



Case Study – William Shrewsbury Primary School

William Shrewsbury Primary School is a very large three-form entry primary school in a semi-rural location on the outskirts of Burton-on-Trent. The catchment area is mainly owner-occupied housing. They have a low percentage of free school meals and a very large majority of the children are of white UK heritage. The school has been strongly committed to staff professional development for many years and has been awarded Investors in People three times. The school has 679 pupils on roll and a very large school team, with over 90 adults employed at the school. There are 28 teachers and 30 support staff, made up of 24 teaching assistants, 4 office staff, 1 ICT technician and 1 pianist.

Approaches to Remodelling

Priority 1 – to ensure that the whole school community was involved in the change process.

In order to do this:

- a cross functional change management group was set up which meets every half term
- awareness raising sessions are held for all stakeholder groups
- a staff emotional well being team was established to identify ways to improve work life balance.

Priority 2 - to ensure that all administration tasks were carried out by staff other than teachers.

In order to do this:

- changes were made to the roles of some clerical staff. These staff were timetabled to support teachers with filing, photocopying, mounting etc
- the deployment of teaching assistants was maximised and rationalised so that they were working mainly with one class
- Teaching assistants were encouraged, trained and supported so that they could take over tasks such as displays, library, routine marking, organisation of trips, ordering, storage and tidying of resources
- additional costs for these were provided from the budget.

Priority 3 – to meet the requirement to provide 10% PPA time for teachers without detriment to our existing good curriculum provision.

In order to do this:

- the school community was consulted on a variety of models. The favoured model was to provide the cover by using our own teaching assistants to offer broadly the same curriculum as we already had in place. This deliberate decision was taken because we had already spent time making our curriculum interesting, creative and exciting and our extra curricular provision has been rated as excellent.
- those teaching assistants who were willing to cover PPA and who had the necessary skills were identified (65% of Teaching assistants were interested).
- the teaching assistants who were delivering lessons were monitored using a set of criteria based on HLTA standards (none of our teaching assistants wanted to apply for HLTA status, although the majority are qualified to NVQ3 level).
- a timetable for cover was drawn up, based on deploying the teaching assistants so that they were covering areas they had interest/skill in, so that we are working to their strengths. These are mainly the foundation subjects.
- we ensured that the PPA timetable released all 3 teachers in a year group together for joint planning. In any one-day, we need at least 6 teaching assistants to provide cover at the same time.
- additional in-house training was provided in areas teaching assistants requested support in such as ICT and behaviour management.
- a trial week in the summer term was organised to identify any problem areas



- all stakeholder groups were kept up to date with the model and drew up a 'protocol for cover' involving teachers and teaching assistants.

Outcomes/Impact

1. The staff enjoy their jobs! They are proud of their achievements and feel clear and happy in their roles. They still feel overworked, but we hope to see an improvement in this with the introduction of PPA.
2. Our teaching assistants are much more empowered and skilled. They feel part of the school team and know that their contribution is valued. They are becoming very pro-active in identifying new areas where they can improve practice in the school.
3. The teaching assistants are increasingly asking if they can provide the cover for teachers who are on courses, attending meetings etc. This is working particularly well in the Infants, where we are now using fewer supply teachers. The continuity of provision for the children is much better.
4. We are working towards teaching assistants being seen as important members of the team by teachers, parents and children.
5. Relationships in school are very positive, with everyone working together as a team for common goals and aims. There is a culture of 'team working' and staff support and value each other.
6. The children have a rich and interesting curriculum, provided by a variety of adults. More subjects can now be taught by adults with a particular skill, interest or enthusiasm for that area; for example, music, art and PSHE are all delivered by teaching assistants who are skilled in these areas.

Moving Forward

We know there will be issues to deal with in September when PPA is introduced. We still need to improve the way we manage the change process and trying to involve everyone and ensure all staff are consulted remains a considerable challenge in such a large school. However, we are all committed to trying to find the best ways to provide the highest quality educational experiences for the children in our school.

- **Bernadette Hunter, Headteacher**