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Mrs M Emery  
Headteacher  
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Dear Mrs Emery

Ofsted survey inspection programme – Reforming and Developing the School Workforce

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 12 October 2006 to evaluate the impact of reforming and developing the workforce.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with staff and children, scrutiny of documentation, analysis of children's work and observation of lessons.

The overall effectiveness of work to reform and develop the school workforce in your school was judged to be good.

Impact on standards and the outcomes of Every Child Matters (ECM)

The impact of the strategy on the ECM outcomes is good.

- Achievement and standards are satisfactory overall. The changes to the organisation of Key Stage 2 benefited the pupils with standards in 2006 much improved on the 2005 results.
- The reorganisation of the curriculum to thematic units has led to greater relevance and motivation; the pupils say they thoroughly enjoy their topic lessons.

- The children feel safe in the school and value the support and help they receive from their teachers and members of the wider workforce.
- The work of the play therapist and school support worker in supporting the emotional needs of the more vulnerable pupils has been highly valued. However, these posts are not financially sustainable and the school is looking to develop the wider workforce to maintain this service.

### Impact on the quality of teaching and learning

The impact of the strategy on the quality of teaching and learning is satisfactory.

- The range of tasks undertaken by teachers during PPA time is contributing to improvements in teaching and learning. For example, the opportunity for teachers in Key Stage 2 to meet is strengthening their planning and providing increased opportunities for the sharing of ideas.
- The good communication between class teacher and PPA cover teacher, the greater involvement of teaching assistants in planning the curriculum and the new arrangements of teaching assistants' timetables has led to improved continuity for the pupils.
- The improved management of teaching assistants has helped pupils with individual education plans make more rapid progress towards their targets.

### Impact on the quality of curriculum

The impact of the strategy on the quality of the curriculum is good.

- The school recognises and values the expertise of the teaching assistants and has fully included them in the revision of the curriculum with the result that they have a much better understanding of the rationale and aims of the curriculum. In addition, their closer involvement in the short term planning has led to a greater impact on pupils' learning in the classroom.
- PPA time has enabled teachers to ensure the curriculum is better matched to the needs of the pupils and will excite and interest them.
- A good range of extra-curricular activities take place throughout the year, including two language clubs being run by outside providers.

### The leadership and management of reforming and developing the workforce

Leadership and management of the strategy are good.

- The headteacher has a very good understanding of and commitment to the principles of workforce reform and development.

- The school has made very good progress in implementing all phases of the workload agreement and has monitored the success of the changes. This has been carried out as a whole staff, ensuring commitment and awareness of the changes is consistent. The monitoring has led to action by school leaders as necessary; for example, changes to the timetables of the teaching assistants.
- The arrangements to ensure that teachers have appropriate time to fulfil their leadership and management responsibilities have continued unaffected by the implementation of PPA time.

#### Impact on training and managing a reformed workforce

- The school has successfully developed a number of inclusive systems, for example, for the performance management and continuous professional development of all staff. This has had a very positive impact on the role of the teaching assistants.
- The hours of staff working in the office have been extended as a consequence of their growing administrative roles. While this has benefited teachers, there is potential for further developing the roles of the bursar and administrative assistant in taking some of the responsibilities currently covered by the headteacher.

#### Impact on inclusion

The impact of the strategy on provision for inclusion is good.

- There is a strong commitment to develop an inclusive school. The restructuring of the wider workforce that supports pupils with additional needs has been well thought through to ensure more purposeful use of all staff. The training and support offered to teaching assistants by the SENCo and the acting assistant headteacher is valued and has resulted in more effective support of vulnerable pupils.

#### Areas for improvement

Areas for improvement, which we discussed, include the need to:

- consider further development of the responsibilities of the administrative team, as part of reviewing the work load of the headteacher
- review the roles of the teaching assistants to, in the longer term, encompass the services currently provided by the play therapist and school support worker

I hope these observations are useful as you continue to reform and develop the school workforce.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Andrew Olive  
Her Majesty's Inspector