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Mrs Isabel Ramsay  
Headteacher  
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Dear Mrs Ramsay

Ofsted survey inspection programme – Training and developing the reformed workforce

Thank you for your co-operation and hospitality, and that of the staff, during our visit to Bandon Hill Primary School on Monday 25 and Tuesday 26 June 2007 to evaluate the impact of the reformed 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, and observation of two lessons.

The overall effectiveness of the reformed workforce in your school was judged to be good.

Impact of the reformed workforce on achievement and standards

The impact of the reformed workforce on achievement and standards is good where these staff access and use assessment information accurately to evaluate children's progress.

- Standards are above average at the end of Key Stage 1 and 2. This is partly due to good levels of support for children and teachers from senior teaching assistants, teaching assistants and other members of the reformed workforce in the school.
- Where the reformed workforce accesses and uses assessment information accurately to evaluate learning, children make good progress. For example, the teaching assistants supporting children with English as an additional language and learning difficulties and disabilities are effective because they have a precise focus on meeting specific targets.
- The wider workforce and additional specialist staff have encouraged pupils to take individual and collective responsibilities for their own learning. This underpins their very good behaviour and sense of responsibility. Children are considerate of each other, adults in the school and the wider community. Strong relationships and continuity of support help children to develop as confident learners who enjoy their work.
- The senior midday supervisor and her team of supervisors make a good contribution to children's well being at lunchtime by providing a structured playtime environment that promotes good behaviour.

#### Impact of the reformed workforce on the quality of teaching and learning

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

- Time to enable teachers to plan, prepare and assess (PPA) is provided by specialist teachers for music and French.
- Relationships between the reformed workforce and teaching staff are well established. Staff know each other very well and the children benefit from their intuitive understanding of how they can be most effective when working together. Some working practices have been formalised but they are not always applied consistently.

#### Impact of the reformed workforce on the quality of the curriculum

The impact of the reformed workforce on the quality of the curriculum is good.

- The additional expertise of the reformed workforce has been used to enrich curriculum provision outside the classroom in extra-curricular clubs such as the gardening club which develops children's practical and creative skills.
- Recently, the school has also improved its information and communication technology (ICT) through the appointment of an ICT teaching assistant. This role has improved children's access to ICT and helped to create a closer match between provision and their needs.

- The role of senior teaching assistants (STA) is helping to improve the literacy and numeracy skills of children with learning difficulties and disabilities.

#### Leadership and management of the reformed workforce

The leadership and management of the reformed workforce are good.

- The headteacher and senior leaders have deployed the reformed workforce to improve outcomes for children. Impact has been greatest where roles have been linked to whole school improvement priorities.
- Whilst the performance of the reformed workforce is appraised regularly, it is not always evaluated in relation to children's progress or whole school strategic planning and review.
- The induction and training of the reformed workforce are good. Effective coaching is an important element of this.
- The many opportunities for training and professional development have broadened the expertise of the reformed workforce but they are not always linked to the school's strategic development.

#### Impact on inclusion

The impact on inclusion is good.

- The school has successfully developed an inclusive ethos amongst staff and children. Its pleasant and calm environment is welcoming and supportive.
- The reformed workforce has enhanced the school's capacity to match teaching closely to children's individual learning needs.

#### Areas for improvement

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

- develop systems to monitor and evaluate the impact of the reformed workforce on children's learning
- review the performance of the reformed workforce in relation to children's progress and whole school strategic planning.

We hope these observations are useful as you continue to train and develop the reformed workforce.

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  
Her Majesty's Inspector

Jackie White  
Her Majesty's Inspector