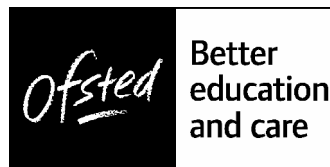


Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404045
F 020 7421 6644
www.ofsted.gov.uk



02 November 2006

Mr Kehoe
Headteacher
Mount Carmel RC Technology College
Holland Walk
Duncombe Road
London
N19 3EU

Dear Mr Kehoe

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 19 and 20 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 pupils and scrutiny of documentation.

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 with some outstanding features

- The achievement of groups of students with learning difficulties and disabilities, vulnerable, looked after children and those with English as an additional language is good. The role of the inclusion manager in supporting the emotional needs of the vulnerable students is very highly valued. The excellent rapport the students have with her contributes significantly to their emotional well being and

progress. Targeted intervention and support has improved the behaviour of students at risk of exclusion.

- The consultative process to introduce healthier school meals was carried out very effectively. The catering manager and his staff have been fully involved in the planning and implementation and appropriate training has been put in place. The new scheme ensures that students are aware of the importance of fruit and vegetables in their diet and encourages informed choice. It is cost effective, reduces waste and makes more efficient use of lunch time.
- Students have many opportunities to make a positive contribution and their opinions are taken account of. The school council is valued and perceived as an important forum for expressing their views.
- Students feel safe in the school. There is a comprehensive anti-bullying policy written by students for students and they have access to highly committed and well trained group of peer mentors.

Impact on the quality of teaching and learning

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

- Aspects of work that would previously been undertaken by senior managers, heads of year and teachers are now carried out by an extended wider workforce. This has allowed a greater focus on teaching and learning and curriculum review.
- The range of tasks undertaken by teachers as part of 'the 'pedagogy and practice programme' is contributing to improvements in teaching and learning. The availability of some shared Planning, Preparation and Assessment (PPA) time within and across departments and directed use of gained time from delegated invigilation duties is strengthening planning and providing increased opportunities for the sharing of ideas.

Impact on the quality of curriculum

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

- The employment of additional of teaching assistants and their greater involvement with the curriculum has allowed students with learning difficulties and disabilities and those with English as an additional language to make good progress towards achieving their targets.

The leadership and management of reforming and developing the workforce

Leadership and management of the strategy are good overall.

- The headteacher has a very good understanding of and commitment to the principles of workforce reform and development. The strategy of protected time for teachers to engage in planning and preparation to improve teaching and

learning pre-dated the national agreement as did the school's commitment to extending and developing the wider workforce.

- The school has made very good progress in implementing the workload agreement although this has not been made explicit in school development planning nor has there been any formal evaluation of the impact of the changes.

Impact on training and managing a reformed workforce

- The school has been very successful in developing an inclusive workforce. Absence rates amongst all levels of staff are low and retention is good, particularly amongst the wider workforce. All staff interviewed expressed a high level of job satisfaction.
- The skills, knowledge and experience of individuals in the wider workforce are recognised and career development is encouraged. This has allowed members of the wider workforce, for example the bursar, the senior teaching assistant, the catering manager and assistant cook, to make an effective contribution to leadership and management at their level.
- Appropriate training and support is provided for those who wish to take on additional responsibilities, although performance management procedures for members of the wider workforce are not yet formalised.

Impact on inclusion

The impact of the strategy on provision for inclusion has some outstanding features.

- There is a strong commitment to develop an inclusive school. Senior leaders make good efforts to involve all staff, students, parents and governors in decision-making.
- The inclusion manager makes an outstanding contribution in furthering the inclusive ethos of the school. The status and autonomy of the role, the opportunities for liaison between many different groups and the skills and expertise of the post holder are contributory factors to its success.

Areas for improvement

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

- formalise the performance management of the wider workforce
- consider how the monitoring and evaluation of the impact of actions taken can be used to ensure sustainability of roles and responsibilities.

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

Anne Wellham
H M Inspector of Schools