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02 October 2006

Mrs S Barnard-Steward
Headteacher
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Dear Mrs Barnard-Steward

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 to Cromwell Park on 21 September 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 one lesson.

The overall effectiveness of reforming and developing the workforce in your school was judged to be very good.

Impact on standards and the outcomes of Every Child Matters

Achievement and standards are outstanding.

- Standards are above average at KS1 and high at Key Stage 2. Results in the Key Stage 2 tests in 2006 are higher than those in 2005 and this is, in part, due to the good level of support children and teachers receive from the teaching assistants.

- Children feel safe in the school and value the support and help they receive from their teachers and members of the wider workforce.
- The school is working towards the Healthy Schools Award and the children are well aware of the importance of fruit and vegetables in their diet. The ethos of mutual respect and the strong relationships between teachers and the wider workforce is reassuring for the children and contributes to their emotional well-being.
- Behaviour is very good. Children show consideration for each other.
- The provision of cover during planning, preparation and assessment time (PPA) is providing the children with the experience of more than one teacher and thereby strengthening their ability to relate to different adults. This is good preparation for their transfer to secondary school.

Impact on the quality of teaching and learning

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

- The wide 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 assessment practice and providing increased opportunities for the sharing of ideas. Meeting time has enabled teachers to consider how to foster more independent learning and to introduce "learning logs" in response to feedback from parents on homework.
- Very good consideration is given to the deployment of teachers and teaching assistants to cover during PPA time. The quality of teaching and learning in the Spanish lesson observed was outstanding. However, there are different approaches to the planning of PPA cover and different the expectations of staff. Whereas qualified teachers are paid to prepare the lesson, assess the children and report to parents, teaching assistants are not.

Impact on the quality of curriculum

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

- The employment of part-time teachers to cover for PPA time has increased the range of specialist expertise available within the school. This has enabled the school to broaden the curriculum by including German, French and Spanish and increased opportunities for music. Where cover is provided by a teaching assistant children benefit from the opportunity to be taught by another adult but do not necessarily experience the same broadening of the curriculum as those classes covered by teachers.
- The school recognises and values the expertise of the wider workforce and is harnessing this very effectively to extend the range of extra-

curricular activities. Activities such as the wildlife club add significantly to children' enjoyment of school and to their achievement. In addition, the provision of coaches, for example in karate and football, is increasing the range of sporting activities available to children.

Leadership and management of reforming and developing the workforce

Leadership and management of the strategy are good.

- Senior leaders have 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. There is a well-defined and carefully planned strategy for implementing PPA time.
- There are good arrangements to ensure that those with leadership and management responsibilities have dedicated time to fulfil these. The school rightly emphasises the use of this time for monitoring teaching and learning and the increased analysis of pupil performance data.

Impact on training and managing a reformed workforce

- There is a strong commitment to develop an inclusive school. The environment of the school is very attractive and there is a calm and harmonious atmosphere. The school has successfully developed a number of inclusive systems, for example, for the performance management and continuous professional development of all staff.
- Senior leaders make good efforts to involve all staff in decision-making.
- The school has had the foresight to consider the resource requirements of a reformed workforce. For example, the arrangement to dedicate an area of the school as a resource area for use by teachers during PPA time is working well and the provision of laptops and reliability of the network aid teachers' planning and teaching.

Impact on inclusion

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

- Particularly good consideration is given to the deployment of teaching assistants to support the most vulnerable children, including those with autism, new arrivals, traveller children, etc.

Areas for improvement

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

- ensure that all those involved in providing cover for PPA have the opportunity to liaise with class teachers in relation to the content of the work set and the progress made by individual children
- strengthen arrangements for the performance management of teaching assistants so that the process involves direct observation of their work, feedback from those with whom they work closely and the identification of developmental targets
- continue to evaluate the impact of workforce remodelling on standards and quality and involve governors in identifying future priorities.

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

Rhona Seviour
Her Majesty's Inspector