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Mrs Gloria Evans
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Dear Mrs Evans

Ofsted survey programme: evaluation of Reforming and Developing the Workforce

Thank you for your hospitality and co-operation, and that of your staff, during my visit to Claybrooke on Monday 29 January, 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 a governor, staff and pupils, scrutiny of documentation, a tour of the school and an observation of the Year 5/6 class.

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

Impact on standards and the outcomes of Every Child Matters

- After a slow start to remodelling, recent actions have strengthened the school's work to raise standards and are beginning to make an impact on pupils' achievement. In 2006 results in the national tests at the end of Year 6 improved and are above average. The provision of teaching assistance in each class is resulting in good attention to pupils' individual needs.
- Members of the wider workforce are contributing to the school's work towards the five outcomes of 'Every Child Matters'. A clerical post is well designed to enable

the school to follow-up absences promptly and deal with the administration connected with the new school meals. Teaching assistants are assisting with work aimed at achieving the Healthy School award and the lunchtime supervisors help the children understand how they can keep themselves safe and how to play co-operatively with each other.

- The children are well behaved and responsive to the staff. They are very willing to contribute to the life of the school.

Impact on the quality of teaching and learning

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

- The recent investment in information and communication technology (ICT) resources is adding to pupils' enjoyment of lessons and the interactive whiteboards and laptop computers provide teachers with access to a wider range of resources. Within a relatively short time, teachers have acquired the skills they need to use the interactive whiteboards and Planning, Preparation and Assessment time (PPA) time is being used well to share and extend their expertise.
- The diversity of the staffing, including two nursery nurses, three part-time teachers who share class responsibilities and teaching assistants, together with volunteers and governors, provides the school with a breadth of expertise. This benefits pupils' learning.
- The arrangement for teaching assistants to take whole classes during teachers' PPA time is working well. This provides continuity and minimises the disruption for the children.
- The good liaison between teachers and teaching assistants and the allocation of an assistant to each class create a supportive learning environment for the children.

Impact on the quality of curriculum

The impact of the strategy on the curriculum is good.

- The school exploits the talents and skills of the wider community to enhance and enrich its curriculum and to complement the skills of the staff. For instance, a parent leads a weekly cross-country running activity and there is outside help for the running of an environmental club. Dancing has been provided by a teaching assistant and members of the local Church assist with assemblies. Through its links with a local secondary school the school has provided tuition in Spanish.
- The school's ICT provision, judged unsatisfactory at the time of the last inspection, has been strengthened by the purchase of a wireless network and

laptop computers, the designation of an ICT co-ordinator and increased attention to staff training.

- The provision of PPA time is providing more opportunities for staff to plan their work together. However, the computer network and email are not being exploited sufficiently to support this, particularly for the saving and sharing work.

Leadership and management of reforming and developing the workforce

The leadership and management of the strategy is satisfactory.

- The 2004 Ofsted inspection prompted a sharper focus on standards and more consideration of the potential of workforce remodelling as a means of achieving this. A reduction in the teaching load of the headteacher has strengthened strategic management and contributed to a quickening in the pace of change and improvement.
- Governors play an active part in the life of the school and are fully supportive of workforce remodelling. Some have led changes, including the introduction of school meals and ICT improvements. Others have responsibilities such as the production of a travel plan and health and safety audits. Governors maintain close contact with staff and pupils and their actions are very well focused on raising standards. Their contributions are helping the school to improve and have alleviated some of the workload pressures on staff and the headteacher.
- The school's improvement planning identifies the need to develop the roles and skills of all the adults in the school but does not link this action to raising standards. There is insufficient formal monitoring and evaluation of remodelling actions particularly in terms of their impact on standards and the quality of teaching.

Impact on training and managing a reformed workforce

- There are job descriptions for all posts. Good opportunities for training and development, both in and out of the school, enable teaching assistants to take on whole class responsibilities and, in some cases, to continue their studies to degree level. The school does not evaluate the impact of staff training and development on the quality of teaching and on pupils' achievement.
- Teachers willingly share their expertise with each other and with the teaching assistants. For instance, one teacher is acting as mentor to a teaching assistant who is pursuing degree level studies.
- The new administrative assistant is receiving good induction.

Impact on inclusion

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

- The increasing diversity of the workforce is providing the school with a range of skills to draw upon to support pupils' individual needs. This is particularly useful in helping new pupils to settle and also for those with special educational needs.

Areas for improvement

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

- monitor and evaluate the impact of workforce reform, including the provision of PPA time and the contribution of teaching assistance in lessons, on pupils' achievement and the quality of teaching
- develop a shared area on the school's computer network, within which staff can store planning and assessment information, and promote the use of email for communications
- ensure that the school's policies reflect its diverse staffing and the inclusive ethos it aims to promote
- introduce a system of performance management for members of the wider workforce.

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