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Mrs Jane Detnon
Headteacher
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Dear Mrs Detnon

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

Thank you for your hospitality and co-operation, and that of your staff and pupils, during my visit on 19 October 2007 to evaluate the impact of the deployment, training and development of the reformed workforce. For the purposes of this survey inspection, the term 'reformed workforce' will apply to any person employed by or working in partnership with the school who is not a qualified teacher.

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 discussions with staff and pupils, scrutiny of relevant documentation and observation of pupils' work.

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.

- Individuals and groups of pupils make good progress as a result of the support from teaching assistants.
- Teaching assistants use data effectively to monitor and track pupils' progress. For example, they manage the spelling programme well to plan interventions to improve basic literacy skills.
- Effective teamwork with teachers allows teaching assistants and midday supervisors to manage disruptive or poorly motivated pupils. Behaviour in lessons and around the school has improved.

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

- As a result of workforce reform, you report that teachers enjoy an improved work/life balance. Additional time for planning, preparation and assessment has increased their confidence in the classroom.
- The presence of well trained teaching assistants in class to provide group work and one-to-one support has increased. This encourages teachers to use more challenging learning activities, particularly practical and creative tasks, to improve pupils' motivation and learning.
- The school uses members of the reformed workforce with specialist expertise to teach when teachers are allocated time for planning, preparation and assessment. Pupils benefit from specialist teaching in science, information and communication technology, French and music.

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

- The modification of schemes of work during time allocated for planning, preparation and assessment has had a good impact on the curriculum.
- Extra-curricular activity has also been extended, with members of the reformed workforce providing girls' football, cookery classes and a daily gym-trail programme.

Leadership and management of the reformed workforce are good.

- You and your senior leaders have welcomed workforce reform and used it well. The impact on pupils' personal development has been a particular strength. You made a concerted effort to raise pupils' awareness of the status of members of the reformed workforce and their contribution to the school.
- You have deployed and developed the reformed workforce effectively. However, you are not able to provide evidence on their effect on pupils' learning as you have not developed procedures to evaluate the impact of their work fully.

The impact of the reformed workforce on inclusion is satisfactory.

- The school deploys teaching assistants effectively to support groups of pupils and individuals across the full range of learning needs. They support pupils with learning difficulties and/or disabilities or provide extension work for the most able pupils. They also liaise with parents or carers to further pupils' personal development and well-being.

Areas for improvement, which we discussed, included:

- the need to identify with greater precision how the reformed workforce is raising standards and improving learning.

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 the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Robert Drew
Additional Inspector