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Mr G Leend
Headteacher
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Dear Mr Leend

Ofsted survey inspection programme – Workforce Reform: has it made a difference?

Thank you for your hospitality and co-operation, and that of your staff and pupils, during my visit on 30 September 2008 to evaluate the impact of the deployment, training and development of the wider workforce. For the purposes of this survey inspection, the term 'wider 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, the chair of governors and pupils, and scrutiny of relevant documentation. The overall effectiveness of the wider workforce in your school was judged to be good.

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

- Pupils make good progress, especially in the Early Years Foundation Stage (EYFS) and in literacy throughout the school due to the good support provided by members of the wider workforce.
- Pupils themselves can identify that they are making better progress in both literacy and numeracy, due to the smaller size of groups and the support of the wider workforce.
- Pupils with learning difficulties and/or disabilities make good progress due to the support of the wider workforce.

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

- Planning, preparation and assessment (PPA) time has given teachers more time to analyse their pupils' progress and to plan work that is matched better to their individual needs.
- Teachers have better opportunities to use the wider workforce to best effect. In particular, this has a positive impact on learning in the EYFS and of pupils with learning difficulties and/or disabilities.
- Information and communication technology (ICT) is used well by staff to support pupils' learning.

The impact of the wider workforce on the quality of the curriculum is outstanding.

- The curriculum is very well matched to pupils' individual needs due to assiduous use of data to plan work, and the use of the wider workforce and ICT to enhance the provision.
- There is an excellent range of additional activities for pupils, often provided by the wider workforce. Pupils love these activities and support them very well.
- Outstanding use has been made of the skills and interests of all staff, for instance in providing cookery and specialist support for the library.
- The extended provision of care after school further enhances the curriculum.

The leadership and management of the wider workforce are good.

- Staff have high morale and teachers greatly appreciate the arrangements made for PPA. The good provision of a quiet, professionally equipped workroom is especially valued.
- Good leadership of the wider workforce means they feel valued and have high levels of job satisfaction. Middle leadership is good and is especially effective in the EYFS and the extended provision.
- Performance management of the wider workforce is somewhat informal. Job descriptions are highly detailed and include matters better suited to performance review.
- Governors and senior leaders are rightly concerned that the headteacher has insufficient dedicated leadership time and that at times he has an excessive workload.

The impact of the wider workforce on inclusion is outstanding.

- The extended provision has enabled parents to engage more fully with the school. As a result, they are better able to support their children's education throughout their time in school, and to identify their own learning needs. An effective wider workforce has brought this about.
- Pupils with learning difficulties and/or disabilities are very well supported by the wider workforce, in both their learning and personal needs. This has enabled them to make similar progress to other pupils and to take a full part in school life.

Areas for improvement, which we discussed, included:

- ensure that performance management of the wider workforce enables individual strengths to be acknowledged and training needs identified
- ensure that the headteacher has appropriate leadership time to maintain a reasonable workload.

I hope these observations are useful as you continue to train and develop the wider 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

Paul Sadler
Additional Inspector