible;
- at all levels of management, ensure consistency of approach in the application of all policies and practices.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing all the issues for improvement and in raising the achievement of pupils.

The latest results in the 2007 national tests indicate that standards at the end of Key Stage 2 remain below average overall and particularly low in mathematics. However, school data and scrutiny of pupils' work indicates that pupil achievement is now much better and at least satisfactory overall across the school. It is especially good for the oldest pupils where learning is challenging and standards are now broadly average in English and mathematics. These pupils are increasingly encouraged to work more independently and solve problems for themselves; as demonstrated in a good mathematics lesson seen during my visit. Marking is of the highest quality for these pupils and many speak very highly about the positive impact it is having on their progress.

Regular monitoring of lessons by the headteacher is effectively raising teachers' expectations of what pupils can achieve. The quality of teaching and learning is satisfactory overall and in some classes it is now consistently good. There was no evidence of inadequate teaching and learning observed. However, some inconsistencies still remain where the most able pupils are not always sufficiently challenged or teachers do not take time at the end of lessons to fully review what pupils have learnt. Detailed planning and the sharing of learning intentions at the start of lessons are good features in all classes.

Age-related targets are now clearly evident in each classroom and pupils actively refer to them during lessons. When very carefully linked to high quality marking these are having a very positive impact on pupils' achievements and their attitudes towards learning. However, the quality of marking is still variable in some classes and opportunities to accelerate learning and increase levels of attainment are therefore missed. The effective use of information technology to monitor pupil progress and set challenging whole-school targets is a good feature.

The headteacher is providing clear direction for the school's work and sets high expectations for staff and pupils alike. Much has been achieved in a short time and teamwork is now becoming a strong feature. Rigorous monitoring by senior staff is leading to the consistent application of whole-school policies and procedures. This is evident with the assessment and marking policy where many new staff have quickly adapted their own techniques to put the policy into practice. However, most subject leaders are new in post this term and have had little opportunity to play their part in whole-school monitoring, review and development.

Governors demonstrate a good understanding of the school's strengths and areas for further improvement. They are playing an increasingly prominent role in effectively monitoring the work of the school. Good levels of support from the local authority have been sustained and the authority has been effective in moving the school forward.

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

Yours sincerely

Philip Mann
Her Majesty's Inspector