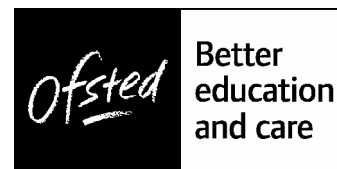


Alexandra House  
33 Kingsway  
London  
WC2B 6SE

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



28 November 2006

Mr S Baker  
Principal  
Lipson Community College  
Bernice Terrace  
Lipson  
Plymouth  
PL4 7PG

Dear Mr Baker

Ofsted survey programme: evaluation of Reforming and Developing the Workforce

Thank you for your hospitality and co-operation, and that of your staff and students, during my visit to Lipson Community College on 23 - 24 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 childrens' work and observation of two lessons and a tutorial session.

The overall effectiveness of reforming and developing the workforce in your college was judged to be outstanding.

Impact on standards and the outcomes of Every Child Matters

Achievement and standards are outstanding.

- Students make very good progress as shown by contextual value added data, and the evidence shows the major impact of a well-trained and well-deployed wider workforce in promoting high achievement. This was especially evident in art, textiles, dance and in support for students with learning difficulties and disabilities.
- Students' personal development is greatly enhanced by contact with people with a wide range of skills and backgrounds. This is reflected in

reduced exclusions and improved attendance. There are excellent role models such as the male professional dancer.

- The wider workforce gives excellent support to students with learning difficulties and disabilities and to other vulnerable pupils such as those in public care. These staff have formed excellent relationships with the college's partners and with external agencies.
- The wider workforce makes an important contribution to improving students' health, through the work done to improve the dietary offer in the college canteen and by enhancing the range of sports and other physical activities available.

### Impact on the quality of teaching and learning

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

- Members of the wider workforce support teachers through their specialist skills and training, enabling teachers to concentrate on their own field of expertise. Some of the wider workforce have exceptional levels of skill in their fields.
- A very good information management system enables all staff to have access to information about students, to monitor their progress and to adapt the teaching to meet their individual needs.
- The use of the wider workforce as form tutors releases teachers' time to spend on tasks such as planning and assessment.
- The use of ICT as an aid to teaching and learning is good and the college recognises this as an area for further development.

### Impact on the quality of curriculum

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

- The wider workforce makes an excellent contribution to extending the range of subjects offered and improving the standards that students can attain. These subjects include dance, drama and art.
- The allocation of a subject theme to tutor groups enables students to pursue a specialist interest and make better use of their time.
- The involvement of the wider workforce in other curriculum activities has broadened the range of these activities that are available to students. Sport and the performing arts are especially good examples.

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

Leadership and management of the strategy are excellent.

- Senior leaders have a very good understanding of and commitment to the principles of workforce reform and development.
- The college has made very good progress in implementing all phases of the workload agreement.
- Leaders and managers have made very good use of the college's specialist arts status to develop the role and impact of the wider workforce.

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

- There is a strong commitment to develop an inclusive college. The college has successfully developed a number of inclusive systems, for example, for the performance management and continuous professional development of all staff.
- There is a strong and effective commitment to the development of leadership skills across the whole staff. The School Improvement Group is a good example of this.
- ICT support for management and administration is very effective.
- There are excellent relationships between staff and a very good understanding of individuals' roles, responsibilities and management relationships. The wider workforce is highly valued by the teaching staff.

#### Impact on inclusion

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

- There is particularly effective deployment of the wider workforce to support the most vulnerable children, including those with physical disabilities, medical needs and those in public care. This is not only through support in lessons but as tutors and in roles such as attendance and welfare support.
- The involvement of the wider workforce in academic guidance and support has enabled the college to offer students a more personalised approach to their learning.

#### Areas for improvement

- There are few areas for improvement. We discussed the need to ensure that all staff help students to develop their literacy skills through common strategies, and to give this work an appropriately high priority.

I hope these observations are useful as you continue to reform and develop the college 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

Paul Sadler  
Additional Inspector