

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404040
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



10 December 2008

Mr H Cowd
Mr M Siswick
Joint Headteachers
Chesterton Primary School
Dagnall Street
Battersea
London
SW11 5DT

Dear Mr Cowd and Mr Siswick

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 Monday 01 December 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 parts of three lessons and one intervention group.

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.

- Members of the wider workforce are deployed very effectively to support the excellent achievement of pupils across the school. Their roles and responsibilities are well defined and appropriate to meet the needs of pupils particularly those with learning difficulties and/or disabilities and those at the early stages of acquiring English.

- Members of the wider workforce are good role models for pupils and convey clear expectations of manners and behaviour. This contributes to pupils' positive attitudes and enjoyment of their learning.
- Members of the wider workforce who support teaching and learning are set targets linked to pupil progress. These are very helpful in ensuring that support is focused on improving learning especially when they are linked to specific children or groups of pupils and evidence of success is identified.

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

- The areas of teaching and learning that members of the wider workforce take responsibility for are clearly defined and appropriate. They are regularly reviewed as pupils develop and their needs change. Experienced teaching assistants are proficient at adapting work for individual pupils.
- Strong collaborative working practices exist between teachers and members of the wider workforce. Careful direction from teachers and the sharing of detailed planning allow members of the wider workforce to know exactly what they need to do to help children improve. Monitoring records of pupils' progress kept by teaching assistants, learning support assistants and the learning mentor allow teachers to know how effective support has been.
- Members of the wider workforce make a very positive contribution to improving pupils' attitudes to learning by boosting confidence and instilling determination and perseverance. This is particularly important as so many children encounter significant barriers to learning.

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

- The contribution made by members of the wider workforce is significant both in the taught curriculum and in contributing to extra curricular learning outside the classroom.
- Strong links are being developed with the community by the team that supports ethnic minority achievement. For example, workshops to provide information about the primary curriculum have been well attended by Somali parents and children are benefiting from their parents' involvement in activities held during the school day.
- Although the contribution of the wider workforce to the curriculum is developing well, its impact is not clearly defined or fully evaluated.

The leadership and management of the wider workforce are outstanding.

- You and your senior managers demonstrate a very strong commitment to the development of the wider workforce by providing a supportive professional workforce culture where all staff are encouraged to have high expectations of their work and to be accountable for pupils' learning.
- There is a fully inclusive and coherent approach to performance management and an imaginative approach to continuing professional development which is embracing a wide spectrum of training and development opportunities.
- The comprehensive system of setting performance objectives for the wider workforce, identifying relevant training and development and reviewing

progress against targets enable staff to be proactive in developing their roles and responsibilities.

- Members of the wider workforce discuss their performance with their line managers and this process is well supported by focused observation of their work, both within and outside the classroom, by separate reviewers from the School Improvement Team. This is building up the confidence and self-esteem of the wider workforce. Regular meetings of teaching assistants to share opinions and identify training and development needs link well to priorities for school improvement. These meetings provide a useful forum for showcasing good practice as well as disseminating training outcomes

The impact of the wider workforce on inclusion is outstanding.

- Chesterton is a welcoming and all-encompassing school. Staff operate as an inclusive team and provide high quality support for learning. They are fully committed to improving the achievement and well-being of all pupils.

Areas for improvement, which we discussed, included:

- considering ways in which the contribution of the wider workforce to the curriculum could be defined and evaluated
- providing further opportunities for members of the wider workforce to share good practice.

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