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Mr Richard Kolka
Headteacher
Cardinal Hinsley Mathematics and
Computing College
Harlesden Road
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Dear Mr Kolka

Ofsted survey inspection programme – Deploying, training and
developing the reformed workforce

Thank you for your co-operation and hospitality, and that of the staff, during our
visit to Cardinal Hinsley School on Tuesday 25 September 2007 to evaluate the
impact of the deployment, training and development 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 students and scrutiny of documentation.

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

The impact of the reformed workforce on achievement and standards is good.

- Students' attainment is below the national average. Almost half the
students have a first language other than English and there are twice as
many pupils who are eligible for free schools meals and experience
learning difficulties and disabilities than nationally. Nearly all students
progress well relative to their starting points and some progress very well.
This is partly due to good levels of support for students and teachers from

learning mentors, teaching assistants and other members of the reformed workforce in the school.

- The reformed workforce, through the work of learning mentors and the attendance officer, has enhanced the school's capacity to raise standards of behaviour and levels of attendance. Authorised and unauthorised absences have reduced significantly during the past three years and fewer students have been excluded. This has contributed to improving the personal development and well-being of students.
- Although the reformed workforce has contributed to raising achievement, there are no formal systems to record its effect on students' progress.

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

- Learning support assistants and learning mentors are deployed well to support learning, with the result that students enjoy lessons and achieve higher standards.
- Students with learning difficulties and/or disabilities, who were interviewed for the survey, recognised and valued the support they received from members of the inclusion team. They had good attitudes to learning.
- The work of the office coordinator is improving the systems for tracking students' progress and setting targets. However, they are not yet used consistently across all areas of learning.
- The work of the office coordinator and the social inclusion administrator is focused clearly on reducing the workload of teachers, middle managers and other members of the reformed workforce in order to improve learning.

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

- The curriculum provides good opportunities for nearly all learners to progress and develop well, although the potential of members of the reformed workforce to support gifted and talented students and to enhance the curriculum is not yet fully realised.

The school's leadership and management of the reformed workforce are good.

- You and your and senior leaders have a strong commitment to training and developing the workforce at all levels, as identified in the school development plan. You report that you have received effective advice and support from the local authority in this area.
- Performance management procedures for the reformed workforce are being designed to appraise effectiveness and set objectives to develop

- further knowledge, skills and expertise. There is a clear rationale for how some roles contribute to teaching and learning, but this is not consistent.
- The restructuring of the office staffing and the expansion of the inclusion team are providing members of the reformed workforce with good opportunities for career development and for exercising leadership and management within their own areas of responsibility. The office coordinator and the social inclusion administrator have a good understanding of their roles and responsibilities and how these contribute to improving learning.

The impact of the reformed workforce on inclusion is good.

- Members of the reformed workforce who make up the inclusion team contribute significantly to improving students' personal development and well-being and raising standards by providing focused support for vulnerable and looked after students, those with learning difficulties and/or disabilities and those at an early stage of learning English. They are effective in identifying and overcoming barriers to learning for these students.
- The school has successfully developed an inclusive ethos where members of the reformed workforce are valued and their contribution is recognised by staff and students.

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

- ensure that the deployment, training and development of the reformed workforce are planned coherently across all areas of learning and that roles are linked clearly to priorities in the school improvement plan
- develop systems to monitor and evaluate the impact of the reformed workforce on students' learning
- involve the reformed workforce more in using data effectively to set specific targets for students' progress.

I hope these observations are useful as you continue to train and develop the reformed 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
Her Majesty's Inspector