

13 November 2006

Mrs Edwards  
Headteacher  
Kibworth High School and Community Centre  
Smeeton Road  
Kibworth Beauchamp  
Leicester  
LE8 0LG

Dear Mrs Edwards

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 Kibworth High School on Wednesday 08 and Thursday 09 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 a governor, staff and pupils, scrutiny of documentation, and observation of two lessons.

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

Impact on standards and the outcomes of Every Child Matters

The impact of workforce reform on achievement and standards of different groups of pupils is satisfactory.

- The school's actions in remodelling and developing its workforce are well focused on raising the standards and achievement of pupils.
- The arrangement for the head of mathematics to take on a wider role as coach/mentor, working alongside subject leaders, has made a positive

impact on English, where standards at the end of Key Stage 3 have risen during the last two years.

- The new performance tracking system is very well designed and has strengthened the school's monitoring of pupils' progress and the setting of targets for individual pupils, subjects and year groups. At present, some targets, including those for attainment at the end of Year 9, are not sufficiently challenging.
- Pupils interviewed during the visit commented on their enjoyment of school. They want to achieve well and value the support they receive from their teachers and members of the wider workforce. Pupils' behaviour and attendance are both good.

### Impact on the quality of teaching and learning

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

- Changes made over the last two years, including the introduction of data projectors or interactive whiteboards in classrooms, the attachment of learning support assistants to departments, the appointment of cover supervisors and the creation of the new role of mentor/coach are directed to improving the quality of teaching and learning in the school.
- The pupils seen during the visit spoke positively about most of their lessons. They are enthusiastic about the increased use of digital projectors and interactive whiteboards but commented on the lack of variety in some areas and the limited opportunities for them to work collaboratively in groups. In some lessons pupils are not sufficiently engaged or challenged because they have limited opportunities to take an active part, think for themselves or share ideas with each other.

### Impact on the quality of curriculum

The impact of the strategy on specific areas of the curriculum is satisfactory.

- The new 'S7' alternative curriculum for low attaining pupils is well intentioned and potentially effective. Although the absence of the special educational needs co-ordinator has undoubtedly hampered progress, senior staff have not ensured that sufficient attention has been given to the planning, resourcing and staff training required for the successful implementation of this curriculum.

- There has been a significant improvement in the information and communications technology (ICT) infrastructure, and recognition in the school's planning of the continued need to expand and update this. Pupils and staff have good access to ICT resources both within the school and from home.
- The school has identified the potential benefits of improved administrative support for the citizenship curriculum and the post of pastoral support co-ordinator is well designed to achieve these.

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

The leadership and management of the strategy are satisfactory.

- The headteacher and governors have a very good understanding of the potential of workforce reform and development for raising standards. They have a clear vision for the future direction of the school and recognise the benefits of a more diverse school staff to achieving this.
- Senior leaders and governors have given considerable attention to staff restructuring during the last two years. New structures and posts are well designed to strengthen the school's focus on achievement and teaching and learning. Nonetheless, there are tensions; for example, although job descriptions for new posts are aligned with national standards, there is a lack of clarity about the precise responsibilities and lines of accountability of the postholders. Not all staff new to their roles have received the level of support, coaching or training they need to fulfil their responsibilities confidently and well.
- Senior leaders have not managed some changes well enough. This is contributing to some disparate and inconsistent practices across the school, particularly in the use of performance data and the deployment of some members of the wider workforce.

### Impact on training and managing a reformed workforce

- The school is making good progress towards providing an inclusive working environment for its workforce. All staff have opportunities to undertake training and performance management arrangements embrace both teaching staff and members of the wider workforce. There is some variability in these arrangements, including the range of evidence used to inform annual reviews.

## Impact on inclusion

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

- The school has been innovative in its thinking about inclusion and made a number of changes to improve its provision. The inclusion mentor posts are intended to increase the support for pupils at the point of transition between Years 6 and 7 and contribute to the teaching of pupils following the 'S7' curriculum. The transition mentor helps targeted pupils make the transfer into Year 10. The post of pastoral support co-ordinator provides access to the pastoral team for pupils and their parents throughout the school day and is also strengthening the school's capacity to identify and support vulnerable pupils.
- Although not as successful as the school had hoped, the new alternative 'S7' curriculum is providing some vulnerable pupils with the personal support they need to settle successfully at the school.

## Areas for improvement

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

- Improve the quality of the 'S7' alternative curriculum by:
  - making use of the national strategy and intervention materials in order to accelerate pupils' progress
  - ensuring that teachers and inclusion mentors receive the training they need to make effective use of the strategy and intervention materials
  - monitoring the provision carefully to ensure that pupils have the same access to the national curriculum as all other pupils.
- Ensure that there is greater clarity about roles, responsibilities, line management accountabilities and performance management arrangements for remodelled posts.
- As part of the change management process, give further attention to the co-ordination and coherence of new roles and systems and improve the communication between postholders and other staff.
- Ensure that the contribution of workforce reform and development to school improvement is explicit within the school's strategic and development planning. At present it is not clear how the actions taken by the school are being monitored and evaluated or their value for money judged.

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