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Dr C Taylor  
Headteacher  
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Dear Dr Taylor

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 students, during my visit on 12 December 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 students, scrutiny of relevant documentation and observation of staff at 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.

- Learning mentors and behaviour mentors are making a significant contribution to improving standards of behaviour and attendance at the college. Referrals for poor behaviour and issuing of sanctions have halved, exclusions have dropped markedly and attendance is improving.

- The assistant headteacher and year managers have responsibility for pastoral care within the college and are improving the personal development and well-being of the students.
- Members of the reformed workforce, who are in charge of the college's learning support unit, are very successful in tackling students' insecurities and lack of motivation and improving their study skills. This enables the students to make better progress in all aspects of their learning.
- The integrated learning system to raise attainment and support teachers, which is managed by a higher level teaching assistant, is improving the literacy, numeracy and ICT (Information and Communication Technology) skills of targeted students at Key Stage 3.

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

- Teaching and learning at the college are improving; monitoring data shows that in the last twelve months the proportion of good or better teaching has risen from 57% to 70%. Students have been helped to see the consequences of missing lessons or disrupting others through the mentoring they receive. Teaching assistants are providing specialist expertise in the classroom while cover supervisors are giving far better continuity to teaching than previously given by supply teachers.

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

- Members of the reformed workforce play an important part in supporting the curriculum changes that have been introduced to incorporate work related learning at Key Stage 4.
- Members of the reformed workforce help with some extra curricular activities such as the popular badminton club and a games and homework club for vulnerable students.

Leadership and management of the reformed workforce are good.

- The headteacher and the senior leaders show a very clear understanding of the roles and responsibilities of the reformed workforce. The increase of senior leadership posts given to members of the reformed workforce, are providing improved support for a greater number of students.
- The training and development of the reformed workforce is effective. Procedures for the appraisal of members of the reformed workforce use the same criteria as the teachers' performance management scheme. Members of the reformed workforce attend the same range of whole college training as teachers as well as training to meet their individual needs. Members of the reformed workforce use their specialist knowledge and skills to provide useful training for teachers, an example of this is the recent briefing given by the teaching assistant who supports students with English as an additional language.

- The local authority provides good support for training and developing the reformed workforce.

The impact of the reformed workforce on inclusion is satisfactory.

- The college is very successful in using the skills and expertise of the reformed workforce in engaging the most hard to reach students.
- The school recognises the need to develop further links with the community through its status as an Extended School. There is considerable scope for further involving parents and carers in their children's learning.
- The Year 6-7 manager is liaising with feeder primary schools to identify students with emotional and academic needs and to plan transitional support.

Areas for improvement, which we discussed, include:

- deploying members of the reformed workforce to implement plans for greater parental and community involvement
- further developing the primary liaison role of the Year 6-7 manager.

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