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Mr A Coombs
Headteacher
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Dear Mr Coombs

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 my visit on Wednesday 03 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 students, scrutiny of relevant documentation and observation of parts of six lessons and lunch time activities.

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.

- Students join the school with broadly average attainment and reach standards that are above the national average. This is partly due to carefully planned and targeted support for students and teachers from members of the associate workforce. Roles and responsibilities are well defined and appropriate to meet the needs of students.
- Members of the associate workforce are good role models for students and convey clear expectations of manners and behaviour which contributes to students' positive attitudes and enjoyment of their learning. The work of

the behaviour support team has made a significant contribution to improving and maintaining standards of attendance and behaviour.

- The school has thorough systems to assess and track students' achievement but these are not yet used fully to monitor and evaluate the contribution that members of the associate workforce make to students' progress.

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

- Members of the associate workforce are exceptionally dedicated, well motivated and fully committed to improving the achievement of all students.
- Strong collaborative working practices exist between teachers and members of the associate staff. Careful direction from teachers and the sharing of planning allow learning support assistants to know exactly what they need to do to help students improve.
- The monitoring logs kept by learning support assistants provide an excellent qualitative record of the support provided and students' responses. They provide valuable, detailed information that feed into annual reviews and reports to external agencies. However, they do not record consistently how much progress students are expected to make and whether they are meeting their learning targets.
- The work of the newly appointed data manager has increased capacity to use data analysis to monitor and evaluate the effectiveness of support and intervention strategies.

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

- Members of the associate staff make a significant contribution to a well-organised curriculum which meets the diverse and wide ranging needs of learners. The strong emphasis on personalising the curriculum and mentoring disaffected and/or underachieving students is supported well by the targeted deployment of associate staff in areas where their skills, knowledge and experiences are used to the best effect.
- Members of the associate staff provide opportunities for additional learning and a wide range of imaginative extra-curricular activities. The work of the newly appointed sports development officer is enhancing the range of lunchtime and after school sports and games. Students place a high value the range and availability of clubs and activities. During my visit it was clear that large numbers of students participate and clearly enjoy themselves.

The leadership and management of the wider workforce are good.

- You and your senior leaders have a strong vision and commitment to maximise the contribution that each member of staff can make to students' learning and well-being. Members of the associate staff are fully integrated into the life of the school at every level and the supportive, professional environment encourages them to hold high expectations of the quality of their work.
- The development of the associate staff is supported by a coherent cycle of induction, training, performance management, and professional and career development linked to school improvement planning.

- The school's evaluation of the impact of the associate staff on students' personal development and wellbeing is accurate and far reaching. It is less sharply focused on the impact of their work on students' learning.

The impact of the wider workforce on inclusion is outstanding.

- Redmoor is a very friendly, inclusive and cohesive school. Members of the associate staff do much to ensure that all students are included and their needs well met.

Areas for improvement, which we discussed, included:

- considering how monitoring logs could be more specifically related to students' learning and be more precise about how much progress is expected and achieved
- monitoring and evaluating the impact of the associate staff on students' learning more fully.

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