

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404045
F 020 7421 6855
www.ofsted.gov.uk



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Mrs Chris Kelly
Headteacher
Chamberlayne Park School
Tickleford Drive
Southampton
SO19 9QP

Dear Mrs Kelly

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 Chamberlayne Park School on 05 and 06 of March 2007 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, a lesson observation and analysis of assessment data and results over recent years.

The overall effectiveness of reforming and developing the workforce in your school was judged to be inadequate. The school has gone through a troubled period over the past three years and this has made it difficult for strategies to be implemented successfully. It is recognised that there is good capacity for future improvement and that many of the developments that you have initiated since you became headteacher two months ago have already shown positive results. The staff is positive about the future and the ethos for learning is now satisfactory and improving.

Impact on standards and the outcomes of Every Child Matters

The impact of the strategy has been unsatisfactory overall, and achievement and standards have fallen from close to average in 2003 to well below

average in 2006. However, leadership and management of the strategy are now satisfactory and the impact on inclusion is good.

- Lower attaining pupils are supported well in school by the Learning Centre and the learning support assistants (LSAs). Many of these pupils are making satisfactory progress.
- Other aspects of the Every Child Matters agenda have been promoted satisfactorily and in some cases well. Pupils feel safe in the school and value the support and help they receive from their teachers and members of the wider workforce. All members of the Student Support Centre staff play a significant part in this.
- Pupils' health and their attitudes to the dangers of drug and alcohol abuse have been fostered well by the work of the wider workforce, including the two nurses who are employed by the school.
- The generally positive relationships between teachers, the wider workforce and the pupils contribute to their emotional well-being. Not all tutors are reinforcing this by using the time from the transfer of routine administrative tasks to increase the pastoral support of pupils during registration.
- Pupils' attitudes to school are generally positive. Many enjoy school, especially pupils who have previously had a record of truancy or low achievement. The support and guidance they get from support staff raise their self-esteem and confidence. Some are now attending school regularly or taking part in individual learning programmes that meet their interests and needs. The remodelling of the school workforce has been used well to develop this aspect.
- Pupils make a positive contribution to the community through the very good work in performing arts and support for charities. They learn aspects of citizenship through the Student Voice and school council initiatives. The wider workforce is closely involved in this work.
- The current unsatisfactory levels of progress in literacy and numeracy mean that pupils are not being prepared satisfactorily for their future economic well-being, although LSAs and other support staff are effective in targeting less able pupils who are underachieving.

Impact on the quality of teaching and learning

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

- The school has made good progress in freeing teachers from routine administrative tasks in order to help them to teach more effectively. However, there is no evidence that the preparation undertaken by teachers during planning, preparation and assessment (PPA) time has contributed to improvements in teaching and learning. Pupils have not learned at a satisfactory rate and this is partly because teachers have not used assessment data effectively. The school recognises that expectations have been too low because teachers were not sufficiently aware of what

their pupils were capable of achieving, based on their prior attainment. Teachers were not ensuring that pupils made the progress they should in their lessons.

Impact on the quality of curriculum

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

- The LSAs have particular expertise, in teaching pupils with learning difficulties, for example, which has contributed significantly to the curricular provision for pupils with special educational needs. Their expertise is called upon by teachers who need advice on how to meet the needs of less able pupils in regular lessons and this also enhances the curriculum for some individuals who are underachieving.
- The school recognises and values the expertise of the wider workforce and is using it to enhance the range of extra-curricular activities. There is a good range of these and some are run with the support of the wider workforce. Activities such as Rock Challenge and Art Asia benefit significantly from this involvement. These are also areas where the school is particularly successful in, for example, national competitions.
- Individual pathways allow the curriculum for older pupils to be adapted to meet their needs for work placements or alternative school hours. These would not run if it were not for the flexibility that workforce remodelling has provided. Some pupils, who were previously poor attenders, are now achieving better at school and attending regularly as a result of these initiatives.

Leadership and management of reforming and developing the workforce

Leadership and management of the strategy have been unsatisfactory.

- Senior leaders now have a good understanding of and commitment to the principles of workforce reform and development, but this has not been the case since its inception. Under the direction of the new headteacher and the senior leadership team, the focus is shifting to ensure that all pupils make adequate progress in their learning.
- The school has made satisfactory progress in implementing all phases of the workload agreement, but there has not been a clear, carefully planned strategy for monitoring the effectiveness of initiatives such as the introduction of guaranteed PPA time.
- Workforce remodelling has been used to reinforce the strategies the school has adopted as part of its extended schools programme. The focus has been on enhancing those aspects of inclusion that relate to the health and safety of pupils, raising their feelings of self-worth and bringing them back to the security of school, whilst also providing help to their families, when needed. These initiatives have been successful, but have affected

only a small proportion of the school population. The key aim of the remodelling agenda, to raise standards for all, has not been addressed.

- Over the past year, there has been a greater emphasis on the use of pupil performance data to raise attainment. The data manager is making an effective contribution to the effectiveness of leadership and management at all levels in the school, by providing the information they need to analyse pupils' progress and the effectiveness of teaching.

Impact on training and managing a reformed workforce

- The school is developing a number of inclusive systems for the performance management and continuous professional development of all staff. Teaching assistants feel valued and some are involved in additional training, which could lead eventually to qualified teacher status. The performance management process fell behind schedule during the recent difficulties facing the school, but improvements are in place.

Impact on inclusion

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

- A key improvement has been in inclusion. LSAs work in class and with small groups to support targeted pupils effectively. Other support staff make a significant contribution to this work, promoting attendance, health and liaison with families.
- Good consideration is given to the deployment of support staff to support vulnerable children, especially those who are too stressed or afraid to come to school. They are carefully and sensitively helped back into mainstream education. These pupils recognise and value how they have been supported, reflecting how their confidence and self-esteem have improved.

Areas for improvement

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

- reconsider the deployment of the wider workforce to maintain the good support for vulnerable pupils whilst ensuring that all pupils in the school make adequate progress in their learning
- set out clear expectations of how performance management, workforce remodelling, professional development and data analysis are to work together to bring about improvements in teaching and learning, so that all staff are clear about their targets and the school's expectations
- provide guidance on the use of PPA time and monitor its effectiveness.

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

Paul Cosway
Additional Inspector