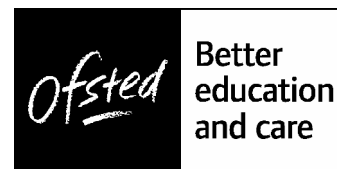


Alexandra House  
33 Kingsway  
London  
WC2B 6SE

T 08456 404045  
F 020 7421 6855  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



16 November 2006

Mr S Duggan  
Headteacher  
St Anselm's College  
Manor Hill  
Prenton  
Merseyside  
CH43 1UQ

Dear Mr Duggan

Ofsted survey programme: Evaluation of Reforming and Developing the Workforce

Thank you for the hospitality and co-operation I received from you, your staff and your students during my visit on 09-10 November 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 students, scrutiny of documentation, analysis of students' work and observation of one lesson and one mentoring session.

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

The impact of the strategy to reform and develop the school workforce on standards and the outcomes of Every Child Matters are outstanding.

- Standards are consistently significantly above average at each key stage.
- The continued trend of improvement in achievement is due in part to the very good support students receive from the learning mentors and the non-teaching special educational needs coordinator.

- Learning mentors and the non-teaching special educational needs coordinator contribute very effectively to the school's ability to meet the five outcomes of Every Child Matters, for example by helping students to feel safe during their transition from primary school to Year 7, by providing effective support and encouragement to prevent sixth formers dropping out and, more generally, by addressing barriers to underachievement and improving boys' confidence, self esteem, motivation and aspirations.

### Impact on the quality of teaching and learning

The impact of the strategy to reform and develop the school workforce on the quality of teaching and learning is good.

- The work of faculty and pastoral assistants is reducing the administrative workload of teachers and this, together with reduced cover and the effective use of planning, preparation and assessment (PPA) and gained time, is leading to improvements in teaching.
- Teachers have more time to review and plan schemes of work and to engage in collaborative activities, such as training to use interactive white boards and peer observation within departments, which allow more sharing of good practice.
- Such activities help to broaden the range of teaching strategies and to encourage more innovative approaches in teaching, which have a positive impact on students' learning by engaging and interesting them more effectively in lessons.
- Support in lessons by the non-teaching special educational needs coordinator allows teachers to plan for more differentiation, thus meeting the needs of all students more effectively by assisting those who are less able while maintaining pace and challenge for those who are more able.
- Support sessions by learning mentors ensure students' personal and emotional needs are very well met, allowing them to participate in lessons more effectively and to make appropriate levels of progress.

### Impact on the quality of the curriculum

The impact of the strategy to reform and develop the school workforce on the quality of the curriculum is good.

- Evaluation of curriculum provision and planning for curriculum change within subject areas has been facilitated by the time made available through the changes brought about by workforce reform.
- The broader curriculum has benefited from the contribution of members of the non teaching staff who have played a key role in the provision of mentoring sessions, who have been instrumental in the introduction of homework clubs and who have contributed to study

skills programmes. All of these are helping to ensure that the individual needs of all students are met more effectively.

## Leadership and management of reforming and developing the school workforce

The quality of leadership and management in relation to reforming and developing the school workforce is good.

- The headteacher has a very good understanding of, and commitment to, the principles of workforce reform and development and encourages a culture that recognises and values the expertise and particular contribution of all staff, including the wider workforce.
- The school has made good progress in implementing all phases of the workforce agreement and workforce reform is firmly embedded in the strategic development of the school.
- Faculty and pastoral assistants have released middle managers to focus more effectively on teaching and learning and to engage in appropriate strategic planning for their areas of responsibilities.
- The coherence and rigour of monitoring and evaluating aspects of workforce reform, such as the use of PPA time and the deployment of the wider workforce, is developing. Much is already in progress, for example in relation to students evaluating the effectiveness of the support offered by learning mentors and the performance management of the wider workforce, but as yet this has not been formalised and included as part of the school's annual self-evaluation process.

## Impact on training and developing a reformed workforce

The quality of training and development in relation to reforming and developing the school workforce is outstanding.

- A very comprehensive system of performance management involves all staff in the school.
- The school is extremely supportive of the training and development needs of all of its staff, and their career development aspirations, as they relate to school improvement priorities, are taken fully into account. For example learning mentors, the non-teaching special needs coordinator and faculty assistants have been very well supported in their applications to relevant degree and diploma courses.

## Impact on inclusion

The impact of the strategy to reform and develop the school workforce on inclusion is outstanding.

- There is an excellent focus on deploying members of the wider workforce to support those students who have special needs, are at

risk of exclusion, are reluctant learners, or find it difficult, for whatever reason, to maintain the pace in this high achieving boys' grammar school.

- Students are unreserved in their praise for this support, the confidence and self-esteem they gain and the progress they make as a result.

Areas for improvement, which we discussed, included:

- development of more coherent and rigorous systems for evaluating the impact of workforce reform on standards and on the quality of education.

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

Gwen Coates  
Her Majesty's Inspector