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05 December 2008

Mr P Wisken
Headteacher
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Dear Mr Wisken

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 18 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 pupils, scrutiny of relevant documentation and observation of part of a lesson.

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.

- The good work of the wider workforce in supporting pupils' learning, especially for those with learning difficulties and/or disabilities, contributes to rising standards at the end of Year 6 in reading, mathematics and science.
- Pupils with profound learning needs make better than expected progress in all subjects, again due in part to the good support of the wider workforce.
- Members of the wider workforce have supported teachers in implementing an effective whole school behaviour policy. This has led to significant improvements in behaviour and a reduction in exclusions.
- The work of members of the wider workforce who monitor absence and contact parents has contributed to improvements in attendance.

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

- Members of the wider workforce provide very good support for the teaching of pupils with learning difficulties and/or disabilities. They routinely discuss the plans for the lesson with the class teacher, so there is clarity about each adult's role. This contributes to brisk teaching and pupils' good progress.
- Members of the wider workforce observe learning and contribute to the assessment of pupils' progress. This approach is especially effective in the Key Stage 2 nurture class.
- While members of the wider workforce undertake some important tasks that release teachers' time, some teachers continue to undertake routine tasks such as collecting money and bulk photocopying. This limits the effectiveness of time allocated for planning, preparation and assessment.

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

- Members of the wider workforce enrich the curriculum by using their skills to contribute to the teaching of physical education (PE), cookery, gardening, information and communication technology (ICT), and in the Early Years Foundation Stage (EYFS).
- The work of the wider workforce in assessing pupils' progress helps teachers to plan a curriculum that is well-matched to pupils' individual needs. In particular, the contribution of the wider workforce in the Key Stage 2 nurture group enables these pupils to follow individual learning programmes.

The leadership and management of the wider workforce are good.

- Effective monitoring, evaluation and planning have identified the contribution that the wider workforce makes to raising pupils' achievement and ensures they are effectively deployment.
- The school's inclusive ethos enables all staff to be valued and respected by pupils and parents.
- Members of the wider workforce receive effective training for their roles in school, but do not always have sufficient information or opportunities for career development.
- Performance management of the wider workforce is in place, but some staff lack confidence in the process.

The impact of the wider workforce on inclusion is outstanding.

- Members of the wider workforce make an excellent contribution to raising pupils' achievement, especially for those with learning difficulties and/or disabilities, and in improving pupils' behaviour. They have also contributed to the school's receipt of a national award for the support of vulnerable pupils.
- Members of the wider workforce make an excellent contribution to enhancing the school's links with parents, external agencies and the wider community. They help enhance parents' basic skills where this is needed.

Areas for improvement, which we discussed, included:

- ensure that teachers maximise their use of time for planning, preparation, assessment and teaching, by not carrying out routine tasks that could be done by members of the wider workforce
- implement performance management so that members of the wider workforce have confidence in the process and appreciate the benefits.

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