

The impact of workforce remodelling on pupils' learning and raising standards

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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gsi.gov.uk

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Introduction

- 1 The Department for Education and Science (DfES) published 'Raising standards and tackling workload: a national agreement' in January 2003. The agreement recognised that further progress on raising standards for pupils will not be possible unless teachers are "free from the shackles of excessive and inappropriate workload". It is in this context that the agreement included changes to teachers' contracts, to ensure that all teachers including headteachers:
 - do not routinely undertake administrative and clerical tasks;
 - enjoy a reasonable work/life balance;
 - have a reduced burden of providing cover for absent colleagues;
 - have guaranteed planning, preparation and assessment (PPA) time within the school day; and
 - are assured of a reasonable allocation of time to carry out their leadership and management responsibilities.
- 2 The agreement also suggested that:
 - headteachers should have dedicated time which recognises their significant responsibilities; and
 - reform of support staff roles should be undertaken so that teachers and pupils are better supported.

Background

- 3 This report builds upon three previous reports by Estyn on related themes:
 - Good practice in para-professional and other support for teachers – November 2003;
 - Teachers' workload – September 2004; and
 - Raising standards and tackling workload in schools in Wales – September 2005.
- 4 The detail of this report includes an analysis of:
 - the impact of workforce remodelling on schools, teachers and pupils;
 - planning, preparation and assessment time; and
 - leadership and management time and dedicated headship time.
- 5 The report also includes an appendix containing seven case studies with examples of good practice.
- 6 The report draws on:
 - ongoing information collected during visits made by Her Majesty's Inspectors to 14 primary schools and 6 secondary schools;
 - a detailed questionnaire response from a cross section of 24 primary schools, 13 secondary schools and 3 special schools;
 - discussions with headteachers, teaching and non-teaching staff in a range of schools;
 - discussions with personnel employed in areas to help schools with the remodelling changes, change managers; and
 - good practice visits made by Her Majesty's Inspectors to 10 schools.

Main findings

- 7 While workforce remodelling is generally regarded as a very positive initiative, there remain several issues of concern. A summary of the positive features and the issues of concern is given below.

Positive features

- 8 The positive impact of workforce remodelling has been considerable.
- All teachers receive at least 10% PPA time and, as a result, have more time available in which to undertake planning, preparation and assessment activities. This has generally resulted in an improvement in the quality of these activities and also, in a few schools, in the quality of teaching.
 - A combination of factors, including the limits on cover, the removal of the requirement for teachers to invigilate examinations and the introduction of guaranteed PPA time have together had a very positive impact on all teachers, particularly those in secondary schools.
 - Standards of pupils' achievement and behaviour have improved in a few schools, mainly those where the quality of teaching has improved.
 - In a third of schools, pupils benefit from having a range of other adults in the classroom, including specialist input for specified work¹ for a part of each week.
 - In a small number of primary schools, the curriculum for pupils during PPA time has been enriched through the inclusion of a broader range of appropriate activities.
- 9 The numbers of support staff in schools have increased significantly. Many jobs that have traditionally been done by teachers are now being carried out by new types of support staff. The transfer of many tasks to these adults is beginning to change the ways teachers work, in a positive way. Teachers now have more time to spend directly on learning and teaching activities.
- 10 Schools have different strategies for releasing teachers for guaranteed PPA time. Most schools, if finances permit, arrange for specified work during PPA time to be delivered by part-time qualified teachers. Just over three-quarters of primary schools employ teachers in some way to do this.

¹ Specified work enables pupils to continue their learning as they carry out activities under supervision. This is distinct from cover supervision work to cover teachers absent on sick leave where no active teaching takes place.

Specified work in schools can include tasks set by teachers, extended tasks jointly planned by support staff and teachers and free-standing enrichment activities delivered by external specialist teachers or volunteers.

The good practice case studies contained in the appendix to this report provide examples of specified work.

- 11 Many schools use a combination of teachers and support staff to enable teachers to have PPA time. In a few primary schools, headteachers, retired teachers, sports tutors or volunteers provide specified work during PPA time. These staff undertake specified work with pupils.
- 12 In some primary schools, where support staff deliver specified work to pupils that they know well, this provides good continuity. In others, support staff are well deployed to provide specified work in a specialist role for a variety of classes of pupils.
- 13 Most schools have appropriate accommodation in which staff are able to take their PPA time. In about a quarter of schools, good accommodation is enhanced by access to computer intranet and internet facilities. In 20% of schools, staff are allowed to take their PPA time off-site and teachers often work at home.
- 14 In almost three quarters of schools, there is some provision for leadership and management time for all those with management responsibilities. Also, in almost a half of schools, headteachers receive some dedicated time to lead and manage their schools.
- 15 In a third of schools, leaders and managers feel that leadership and management and dedicated headship time has enabled them to complete more tasks during their normal working day instead of having to take it home at night. Also, in many secondary schools, more support staff are being employed to manage work that was traditionally done by senior staff. This is changing the nature of the leadership roles of senior staff, who can now focus more on learning and teaching issues.
- 16 The Welsh Assembly Government (WAG) has invested a significant amount of extra resources to support workforce remodelling.
- 17 Time has been freed up that provides senior staff, mainly in secondary schools, with more opportunities to focus on how to secure further improvements in learning and teaching.

Issues of concern

- 18 Most schools are not measuring the impact of the remodelling initiative on standards of pupils' achievements and it is too early to make definitive judgements. However, there are a number of areas of concern.
- 19 Almost 20% of schools feel that the remodelling agenda has produced no positive results as far as improvements in standards are concerned.
- 20 Headteachers have the following concerns:
 - in a quarter of the primary schools we sampled, standards of pupils' behaviour have deteriorated in the periods when specified work is being delivered by support staff during PPA time; and

- in 10% of schools, there has been a reduction in the number of field trips, visits and staff in-service training (INSET) that take place because of difficulties in changing timetabled PPA time.

21 There are also concerns specifically related to the introduction of PPA time.

- In just over a third of schools, senior staff have had to change their original remodelling arrangements. There are particular difficulties in changing secondary timetables to fit in the guaranteed PPA time.
- In a few primary schools, because some of the support staff used to provide specified work lack relevant experience, pupils do not make the progress expected.
- In a few schools, a number of different supply teachers have provided specified work to pupils every few weeks. This has had a negative impact on teaching and learning because of the lack of continuity in contact.
- A third of schools find it difficult when staff, who provide specified work to pupils during PPA time, are absent. In some 20% of primary schools headteachers are able to alter the arrangements they have in place for PPA time to resolve the problem while, in a few primary schools, they themselves have to cover for absent staff. This solution is undesirable and, in any case, not sustainable.
- A small number of schools do not have suitable accommodation for teachers to use in their PPA time.
- In around a half of schools, staff question the long-term sustainability of this initiative because of uncertainty over funding.

22 In secondary schools and large primary schools, significant increases in support staff numbers mean that senior teachers and headteachers find it time-consuming to organise and deploy these staff.

23 In almost a quarter of schools, there is little or no leadership and management time for senior staff. Even where provision is made, in a fifth of those schools, this is no greater than what was available previously.

24 In around a third of secondary schools, there is little or no dedicated headship time for headteachers. In primary schools, just over 60% of headteachers have little or no dedicated headship time. Even where provision is made, in a fifth of those schools, this is no greater than what was available for headteachers previously. As a result, this initiative is having a limited positive impact on the work/life balance of many school leaders.

25 A half of secondary schools employ qualified teachers in non-teaching roles. These staff undertake different types of support tasks including work with small groups of pupils. However, these qualified teachers are often being used to do jobs that could be done by support staff and they also receive support staff rates of pay.

- 26 Also, in a few schools, newly qualified teachers (NQTs) are being employed to provide specified work during PPA sessions. Often, these posts are not suitable for their period of induction and therefore this is not effective use of NQTs' time or of school resources.
- 27 Only a quarter of schools use specific remodelling funding to pay for dedicated headship and leadership and management time. Most schools fund it from their core funding, with a few schools using Better Schools Fund allocations. The budgets of a few schools are so constrained that they can make no funding available.
- 28 In almost a half of all schools, the process of introducing teaching and learning responsibilities (TLRs) has had a negative effect on staff morale. In these schools, it has diluted the positive effects of workforce remodelling.
- 29 The introduction of the TLR system has generated a significant amount of extra work and has had a detrimental effect on the work/life balance of about a third of headteachers.
- 30 In a large number of schools, changes associated with the national agreement represent one of the biggest initiatives they have had to manage. It is taking a significant amount of time for senior teachers and headteachers to organise and manage these changes efficiently and effectively.

Recommendations

The Welsh Assembly Government should:

- R1 monitor the impact of workforce remodelling on the workload of senior teachers and headteachers; and
- R2 provide schools with specific guidance on work/life balance and how this might be achieved for headteachers in particular.

Schools should:

- R3 monitor and evaluate the impact of changes associated with workforce remodelling on:
 - the workload of senior teachers and headteachers; and
 - pupils' standards of achievement.

An overview

- 31 Over the last two years, all schools have adopted the changes associated with the national agreement and have responded by:
- removing administrative tasks from teachers and transferring these to support staff;
 - changing the way that existing support staff work and employing more such staff;
 - trying to ensure that all teachers receive at least 10% planning, preparation and assessment (PPA) time; and
 - arranging for teachers or support staff to deliver specified work during PPA time.
- 32 A large number of schools feel that the above changes represent one of the biggest organisational initiatives they have had to deal with.
- 33 The numbers of support staff employed in schools have increased significantly. They provide teachers with more time to focus on their core task of teaching and learning. In a sample of secondary schools, the number of support staff now employed is as follows:
- 1,450 pupils – 46 support staff (25 LSAs and 21 administrative) 85 teachers;
 - 1,158 pupils – 30 support staff (16 LSAs and 14 administrative) 64 teachers; and
 - 615 pupils – 20 support staff (10 LSAs and 10 administrative) 46 teachers.
- 34 In a sample of primary schools, the number of support staff now employed is as follows:
- 265 pupils – 11 support staff (10 LSAs and 1 administrative) 13 teachers; and
 - 154 pupils – 7 support staff (6 LSAs and 1 administrative) 5 teachers.
- 35 Workforce remodelling in schools and the transfer of many tasks to support staff is beginning to change the ways teachers work. Many jobs traditionally done by teachers are now being carried out by new types of support staff. Many schools, especially secondary schools, have appointed support staff to new roles, for example, as cover supervisors, business managers, operations managers, examinations officers and attendance officers.
- 36 About a quarter of all schools also employ teachers in a non-teaching capacity. Almost a half of secondary schools employ teachers in this way. These qualified teachers are employed in a variety of roles, for example, as laboratory or information

technology technicians, invigilators, learning support assistants, cover supervisors and care assistants. They receive support staff rates of pay for this work.

- 37 Employing large numbers of support staff means an increase in the organisational and managerial load for senior staff and headteachers, particularly in secondary and large primary schools.
- 38 The Welsh Assembly Government has invested a significant amount of extra resources to support the introduction of this initiative across all schools in Wales. Extra resources, in the schools sampled, vary from between £7,000 for small primary schools to over £100,000 for large secondary schools.

The impact of workforce remodelling

- 39 The impact of workforce remodelling on teachers has been very positive. Almost all teachers now have more time for planning, preparation and assessment activities. Also, in a half of all schools, teachers feel that they have a better work/life balance and, consequently, staff morale has improved. In a few schools, there is less teacher absenteeism, although it is not clear whether this is a direct consequence of the remodelling.
- 40 In all secondary schools, the combination of limits on cover, the removal of requirements for teachers to invigilate examinations and the introduction of guaranteed PPA time have made a significant positive impact on teachers and the time they have available.
- 41 In about a third of schools, the quality of teachers' planning, preparation and assessment has improved and, in a few schools, the quality of teaching has improved because of this.
- 42 However, almost all schools feel that it is too early to make any sort of firm judgement on the impact of workforce remodelling on standards of pupils' achievement. A small number of schools also feel that it is very difficult to isolate the impact that remodelling has on standards from the impact of other initiatives. Additionally, many schools feel that the causal link between remodelling and raising standards of pupil achievement will not always be possible to establish clearly.
- 43 Nevertheless, in almost a fifth of the schools we sampled there is evidence to suggest that standards of achievement have improved. This evidence is to be seen in the quality of pupils' work and in better outcomes in end-of-key-stage teacher assessments.
- 44 In a small number of primary schools, the curriculum for pupils during PPA time has been enriched through the inclusion of a wider range of activities, including drama, dance and sporting activities. These activities are often taken by specialist tutors or volunteers and they have had a positive benefit for the self-esteem of the pupils involved.
- 45 A third of all schools feel that pupils benefit from having a range of adults other than teachers in the classroom including specialist inputs for specified work for a part of each week.
- 46 Pupils' behaviour has improved in a quarter of secondary schools. This is mainly as a result of the employment of cover supervisors. In some schools, they provide specified work for pupils while teachers undertake PPA activities or when teachers are absent. These cover supervisors provide good continuity in learning for pupils when they are full-time employees.
- 47 In a third of all schools, the enhanced and new roles created for support staff have brought about positive changes. Support staff have brought fresh perspectives to school life which are generally beneficial for teachers and pupils. Also, in a small

number of schools, there are other benefits for staff. They include better teamwork, reduced sickness absence and better relationships between support staff and pupils.

- 48 However, although many schools recognise several positive aspects to workforce remodelling, almost 20% of schools feel that it has had no positive impact on the school.
- 49 Additionally, many headteachers report a number of concerns relating to the remodelling agenda and the introduction of PPA time:
- in a few primary schools, because some of the support staff used to provide specified work lack relevant experience, pupils do not make the progress expected;
 - in just over a quarter of schools, senior staff have found the remodelling agenda, and PPA time in particular, difficult to organise. This is mainly to do with a lack of appropriately trained staff to provide the guaranteed cover;
 - schools find it difficult when staff delivering specified work during PPA time are absent. In these circumstances, particularly in primary schools, headteachers sometimes take classes to ensure that teachers receive their guaranteed PPA time;
 - just over a third of schools have had to change their original remodelling arrangements because they have had difficulties. There are particular difficulties in changing secondary timetables to fit in the guaranteed PPA time;
 - in a quarter of the primary schools we sampled, standards of pupils' behaviour have deteriorated in the periods when specified work is being delivered by support staff during PPA time;
 - in 10% of schools, there has been an adverse effect on the number of field trips, visits and staff INSET that take place. These activities now have to be planned well in advance in order not to interfere with PPA arrangements;
 - in primary schools, when a job-share teacher does not wish to cover the partner teacher's PPA time it introduces a third teacher into the classroom on a regular basis. This can have the effect of disrupting the established pattern of curriculum delivery and requires further planning; and
 - in 50% of schools, they perceive the long-term sustainability of the initiative as unclear because of uncertainty over funding.
- 50 Also, the recent introduction of teaching and learning responsibilities (TLRs) in schools, as a result of Pay and Conditions legislation, has generally had a negative impact. The changes to teachers' contracts were designed to free them to focus on their core roles of teaching and learning. School plans for organising staffing were based on meeting individual school needs and budget considerations. However, this was not an assimilation exercise and a number of teachers lost their posts of responsibility and accompanying management allowances. The changeover to TLR

posts has taken place at the same time as many of the changes associated with workforce remodelling. In almost a half of schools, the negative impact of designating TLR posts has diluted the positive effects of workforce remodelling.

- 51 Similarly, a third of headteachers feel that the introduction of the TLR system, with its extensive consultation arrangements, has generated a significant amount of extra work and has had a detrimental effect on their work/life balance. This is at the same time as the introduction of dedicated headship time was designed to improve the work/life balance for these leaders.

Arrangements to provide and cover for planning, preparation and assessment time

52 The national agreement states that:

- the purpose of the initiative is to raise standards by giving teachers time for planning, preparation and assessment within the timetabled teaching day;
- all teachers, (including headteachers), with timetabled teaching commitments have a contractual entitlement to a guaranteed minimum 10% PPA time. The time must not be changed. This includes any cover for absent colleagues;
- this time must be provided as part of a teacher's normal weekly or fortnightly timetable. It must not be bolted on before or after pupil sessions or be allocated in blocks of less than 30 minutes; and
- the time allocated must only be used for planning, preparation and assessment. However, it is up to individual teachers to determine the particular priorities for each block of time.

53 In schools surveyed, all teachers with timetabled teaching commitments receive at least 10% PPA time. This includes teachers on fixed-term contracts, temporary-contract teachers and part-time teachers. In a small number of secondary schools, a few teachers receive more than the 10% minimum PPA time. These teachers were already receiving a regular entitlement of more than 10% time for planning, preparation and assessment before the national agreement took effect and this time has been maintained.

54 In almost all schools, PPA time takes place during the time in which pupils are taught but the way that PPA time is organised varies considerably between schools. No schools allocate PPA time in less than 30-minute blocks. Most secondary schools organise PPA time in 60-minute blocks, with a few organising 30-minute sessions.

55 In primary schools, PPA time is mainly organised in half-day blocks per week for each teacher. A few primary schools vary PPA time for teachers, with some receiving half-day release and others hourly blocks of time. A small number of primary schools release teachers for PPA time in blocks of one day per fortnight.

56 Most schools, if finances permit, arrange for specified work during PPA time to be carried out by qualified teachers. Some of these teachers are employed by the schools in a part-time capacity but, in a few schools, teachers from supply agencies are used. These teachers receive lower rates of pay than those employed through the local education authority (LEA). However, sometimes too great a variety of different supply teachers are employed. This undermines continuity in staffing and often has a negative impact on learning and teaching.

57 Just over three-quarters of primary schools employ teachers in some way to provide specified work during PPA time. Many use a combination of teachers and support

staff. In one primary school, the headteacher, an NQT and supply teachers provide specified work to pupils on a regular basis.

- 58 In just over a quarter of the schools surveyed, it is the support staff who provide specified work during PPA time. Schools have been able to do this by employing extra support staff or by extending the hours of those already employed. In a few secondary schools, cover supervisors have been appointed. These supervisors have attended specific training programmes, usually organised by an LEA advisory service, and they generally carry out their roles effectively.
- 59 In some primary schools, support staff and teachers work together closely in classes on a regular basis. On some occasions, these support staff provide specified work to pupils in order to release the teachers for PPA time. In these cases, the support staff work with pupils they know well and this provides good continuity in learning.
- 60 In other schools, support staff are deployed to provide specified work in a specialist role to a variety of classes of pupils. This often works well. These staff are able to do this because they have relevant expertise in a particular subject or aspect of a subject.
- 61 In a few schools, headteachers, retired teachers, sports tutors or volunteers provide specified work during PPA time.
- 62 In primary schools, where support staff are used to provide specified work during PPA time, schools employ a variety of strategies to ensure that the work they are doing with pupils is appropriate. This usually means that headteachers only appoint support staff who are competent to provide specified work and to monitor the work.
- 63 In a few schools, NQTs are being employed to provide specified work during PPA sessions. These posts are generally not suitable for induction as they do not provide enough opportunities for NQTs to be able to demonstrate their competence and progression against the end-of-induction standards.
- 64 In almost all primary and secondary schools, PPA time is used by teachers specifically to undertake planning, preparation and assessment activities. In a few schools, a small amount of the time is sometimes used to fulfil appointments with parents or outside agencies.
- 65 Most schools have appropriate accommodation in which staff are able to undertake work during their PPA time. In about a quarter of schools, good accommodation is enhanced because of access to the use of computer intranet and internet facilities. One school had no suitable accommodation for staff to use during their PPA time.
- 66 Most LEAs recommend that PPA time should be taken by teachers on the school site. However, in about a quarter of schools, staff are allowed to take their PPA time off-site. In these schools, most of the teachers only work at home occasionally. In only one school visited do teachers always work at home during their allocated PPA time.

- 67 The planning, preparation and assessment that teachers undertake are monitored in almost all schools, usually through the schools' normal monitoring processes. In a few schools, however, headteachers specifically monitor the work that teachers do in PPA time. For example, in one school, teachers follow a list of topics related to planning and assessment that is provided for them. In another, teachers record what they are doing during PPA time in a special book.
- 68 Currently, PPA time must be used within the normal school timetabled periods. In some secondary schools this will be over a 2-week period while in most primary schools this is almost always within a weekly timetabled period. Some headteachers suggest that a more flexible recognition of PPA time might be needed where the time would be guaranteed, recorded and audited over a longer time scale. This would still provide teachers with guaranteed PPA time but would give the school greater flexibility in the way that teachers can be deployed.
- 69 Schools find it difficult when staff who provide specified work to pupils during PPA time are absent. In secondary schools, supply teachers usually cover for absent teachers. However, in primary schools this is often more difficult to deal with because of a lack of funds and 20% of primary schools have needed to alter the timetabled arrangements they have in place to resolve the problem. In a small number of primary schools, in order to ensure that teachers receive their guaranteed PPA time, headteachers cover for absent staff. This solution is undesirable and, in any case, not sustainable.
- 70 The nature of specified work undertaken by pupils varies considerably between schools. In secondary schools, the curriculum is unaffected by the provision of PPA time for teachers and pupils follow normal timetabled activities.
- 71 However, in primary schools, only about three quarters of pupils undertake normal curriculum activities, while in the others, specific subjects that depend on the expertise of staff are followed. For example, in one school, all pupils engage in information and communication technology work during PPA time because the classroom assistant providing these activities has a particular expertise in this area of work.
- 72 In a small number of primary schools, a menu of curriculum enrichment activities is offered to pupils. These enrichment sessions often involve drama, dance and sporting activities and are taken by specialist tutors or volunteers.

Leadership and management time and dedicated headship time

- 73 The national agreement states that “members of the leadership group should have time to focus on their leadership responsibilities and be supported in leading the reform agenda and managing change in their schools.”
- 74 Almost three quarters of schools make some provision for leadership and management time. However, in a few schools, this provision is no greater than before.
- 75 The national agreement also states that “headteachers must have dedicated time to lead their schools, not just manage them. Therefore,...Governing Bodies will be expected to ensure that headteachers have dedicated headship time...”
- 76 Almost a half of schools make some provision for headteachers to have dedicated time. However, in 20% of the schools, this provision is no greater than headteachers had before.
- 77 In around a third of secondary schools, there is little or no dedicated headship time for headteachers. In primary schools, just over 60% of headteachers have little or no dedicated headship time.
- 78 In a third of schools, the creation of leadership and management and dedicated headship time has enabled leaders and managers to complete more relevant tasks in their normal daily work. The time that is available for headteachers and senior managers is used in a variety of ways. It is used by almost three quarters of them for general duties associated with leading and managing schools while, in a third of schools, some of this time is used for monitoring the standards of teaching and pupils' work.
- 79 In secondary schools, in addition to the above, support staff are employed to manage cover arrangements, the school estate, finances, attendance and data. This provides senior staff with more time to concentrate on the learning and teaching activities. In this respect, the nature of the leadership role of senior staff in secondary schools is changing. This should lead to an improvement in standards in time as senior staff tighten the focus on quality assurance and school improvement.
- 80 Although almost all secondary headteachers feel that, in principle, the provision of dedicated headship time is positive, in practice, because so few have this time available, it has little benefits for the work/life balance of many of these school leaders.
- 81 Most schools that have created leadership and management and dedicated headship time fund it from their core funding. Only a quarter of schools use specific remodelling funding to pay for this provision. A few schools use Better Schools Fund allocations to finance this time while budgets are so poor in a few schools that they can make no funding available to support the initiative.

Appendix

Good practice case studies

Case study 1

This case study shows how teaching assistants are used to provide good continuity for delivering specified work during PPA time.

In one medium-sized primary school, teaching assistants (TAs) have been well deployed to provide specified work to pupils during PPA time.

The school established a Change Team to devise a strategy for the workforce remodelling initiative. The Change Team comprises the headteacher, teacher and support staff representatives and governors. The Team decided to extend the roles of current TAs in the school and to appoint additional staff so that one was allocated to each class.

Each TA undertakes a number of different roles in the school. They provide:

- support for individual and groups of pupils;
- general support for the class teacher related to workload reduction issues; and
- specified work to pupils when teachers receive their PPA time.

This strategy provides good continuity for pupils. When TAs deliver specified work to pupils during the half-day each week, pupils regard this as an extension of normal classroom activities. This is because TAs are allocated to specific classes in any case and the pupils know them well.

The Change Team decided that TAs would not provide specified work in the core subjects of English, mathematics or science. In each class, TAs only provide work in physical education, art, music and history. Teachers and TAs plan this work together and this gives them additional confidence.

There are no behavioural problems during PPA time and pupils enjoy the sessions when TAs deliver specified work.

The Change Team feel that this strategy is affordable and can be sustained in the longer term. The strategy provides:

- all teachers with 10% PPA time each week;
- pupils with continuity in terms of staffing; and
- good quality, well-planned work for pupils in a range of non-core foundation subjects.

Case study 2

This case study shows how workforce remodelling has led to improvements in teachers' planning and assessment of pupils' work.

In one small primary school, they have used workforce remodelling, and PPA time in particular, to improve teachers' planning and to assess in more detail the progress that pupils are making.

All teachers in the school receive a half day per week PPA time that they use effectively to undertake a range of planning and assessment activities.

Many pupils in the school exhibit challenging behaviour and teachers have used PPA time to plan more differentiated work for pupils. In this way, teachers feel that their teaching is becoming more focused and they are meeting the needs of pupils more fully. This is also helping to reduce instances of poor behaviour because pupils are better engaged.

Teachers plan assessment activities thoroughly and make detailed comments on pupils' work identifying what pupils have done well and what they can do to improve their work.

The school feels that better planning and assessment are contributing to better learning. Teachers are confident that this will eventually result in better standards of pupils' achievement.

Case study 3

This case study shows how a school has raised standards by providing a range of relevant specified work for pupils during PPA sessions.

Following the introduction of workforce remodelling, a medium-sized primary school in a socially deprived area, decided to develop the role of its existing Learning Support Assistants (LSAs) through further training. Through a mix of in-service training and school-based work, all LSAs have now gained relevant qualifications.

The LSAs work alongside teachers in the classroom to provide effective support in literacy, numeracy, design and technology and art lessons. Therefore they are already well known to pupils. When they then deliver specified work to pupils that familiarity provides good continuity. As many LSAs are already assisting teachers in design and technology and art lessons, they also feel confident to deliver specified work in these aspects.

LSAs maintain a close liaison with each class teacher. Teachers and LSAs plan together and regularly evaluate pupils' progress. This helps to deliver coherence in the programmes of work.

Case study 4

This case study shows how a school has raised standards by providing a range of relevant specified work for pupils during PPA sessions.

One school makes effective use of outside providers to deliver specified work during PPA sessions and this enriches the curriculum in key stage 2.

For one afternoon each week, during a teacher's PPA time, football coaches from a local sports trust work with two classes to develop pupils' games skills. For these sessions, an LSA is present to ensure that there are no discipline problems and all children participate fully. On the same afternoon, a Cardiff-based theatre in education company delivers specified work in history through drama sessions. Both providers plan the lessons around the National Curriculum programmes of study and in consultation with the school.

The curriculum is further enriched by Italian language lessons taught by teachers introduced to the school through its European partnership links. Pupils are also given good support for information technology (IT) which is provided by an extremely well qualified volunteer helper.

This school's strategy enables pupils to experience very different kinds of specified work during PPA time. This is having a positive effect on standards in the following ways:

- improved standards in art and design technology;
- the increased confidence of children in key stage 2 in speaking and listening, through the teaching of drama and Italian;
- improved ball skills in games through the use of specialist coaches; and
- better standards in IT through small group teaching by an experienced and expert volunteer helper.

The school also reports that being taught by a wider range of adults is helping pupils when they transfer to secondary school.

The headteacher sums up the success of the school's initiatives in the following way:

"The extra learning assistants and outside providers have helped to sustain standards in the core subjects and enrich the rest of the curriculum by bringing an extra dimension and increasing children's learning skills."

Case study 5

This case study shows how, in one school, they have created leadership and management time through innovative use of a well-trained LSA.

At a school in a socially deprived area, the headteacher found that much of his time was taken up working with pupils and parents to resolve a range of social problems. These often had a negative impact on pupils' learning. This meant that the headteacher had little time for leadership and management tasks including those of curriculum leadership and the evaluation of standards in the school.

To overcome these constraints, a well qualified learning support assistant (LSA) is employed to assist in dealing with the social problems of pupils. During morning sessions, the LSA provides support to class teachers in literacy and numeracy lessons but, in the afternoons, he has a counselling role. Working with pupils on a rota basis, he provides good support for them. Pupils feel they can freely discuss their problems and worries, whether they are related to school or home. In addition, the LSA works with a number of disadvantaged parents and helps them develop coping strategies for the home environment. He also follows up attendance issues. This LSA acts as a good role model for pupils and parents in the school.

The benefits of this strategy are beginning to be seen in the improved behaviour of pupils involved in the initiative. Also, the headteacher is now able to take leadership and management time to deal with issues of curriculum development and also to monitor and evaluate standards of learning and teaching in the school.

Case study 6

This case study shows how one school has improved standards in creative skills through careful use of staff to deliver specified work during PPA time.

One primary school viewed the introduction of PPA time as an opportunity to develop work further in the creative subjects.

For several years the school had been fortunate to have the services of a voluntary teacher with expertise in physical education, drama and dance. During this time, the school provided a number of opportunities for the teacher to develop her expertise further through a range of relevant training. With the introduction of PPA time, this teacher was employed on a part-time Higher Level Teaching Assistant (HLTA) contract to work with Year 4, 5 and 6 pupils. Although she works closely with class teachers, she develops her own detailed lesson plans for delivering specified work during PPA sessions.

With Year 6 pupils, the teacher undertakes activities in dance, drama and singing and the class are currently engaged in producing their own version of Macbeth. As a result of her work with the class, pupils are confident enough to choreograph their own dance sequences and are designing their own costumes. Similar work is being developed in Year 4. This creative work feeds into whole-school performances and productions in the school's Eisteddfod, the Easter Reflection and the Year 6 Leavers' Evening.

Another teacher is employed to deliver specified work during PPA time in Year 5. This work is focused on developing children's skills and confidence in gymnastics. In addition, this teacher also runs a Saturday morning gymnastics club and an after-school dance club for all-age pupils. These classes are very well attended by pupils.

The above activities have had a very positive impact on creative standards in the school. Skill levels in gymnastics have improved along with the confidence of pupils in the expressive arts.

Case study 7

This case study shows how workforce remodelling can lead to raising standards of pupils' achievement.

In one Welsh-medium primary school, workforce remodelling has been used to raise standards of pupils' achievement in science.

In initial discussions about workforce remodelling, teachers planned to combine the delivery of specified work to pupils during PPA time with an element of specialised teaching.

The choice of subject was determined to a large extent by considering:

- teachers' expertise in particular subjects; and
- current standards of achievement in subject areas.

It was acknowledged that most teachers in the school lacked confidence in teaching science, and in particular teaching investigative work. In addition, end-of-key stage 2 teacher assessment forecasts for the numbers of pupils achieving at least level 4 in science were relatively low, at 72%. It was therefore decided that the subject leader for science should be released from her class commitment to provide specified work in science for pupils in all classes while teachers were released for PPA time.

This strategy was beneficial to teachers as:

- responsibility for one core subject was delegated to one particular teacher; and
- teachers could be confident that pupils were receiving a very high standard of specified work while they were receiving PPA time.

The strategy also benefited pupils as:

- they all received high quality science teaching with a great deal of investigative work; and
- standards of achievement in science improved. End-of-key stage 2 results indicated that 91% of pupils achieved at least level 4, compared with an initial forecast of only 72%.

Unfortunately, the school was only able to pursue this strategy for one year, as it is an expensive option and finances at the school are limited.