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Mrs Pamela Edwards
Headteacher
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Dear Mrs Edwards

Ofsted survey inspection programme – Deploying, training and developing the reformed workforce.

Thank you for your co-operation and hospitality, and that of the staff and pupils, during my visit on 04 December 2007 to evaluate the impact of the deployment, training and development of the reformed workforce. For the purposes of this survey inspection the term 'reformed workforce' will apply to any person employed by or working in partnership with the school who is not a qualified teacher.

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 discussions with pupils and staff, visits to all classes and scrutiny of relevant school documents.

The impact of the reformed workforce on achievement and standards is good.

- Standards in school are consistently above average. The reformed workforce is focused effectively to ensure pupils make good progress. Pupils with learning difficulties and/or disabilities make good progress because teaching assistants are clear about their needs and know how to support them.

- The reformed workforce makes a significant contribution to pupils' personal development and well being by showing pupils how to care for and support each other.
- Sports coaches introduce the pupils to a variety of different activities and encourage them to be enthusiastic about being fit.
- The administrative officer monitors and follows up absences effectively to sustain above average attendance.

The impact of the reformed workforce on the quality of teaching and learning is good.

- Teaching assistants and teachers collaborate to plan lessons and work effectively as a team. Good use is made of their individual skills, especially in using information and communication technology to add interest to lessons.
- In Key Stage 1, teaching assistants play an important role in teaching letters and sounds and making sessions practical and fun.
- Teaching assistants are effective in supporting pupils with learning difficulties and/or disabilities. They monitor progress but do not always record when pupils achieve targets.

The impact of the reformed workforce on the quality of the curriculum is good with some outstanding features.

- Members of the reformed workforce help to ensure the curriculum matches the needs of all pupils. They successfully lead interventions to raise standards in literacy and numeracy and are guided to assist in teaching French. They also organise extra clubs and book fairs and accompany pupils on visits. An initiative to extend arts to the rural communities is managed effectively by a teaching assistant.
- Teaching assistants in the Foundation Stage have been well trained to support the curriculum and ensure that learning is practical.

Leadership and management of the reformed workforce are good.

- There is a clear agenda to review the deployment of staff and monitor and evaluate their impact on standards.
- The delegation of management responsibilities for information, communications technology is effective.
- Training for the reformed workforce and opportunities for career development are good.
- Members of the reformed workforce are involved in the school's self-evaluation and are valued as part of a team.

The impact of the reformed workforce on inclusion is good.

- Pupils with learning difficulties and/or disabilities make good progress because of the well planned support they receive from teaching assistants.
- The school's links with parents and the community are enhanced by the skills of the reformed workforce.

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

- further evaluate the impact of the support staff on pupils' learning and progress
- encourage teaching assistants to track pupils' achievement set against targets.

I hope these observations are useful as you continue to train and develop the reformed 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

Jennie Platt
Additional Inspector