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Mrs C Chapman
Headteacher
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Dear Mrs Chapman

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 students, during our visit on 27 November 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 and students, scrutiny of relevant documentation and observation of parts of six lessons.

The overall effectiveness of the wider workforce in your school was judged to be outstanding.

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

- Carefully planned and targeted support for students from members of the wider workforce help to maintain the outstanding achievement identified in the last inspection.
- Students demonstrate extremely positive attitudes to learning; they flourish as a result of the extensive pastoral support provided throughout the school by members of the wider workforce. Attendance levels are

continuing to improve and very effective links with parents have developed through the work of the pastoral managers and the intervention team.

- Procedures to monitor and track students' academic achievement are not always used effectively to evaluate the impact of the wider workforce.

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

- The deployment of the reformed workforce is well-focused on reducing the workload of teachers, senior leaders and middle managers in order to improve teaching and learning.
- Learning Support Assistants (LSA) are used effectively as co-tutors during form time and provide students' with additional support for learning and homework guidance. This demonstrates good collaboration between teachers and support staff.
- The recent introduction of the study facility, as part of the school's virtual learning environment managed by the technician for information communication technology, is very successful. It enables students, staff and parents/carers to access homework tasks and provides a clear focus for learning during a timetabled study period at the end of the day.
- During lessons LSAs are deployed to provide individual support to students with statements of special educational needs. This limits their potential to support a wider range of students and to establish links with specific phases or subjects.

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

- The wider workforce makes a significant contribution to a well-organised curriculum which meets the diverse and wide ranging needs of learners especially those students who require additional intervention strategies for literacy, numeracy and for those at the early stages of learning English.
- Members of the wider workforce provide opportunities for additional learning and a wide range of imaginative extra-curricular activities as part of the extended school provision. Students speak highly of the range and availability of after school clubs, particularly the literacy catch-up club and the astro-turf facilities.
- The learning support centre provides effective provision for vulnerable and disaffected students, ensuring they are able to access a range of curricular opportunities within a small group setting.

The leadership and management of the wider workforce are good.

- You and your senior leaders have an exceptionally strong commitment to raising standards and achievement through imaginative and creative deployment of the wider workforce to support students' personal development and well-being.
- There are some opportunities for members of the wider workforce to develop leadership and management responsibilities within their field of expertise.
- Members of the reformed workforce report that they feel valued and well supported. They have access to relevant training and performance

management although the links between school improvement priorities and their deployment and professional development are not fully developed.

The impact of the wider workforce on inclusion is outstanding.

- The inclusion of learners is central to the school's vision and resources to support vulnerable and disaffected students are effectively deployed. They are provided with extensive and additional opportunities when transferring from primary school to ensure they feel safe and have their needs fully met. Parents and carers are fully involved in all aspects of the transition process.
- The LSA for students with disabilities ensures students with additional needs are cared for and supported in accessing the full curriculum.

Areas for improvement, which we discussed, included:

- consider how LSAs could be deployed more effectively within lessons to support a wider range of students and establish links with specific phases or subjects
- reflect on how performance management of members of the wider workforce could be used to link deployment and professional development with school improvement priorities.

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

Anne Wellham
Her Majesty's Inspector