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The deployment, training and development of the wider school workforce

This is the fourth report by Ofsted on the effectiveness of the reforms to the school workforce. It shows that, compared with the findings of earlier surveys, schools are using more reliable indicators to monitor and assess the effectiveness of workforce reform. Members of the wider workforce are particularly successful in engaging pupils at risk of underachievement or permanent exclusion, in developing links with the community and in increasing the involvement of parents and carers in their children's learning. Schools are at very different stages of managing and developing the wider workforce, with few providing a coherent cycle of induction and training, performance management and career development.

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Executive summary

Following the introduction of school workforce reform in 2003, schools recruited a wider range of staff to meet the requirements of the national agreement.[1] However, they gave little thought to how the newly created roles and responsibilities contributed to the work of the whole school. Previous reports by Ofsted have included examples of members of the workforce being deployed successfully to support an individual leader or manager, or to make a difference to particular groups of pupils or individuals.[2] Although schools were convinced that such deployment benefited pupils, few could provide clear supporting evidence.

The survey on which this report was based was conducted between September 2007 and March 2008. Inspectors visited 13 primary schools and 10 secondary schools to evaluate how effectively the reforms to the workforce had been implemented, including the effectiveness of the deployment, training and development of the wider workforce.[3] Consideration was also given to the impact on the quality of teaching and learning, and on the lives of pupils and their families.

Inspectors found that the way that schools were monitoring and evaluating the impact of the wider workforce on pupils' learning and their personal development and well-being had improved against the position reported in previous surveys. Eight of the 23 schools visited could provide evidence of how the work of members of the wider workforce had contributed to improving pupils' standards and achievement. The main reason for this improvement was that schools were deploying members of the wider workforce more effectively by aligning roles and responsibilities closely with learners' needs and school improvement priorities.

Broadly, training and developing the wider workforce had improved since previous surveys, but weaknesses remained. All but one of the schools were providing induction and training and some form of appraisal or performance management for the wider workforce. However, the quality and effectiveness of these arrangements varied considerably. Only six of the schools visited had established a coherent cycle of induction, training and professional development linked to school self-evaluation and performance management for all staff, including the wider workforce. Arrangements for the induction, training and appraisal of the wider workforce were unsatisfactory in three of the schools.

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[1] *Raising standards and tackling workload: a national agreement*, TDA, 2006: www.tda.gov.uk/upload/resources/na_standards_workload.pdf

[2] *Remodelling the school workforce: phase 1* (HMI 2298), Ofsted, 2004: www.ofsted.gov.uk/publications/2298; *Remodelling the school workforce* (HMI 2596), Ofsted, 2005: www.ofsted.gov.uk/publications/2596; *Reforming and developing the school workforce* (HMI 070020), Ofsted 2007: www.ofsted.gov.uk/Publications/070020.

[3] In this report, the term 'wider workforce' is used to describe any person, other than a qualified teacher, who works in or with a school.

Key findings

- The wider workforce was having a greater impact on pupils' achievement and well-being than identified in previous surveys. This was because schools were taking better account of pupils' learning needs and the priorities in the school improvement plan to decide how best to deploy their staff.

- Monitoring and evaluation had improved because schools were using more reliable indicators of success. Eight of the 23 schools visited were able to demonstrate the clear impact of the wider workforce on pupils' achievement.

- Members of the wider workforce were particularly successful in engaging pupils at risk of underachievement or permanent exclusion, in developing links with the community, and in re-engaging parents and carers in education so that they were in a better position to support their own children's learning.

- Members of the wider workforce directly involved in teaching and learning had most impact when they understood their role and knew exactly what they needed to do to help pupils make progress. A key contributor to this success was the effective communication between teachers and the wider workforce.

- Members of the wider workforce responsible for supporting management systems were becoming more effective because schools had a better understanding of how their work could contribute indirectly to school improvement and raising pupils' achievement.

- The schools visited were at very different stages of managing and developing the wider workforce. Only six of them had a coherent cycle of induction and training, performance management and career development for staff that focused on developing the knowledge and skills needed to raise pupils' achievement.

- Only one of the schools visited understood the role of the Training and Development Agency for Schools in training and developing the workforce and only four had an adequate knowledge of the national occupational standards or the career development framework.

Recommendations

The Training and Development Agency for Schools should:

- help the wider workforce and their managers gain a secure knowledge and understanding of the national occupational standards and the career development framework by providing accessible information and guidance.

Schools should:

- use reliable indicators of success to monitor and evaluate the impact of the wider workforce on pupils' achievement and school effectiveness

- ensure that leaders, managers, teachers and members of the wider workforce understand how they can work together to raise pupils' achievement and meet school improvement priorities

- improve their detailed knowledge and understanding of the role of the Training and Development Agency for Schools and make full use of the national occupational standards and the career development framework to develop the wider workforce

- provide a coherent cycle of induction and training, performance management and professional development so that members of the wider workforce can be deployed in ways that will have the greatest impact on improving the outcomes for pupils.

The background to school workforce reform

1. In October 2002, the Department for Education and Skills published *Time for standards: reforming the school workforce*, which set out the Government's plans to create more time for teachers and headteachers to focus on raising educational standards.[4] In January 2003, the Government, employers and trade unions (with the exception of the National Union of Teachers) agreed to the principles of *Raising standards and tackling workload: a national agreement*.[5] Between 2003 and 2006 a seven-point plan was implemented to reduce teachers' workloads and improve standards.[6] In 2004 and 2005, Ofsted reported on the first two implementation phases of the national agreement.[7]

2. During the implementation phase, the Government introduced several other important national initiatives that had far-reaching implications for the school workforce. The Children Act 2004 and *Every Child Matters: change for children,* identified five outcomes as the key to well-being in childhood and later life: being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic well-being.[8] In addition, the Government published *Common core of skills and knowledge for the children's workforce,*

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[4] *Time for standards: reforming the school workforce* (DfES/0751/2002), DfES, 2002: www.teachernet.gov.uk/docbank/index.cfm?id=3181.
[5] For further information, see www.tda.gov.uk/upload/resources/na_standards_workload.pdf.
[6] For further information, see Annex 2.
[7] *Remodelling the school workforce: phase 1* (HMI 2298), Ofsted, 2004: www.ofsted.gov.uk/publications/2298; *Remodelling the school workforce* (HMI 2596), Ofsted, 2005: www.ofsted.gov.uk/publications/2596.
[8] *Every Child Matters: change for children* (DfES-1110-2004), DfES, 2004: www.everychildmatters.gov.uk/strategy/guidance/.

which included non-statutory guidance for all those working with children.[9] In June 2005, a prospectus for extended schools set out what was known as a 'core offer' of services that, by 2010, should be accessible through schools, often beyond the school day, to help meet the needs of children, their families and the wider community.[10] In September 2005, schools were required to undertake reviews of teaching and learning responsibilities. This was to prepare for the introduction of a new pay structure that identified and rewarded responsibilities linked to teaching and learning.

3. In November 2007, Ofsted published a third report on workforce reform.[11] This found that, in the 96 schools visited, the reforms had resulted in a revolutionary shift in the culture of the school workforce. Teachers' time and work were focused more directly on teaching and learning. Support from well qualified and experienced personnel from professions outside education enabled headteachers and senior teams to spend more time on strategic leadership and management. The substantial expansion of the wider workforce at all levels was allowing schools to extend the curriculum, provide more care, guidance and support for pupils, and use data more effectively to monitor pupils' progress. Although there was a strong perception that the reforms were having a positive effect on pupils' achievement, few of the schools visited at that time were evaluating the impact of their actions on raising standards and in contributing to the five outcomes of Every Child Matters.

Deployment of the wider school workforce

4. From 2003, schools recruited a more diverse workforce to meet the requirements of the national agreement. However, they gave little thought to how the newly created roles and responsibilities contributed to the work of the whole school. Previous Ofsted surveys had reported how individual members of the workforce were deployed to support an individual leader or manager, or to make a difference to particular groups of pupils or individuals. Although schools were convinced that such deployment benefited pupils, few could provide clear evidence to support their view.

5. In accordance with the picture nationally, all the schools visited during this survey had increased their workforce substantially.[12] The extent to which the

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[9] *Common core of skills and knowledge for the children's workforce* (1 84478 375 8), DfES, 2005: www.everychildmatters.gov.uk/deliveringservices/commoncore/.
[10] *Extended schools: access to opportunities and services for all: a prospectus* (1 84478 451 7), DfES, 2005: www.teachernet.gov.uk/wholeschool/extendedschools/publications/.
[11] *Reforming and developing the school workforce* (HMI 070020), Ofsted, 2007: www.ofsted.gov.uk/publications/070020.
[12] In January 2008, 326,400 support staff were employed in maintained schools and academies in England. For further information, see: www.dcsf.gov.uk/rsgateway/. The Training and Development Agency for Schools estimates that around half a million people are now working in schools and there are around 50 different support staff roles: http://www.tda.gov.uk/remodelling.aspx.

additional staff helped to improve pupils' achievement depended on how closely their deployment matched pupils' learning needs and the school's priorities. This was more evident in the secondary schools, which tended to take a strategic approach to deploying the wider workforce. In primary schools, such decisions were more likely to be made by the class teachers in the light of the particular needs of specific pupils.

6. Compared with those in previous surveys, these 23 schools were more effective in monitoring and evaluating the impact of the wider workforce on pupils' learning.[13] They used more reliable indicators to assess outcomes against specific targets, which related to pupils' attainment, priorities in the school development plan, the objectives of local and national initiatives, or the recommendations of inspection reports.

7. In the schools visited, members of the wider workforce contributed in particular in three main areas:

■ managing school systems

■ supporting teaching and learning

■ supporting pupils' personal development and welfare.

8. Those who managed school systems included bursars, finance managers, data managers, administrative staff and technicians. Their work had an indirect but important impact on pupils' achievement and the effectiveness of the school. They reduced the workload of senior and middle leaders who were therefore able to devote more time to monitoring the quality of teaching and learning. The administrative support, technical knowledge and analytical skills provided by data management teams made an important contribution to assessing, tracking and evaluating pupils' progress. The increasing effectiveness of these staff meant that, compared with earlier surveys, senior managers and teachers were better informed about pupils' learning needs and therefore better able to provide the necessary support to bring about improvement. Schools reported that the introduction of RAISEonline had also made a major contribution to the improvements in this context.[14]

9. Members of the wider workforce who worked directly with pupils included teaching assistants, higher level teaching assistants, learning support

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[13] *Reforming the school workforce: phase 1* (HMI 2298), Ofsted, 2004: www.ofsted.gov.uk/publications/2298; *Remodelling the school workforce* (HMI 2596), Ofsted, 2005: www.ofsted.gov.uk/publications/2596; *Reforming and developing the school workforce* (HMI 070020), Ofsted, 2007: www.ofsted.gov.uk/publications/070020.

[14] *Reporting and analysis for improvement through school self-evaluation* (RAISEonline) is a data analysis tool developed by the Department for Children, Schools and Families and Ofsted, introduced in 2006 for use by schools, local authorities, school improvement partners and Ofsted inspectors. For further information, see http://www.raiseonline.org/.

assistants, mentors, cover supervisors, specialist staff and coaches. Under the guidance of a teacher, they supervised and taught groups of pupils withdrawn from mainstream classes; provided one-to-one support for specific pupils; and provided specialist supervision during periods that had been allocated to teachers for planning, preparation and assessment. In 11 of the 23 schools visited, these members of the wider workforce had a good knowledge of how well the pupils were performing and how they might contribute to further improvement.

10. Those who focused on pupils' personal welfare included attendance and welfare officers, pastoral leaders, learning mentors, behaviour mentors, counsellors and inclusion coordinators. They collected a wide range of information on attendance, behaviour and exclusions. This gave school leaders, managers and teachers a better understanding of the relationship between pupils' personal development and their achievement. As a result, they were able to plan changes to the curriculum to meet the needs of underachieving pupils and to establish links with families and other agencies to support their social and emotional needs within and outside school. There was clear evidence that, in 10 of the schools visited, members of the wider workforce had helped improve pupils' attendance. In five they had helped improve the behaviour of specific groups of pupils, and in six schools they had contributed to reducing the number of exclusions.

11. The overall effectiveness of the wider workforce was outstanding in 26% of the schools visited during this survey, as opposed to 13% of those visited in 2006–07. Members of the wider workforce had the greatest impact when they were organised into teams that focused on key areas of the school's work. This provided clear lines of responsibility and accountability and ensured that they understood how their work related to that of other staff across the school. The key features of successful leadership and management in this area were:

- a high level of trust, mutual support and openness among the whole staff

- inclusive teams which broke down barriers between teaching and non-teaching staff

- involvement of members of the wider workforce in school development planning so that they developed a clear understanding of priorities for improvement

- a shared understanding of the intended outcomes for pupils and the contribution that the wider workforce could make to their achievement

- a focus on ensuring that all staff adopted consistent approaches to managing behaviour, demonstrating appropriate language and presenting pupils with varied and challenging activities

- the use of reliable indicators to monitor and evaluate the impact of the wider workforce on pupils' learning and school effectiveness, and to identify areas for further development

■ a coherent cycle of training and professional development which increased the ability of members of the wider workforce to take responsibility for leading specific areas of work.

Improving pupils' achievement

12. Seven of the schools visited made good use of the wider workforce to help narrow the gap between the highest and lowest performing pupils.

Ofsted's inspection of one of the secondary schools had identified the need to raise the achievement of those not doing as well as their peer group. In response, the school restructured and extended its workforce so that higher level teaching assistants formed an integral element of the English, mathematics and science departments.[15]

Under the guidance of teachers, they developed teaching materials to match the pupils' varying needs, planned individual learning programmes and provided 'booster' reading sessions for Key Stage 3 pupils. Cover supervisors, with the necessary specialist skills and subject knowledge, helped ensure continuity in pupils' learning in lessons, provided administrative support and released teachers from lunchtime duties so that they could conduct revision sessions. In addition, teaching assistants ran a daily coursework clinic and a homework club to support pupils who were in danger of not meeting deadlines or needed help in organising their time.

The impact of these developments was reflected in several significant improvements. Between 2005 and 2007, the proportion of pupils gaining five or more A*– C grades at GCSE or equivalent rose by 15 percentage points. In the same period, the number of pupils leaving school without a qualification fell from 16 to none. In 2005, pupils were making satisfactory progress at Key Stage 3 and Key Stage 4. By 2007, they were making outstanding progress at Key Stage 3 and, in terms of value-added measures, the school had risen to being in the top 1% of schools nationally. In 2005, pupils with learning difficulties and/or disabilities were underachieving in comparison to their contemporaries. Two years later, they were progressing as well as other pupils.

A key contributor to this success was the effective communication between teachers and the wider workforce that focused on what needed to be done to help each pupil to improve.

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[15] For further details on the roles of teaching assistants and higher level teaching assistants, see www.teaching-assistants.co.uk/job-information-for-teaching-assistants.htm or www.tda.gov.uk/support/support_staffroles/learningsupportstaff.

13. Some primary schools also deployed the wider workforce effectively to help raise pupils' achievement.

> When they started in the Reception class, the pupils in one school were generally below average in terms of their attainment. However, they all made excellent progress, reaching average or above average standards by the end of Key Stage 2. Effective collaboration between teachers and teaching assistants and a strong sense of collective identity among staff made a crucial contribution to this. The teaching assistants mirrored the methods and strategies used by the teachers to provide a high degree of consistency for learners. They made a good contribution to the teaching of numeracy and literacy, and made very effective use of differentiated activities to meet the needs of pupils with English as an additional language, especially the more able. The knowledge and skills of the staff had been developed through relevant training from the special educational needs coordinator, the coordinator for minority ethnic pupils and the curriculum leaders for English and mathematics.

14. In eight of the schools visited, the progress of pupils overall was satisfactory, but those with learning difficulties and/or disabilities made good progress. In part, this was the result of the contribution from members of the wider workforce who had established strong relationships with families and helped them to gain access to relevant services and to cope with their children's needs. The following example from a primary school is typical of the effective practice seen.

> The proportion of pupils with additional learning needs and with statements of special educational needs was higher than that found in most schools. In Year 5, 20 pupils with weak literacy and numeracy skills were grouped together for a large proportion of the week. During this time, they received additional support from four teaching assistants, who worked closely with the teacher. They had received high quality training in behaviour management, counselling, reinforcing literacy and numeracy skills, and supporting pupils' social and emotional development. The assistants, in close collaboration with the class teacher and special needs coordinator, made a major contribution to the regular and rigorous assessment of pupils' progress. In the lesson observed, they gave skilful support, matched precisely to the needs of specific groups of pupils and individuals, which clearly contributed to the good and sometimes excellent progress made by pupils.

15. Only three of the schools visited used the wider workforce to help improve the achievement of higher attaining pupils. In a grammar school, a group of higher level teaching assistants formed the special educational and additional needs department, managed by a deputy head. They worked together very effectively with teachers to ensure that the small number of pupils with learning difficulties

and/or disabilities, and those with English as an additional language, achieved as well as their peers.

> The higher level teaching assistants formed a strong team that had high status in the school and was respected by the teachers and the pupils. They were well qualified and had developed expertise in supporting pupils on the autistic spectrum, those with attention deficit hyperactivity disorder and those with specific barriers to learning, such as dyslexia, dyspraxia and physical disabilities. They provided in-service training for teachers and produced lively and informative booklets and newsletters to raise awareness of the diversity of pupils' needs. They also produced resources and activities which the teachers could use to plan lessons that matched the specific needs of individual pupils. In addition, they helped to organise a very wide range of residential and day visits and enriched the curriculum by running extra-curricular activities, including a Chinese club, where pupils whose first languages were Cantonese and Mandarin were able to improve their language skills and explore their cultural identity.

> The wider workforce in a comprehensive school was central to curriculum development, adding breadth and depth to provision. For example, subject technicians provided individual support to pupils in making products, composing music, devising and conducting experiments, and applying information and communication technology. The business centre manager and her team organised trips, special events, visiting speakers and other resources to support and enhance lessons. The sports coordinator engaged coaches who challenged and supported students and made a considerable impact on raising standards in physical education. An artist helped develop pupils' skills in life drawing; an African drummer raised their interest in music by establishing a percussion club; and a youth worker provided invaluable support for pupils preparing for the Silver Youth Achievement Award.[16] In each case, the members of the wider workforce made a clear contribution to increasing pupils' interests and achievements. Through voluntary attendance at the relevant events, they also joined in celebrating the pupils' success. This was highly valued by the pupils, their teachers and families.

16. The key features that enabled members of the wider workforce to improve pupils' achievement included:

■ effective guidance and supervision by teachers

■ relevant training that developed the specialist skills and subject knowledge of staff, so that they could provide continuity for pupils' learning in lessons

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[16] For further information, see www.ukyouth.org/whatwedo/Programmes/YAA/NfAYPA.htm.

- effective, regular communication between teachers, pupils and the wider workforce that focused on reviewing pupils' progress and identifying what needed to be done to help improve their learning further

- robust evaluation of the impact of the deployment of members of the wider workforce on pupils' progress.

Improving attitudes to learning

17. The most effective schools in the survey tracked and analysed patterns of attendance, behaviour and exclusions to identify pupils who were at risk of underachieving or of being permanently excluded, and to devise strategies to help them.

> Close monitoring in a secondary school highlighted a small number of pupils whose levels of attendance were unsatisfactory. On the occasions when they did attend, their behaviour was often disruptive or challenging. When the school used higher level teaching assistants to teach a certificate on personal effectiveness as an alternative curriculum at Key Stage 4, the attendance and behaviour of these pupils improved significantly. This had a direct impact on their achievement as they all gained qualifications which were the equivalent of two GCSE passes. It also had an indirect impact on the learning of other pupils because their lessons were no longer disrupted.

18. Members of the wider workforce had a particularly valuable role to play in improving pupils' attitudes to learning because the skills, knowledge and expertise that they had gained from their diverse backgrounds and life experiences enabled them to engage well with disaffected pupils. In seven of the schools visited, they also established regular contact with parents and carers to discuss poor attendance and to work with them to improve it. In all instances, these links helped pupils to improve their attendance and to enjoy learning more.

> As key priorities for raising achievement, a secondary school decided to focus on eliminating inappropriate behaviour and reducing the number of sanctions and exclusions. A team of year managers was formed from members of the wider workforce, led by a member of the senior management team who did not have a teaching role. Data on attendance, behaviour and progress helped the team to plan ways of supporting students' welfare and achievement. This included a 'discipline for learning' programme for the whole school. A facility for withdrawing pupils whose behaviour needed to be improved, staffed by mentors for behaviour, focused on tackling inappropriate or disruptive behaviour. In addition, a separate learning support unit, staffed by learning mentors who worked in partnership with teachers, was established to meet the needs of students who were disengaged, disaffected and at risk of exclusion. Further provision included a team of teaching assistants who supported pupils

with learning difficulties and/or disabilities, either in the classroom or by withdrawing them for additional specialist tuition. The school saw an improvement in the attendance of specific students and a reduction in the number of permanent or fixed exclusions. Referrals to the behavioural unit dropped by 60 percentage points during the academic year.

19. The following typical comments show how much these pupils appreciated what had been done for them:

'Before I came to the learning support unit, I think I was out of control. I was unhappy at home and at school. When I did turn up at school, I would be really bad and rude to teachers. I thought it was funny, but looking back now I know it wasn't. Since being in the learning support unit, I think I have calmed down a lot. I am happier in school. I worked really hard to catch up on my work and I took part in groups and discussions which made me realise that my future is important. I come to school most days now and have a lot of friends and much more confidence. I do still get into trouble sometimes but I know how to deal with problems better now. One thing that I notice is that I smile much more now than I did before.'

'Before I started in here I was going downhill. My detentions were increasing and my attitude was horrid to teachers. All I was ever doing was getting told off and getting into trouble and skipping lessons. After my first week, I felt completely different. In the learning support unit, the whole environment was warming and welcoming. All of us were shown respect and treated fairly. We sometimes did group stuff and games to help us understand each other and get us working together.

I was fed up with messing around and all. There was really no point to it. After two or three weeks I got twice as much work done as I would have done in normal lessons. After a while, I was going back into some lessons. For me that was really, really hard because my old friends put me down, but with my new attitude I didn't care what they thought. What the learning support unit has done for me is it's helped me find out who I am inside and what I can achieve, so now I am ready for learning and I'm all focused and ready for a new me.'

20. In two of the primary schools, members of the wider workforce ran nurture clubs that focused on increasing pupils' social skills and confidence in order to improve their behaviour.[17]

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[17] For further details on nurture groups, see www.nurturegroups.org/pages/about.html.

In both schools, pupils started school with levels of knowledge and skills which were well below those expected for their age, particularly in the areas of communication, language and literacy. In addition, increasing numbers of pupils were joining or leaving the schools at other than normal times. The skills and knowledge of members of the wider workforce had been developed well. They were well trained to manage behaviour and were consistent and skilled in responding to pupils. They worked particularly well with pupils who were failing to cope with personal, social and emotional problems. Both schools set up nurture clubs to provide intensive support for small groups of pupils, several of whom had been victims or instigators of bullying. The clubs reinforced school values and the expected code of conduct. The self-confidence of those in the nurture groups increased significantly and both schools reported a decrease in the incidence of bullying. Pupils were better able to manage their own behaviour and to cooperate with adults and their peers. This improved their attitudes to learning and they made progress in acquiring basic skills of literacy and numeracy.

21. The key features that enabled members of the wider workforce to help improve pupils' attitudes to learning were:

■ a whole-school approach to tackling poor attitudes to learning

■ support from school leaders who recognised that, because of the range of their experiences, the wider workforce often had specific knowledge and skills that enabled them to engage successfully with disaffected pupils

■ policies for managing behaviour, setting out high expectations of pupils, which were implemented consistently by all staff.

Developing links with families and the community

22. In nearly all of the schools visited, members of the wider workforce were making an important contribution to improving communications with parents and carers by giving timely, detailed information about their children's progress, attendance, behaviour and well-being. They were also helping parents and carers develop the skills to support their children's learning. As a result, families were more willing to work with the schools.

23. Thirteen of the schools had experienced particular difficulties in communicating with parents and carers, some of whom lacked confidence or had had negative experiences of education themselves, and were therefore reluctant to talk to teachers. However, they were happy to talk to members of the wider workforce who might have achieved educational success later in life or who had previously been parents of children at the school. Parents for whom English was an additional language and who were sometimes unfamiliar with the school environment, were similarly more willing to engage with a member of the wider workforce who could speak their first language.

24. In a primary school, where three quarters of the pupils were learning English as an additional language, a bilingual teaching assistant worked with Somali families to help them support their children's learning more effectively. As a result, the pupils quickly acquired reading, writing and speaking skills in English and made the same progress as classmates for whom it was their first language.

> With the help of the bilingual teaching assistant, the headteacher sent out letters, in Somali and English, inviting parents to a series of workshops. Between 15 and 17 parents, mostly mothers, attended regularly and were shown how to read with their children and to use picture prompts in the books to discuss the story in their own language. They were also introduced to strategies that were unfamiliar to them. A parent commented: 'How you teach your own children and how the teachers do it is very different. I see something the teachers do and I can help my child. I always counted with my fingers when adding up but now I understand the other ways of doing it.' When parents became more confident, they were willing to suggest further ways in which they could contribute to the school. These included establishing a homework club supervised by volunteer parents and two teaching assistants. The 14 children who attended benefited from seeing their parents being actively involved in their education. At the time of the visit, the teaching assistant was building links with the fathers who collected their children from the club, and making good use of this informal opportunity to discuss their children's work with them.

> A large secondary school had many older pupils who were new to the country and who were at various stages of acquiring English. To help them, the teaching assistant worked not only with the pupils but also with their families. The success of this approach was reflected in the comments of one pupil who spoke for the whole group in saying: 'The support has helped me and my family understand the society around us and how to behave inside and outside school. It has taught me how to get help when I need it, but the greatest thing I have learned is to be confident.'

25. Early contact between families and members of the wider workforce helped to identify potential difficulties and prevent them from developing into obstacles to pupils' learning. For example, in a primary school where the attainment of pupils on entry was below average, a higher level teaching assistant led regular workshops on developing literacy skills for parents of nursery pupils. As a result, the parents developed the confidence to help their children apply specific strategies, such as using phonics to sound out new words, rather than just 'listening to them read'. The fact that the parents had learnt to use the same language and terminology as the teachers ensured consistency in the pupils' experiences and helped them to make progress more quickly.

26. Members of the wider workforce played a substantial role in extending links between the school and the local community. As a result, people from a range of backgrounds were able to come together and develop a better understanding of each other. Several schools were developing into 'hubs' for multi-agency working between childcare services in order to meet the emerging needs of families and prevent problems developing.

> In one infant and nursery school, a higher level teaching assistant fulfilled the role of a coordinator for links with families. She was influential in setting up the children's centre adjacent to the school and introducing a 'baby café' which included a breast-feeding clinic. In the evenings, she led a family learning project, where the activities included parenting courses, specific support for fathers and a 'drop-in' advice service. She also liaised with other agencies, for example through preparing reports for solicitors and social workers.

27. Members of the wider workforce helped parents not only to support their children's learning but, in some instances, to re-engage with learning themselves.

> A secondary school employed an outreach worker as part of its community work. The long-term objective was to improve outcomes for low attaining pupils from single-parent families with low incomes or a history of long-term unemployment. The project offered educational and personal support to these parents, providing literacy, numeracy and ICT skills classes, arranging job placements, giving career guidance and helping with the completion of job applications. Different agencies contributed guidance and support as necessary. Of the 11 parents on the programme who had been unemployed for a long time, six subsequently gained employment.

28. The key features that enabled members of the wider workforce to improve outcomes for pupils through developing links with parents and the community were:

■ support from school leaders who used the diverse skills and expertise of the wider workforce to develop new ways of listening and responding to the needs of parents and the community

■ recognition that re-engaging parents and adults in education puts them in a better position to support their own children's learning.

Managing the performance and development of the wider workforce

29. The significant expansion of the workforce has presented school leaders with the major challenge of providing an increasingly diverse group of people with induction, training, performance management and professional development relevant to their needs.

30. There is no national requirement for support staff to have a qualification. However, in November 2005, the Training and Development Agency for Schools created a career development framework designed to provide support staff with information about the training and qualifications available and to help them identify career pathways.[18] The national occupational standards for supporting teaching and learning in schools were developed in 2006. They were approved in 2007. These identify the competencies against which to assess the performance of support staff and form the basis of a range of vocational qualifications.[19] However, in this survey, only one of the schools understood the role of the Training and Development Agency for Schools in training and developing the wider workforce. Only four had any knowledge of the national occupational standards or the career development framework.

31. There are also no national requirements for recruiting and deploying the wider workforce. Schools are responsible for drawing up appropriate job descriptions and for reviewing and agreeing any changes to the staff's responsibilities. In this survey, the quality and relevance of job descriptions varied from school to school. The best defined clearly how a member of the wider workforce would be expected to contribute to teaching and learning or to improving school effectiveness. The weakest were no more than descriptions of a range of generic tasks.

32. The majority of the schools visited during the previous surveys provided induction, training and performance management for the wider workforce, but rarely as part of a coherent cycle or entitlement. This survey showed a broad picture of improvement although weaknesses remained. Access to training continued to rely on the extent to which individual members of staff identified and requested professional development for themselves. Too often, this was narrowly viewed in terms of attending external courses or school-based in-service training.

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[18] The School Workforce Development Board is the body concerned with training and developing the wider workforce. Chaired by the Training and Development Agency for Schools, the SWDB was established in 2004 to guide the work on training and development for support staff. The new School Support Staff Negotiating Body will be responsible for developing a pay and conditions of service framework for support staff in maintained schools: www.tda.gov.uk/leaders/supportstaff/career_development_framework.aspx.
[19] For further information, see www.ukstandards.org.

33. Twenty of the schools had introduced systems for performance management for members of the wider workforce but these were not well developed. Only six had coherent procedures and, in three of the schools, the arrangements were unsatisfactory. Members of the wider workforce generally understood that they were accountable to their line managers, but only in the most effective schools was there a shared understanding of what they were accountable for. Most reviews consisted of informal discussions that did not focus on personal targets or the school's overall aims.

34. In 11 of the schools, there was a lack of coherence between recruitment, training and performance management.

> In one of the primary schools visited, the lack of coherence limited the effectiveness of the individual elements of the process. Although the school leaders were committed to training the wider workforce, there was no shared understanding of how to review performance or plan for future development. There was a lack of consistency in how roles were defined. The titles of 'teaching assistants', 'learning support assistants' and 'support assistants' were interchangeable, despite work being specialised and specific. All staff who supported teaching and learning had the same generic job description, which made it impossible to make a detailed appraisal of their work.
>
> In regular reviews with line managers, members of the wider workforce were asked to evaluate their performance against agreed targets that focused sharply on the progress of individual pupils or groups of pupils and on school improvement priorities. They were asked to answer questions such as: 'How do you evaluate your input to children's learning? How do you let the teacher know? What is your involvement in planning?' However, the process was not effective because staff were not given indicators against which to measure progress and did not have a command of the vocabulary and language they needed to complete their own self-assessments.

35. In contrast, one of the secondary schools had made outstanding progress in developing a coherent cycle of recruitment, deployment, training and performance management for the wider workforce.

> The key features that enabled the school to provide effective management of the performance and development of the wider workforce were:
>
> ■ specific and personalised job descriptions, discussed and reviewed annually to agree changes to responsibilities and identify training needs
> ■ well planned training for school leaders and managers and members of the wider workforce to develop the skills necessary to conduct reviews effectively

- regular reviews of performance in line with the school's strategic planning cycle, to a set standard and to agreed deadlines
- the use of secure evidence to assess performance, based on firm objectives that recognised the skills or knowledge necessary for the role
- a non-threatening approach that encouraged self-evaluation
- clear information on opportunities for career development, where the skills and knowledge required for each role were related to the career development framework, and information on accredited courses was related to the national occupational standards
- a developmental career structure, underpinned by continuing professional development, where activities were related to the school development plan or team improvement plans, and a record of development was maintained
- a broad understanding that continuing professional development encompassed a range of activities, including shadowing colleagues, visits to other schools, peer coaching, mentoring, distance or online learning and research, as well as attendance at accredited courses.

Notes

Between September 2007 and March 2008, Her Majesty's Inspectors, accompanied by Additional Inspectors, visited 13 primary schools and 10 secondary schools in inner city, suburban and rural locations. They held detailed discussions with members of the wider workforce, representing a wide range of roles and responsibilities, as well as with teachers, senior managers, governors and pupils. They also observed lessons and scrutinised school policies and other relevant documentation. The visits were planned to assess how effectively the reforms to the workforce had been implemented; what their impact had been on the quality of teaching and learning, and on the lives of pupils and their families; and the effectiveness of the deployment, training and development of the wider workforce.

Further information

Publications

Common core of skills and knowledge for the children's workforce (ISBN 1-84478-375-8), DfES, 2005. www.everychildmatters.gov.uk/deliveringservices/commoncore/.

Every Child Matters: change for children (DfES-1110-2004), DfES, 2004. www.everychildmatters.gov.uk/strategy/guidance/.

Inclusion: does it matter where pupils are taught? (HMI 2535), Ofsted, 2006. www.ofsted.gov.uk/publications/2535.

Remodelling the school workforce: phase 1 (HMI 2298), Ofsted, 2004. www.ofsted.gov.uk/publications/2298.

Remodelling the school workforce (HMI 2596), Ofsted, 2005. www.ofsted.gov.uk/publications/2596.

Reforming and developing the school workforce (HMI 070020), Ofsted, 2007. www.ofsted.gov.uk/publications/070020.

The Children Act Report 2002 (ISBN 1-84478-038-4), DfES, 2003. www.dcsf.gov.uk/publications/childrenactreport/.

The logical chain: continuing professional development in effective schools (HMI 2639), Ofsted, 2006. www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Education/Leadership/Management/The-logical-chain-continuing-professional-development-in-effective-schools/(language)/eng-GB.

Time for standards: reforming the school workforce (DfES/0751/2002), DfES, 2002. www.teachernet.gov.uk/docbank/index.cfm?id=3181.

Websites

The national occupational standards for supporting teaching and learning: www.tda.gov.uk/leaders/supportstaff/NOS/Supporting_teaching_learning.aspx; www.tda.gov.uk/remodelling/nationalagreement.aspx.

Career development framework: www.tda.gov.uk/leaders/supportstaff/career_development_framework.aspx.

School workforce development board: www.tda.gov.uk/partners/supportstafftraining/swdb/swdb2006to09.aspx or the school leaders landing page; www.tda.gov.uk/leaders.aspx.

Annex 1: Schools visited for this survey

Bandon Hill Primary School	Sutton
Bexley Grammar School	Bexley
Brentwood County High School	Essex
Byron Court Primary School	Brent
Cardinal Hinsley Mathematics and Computing College	Brent
Earlswood Infant and Nursery School, Redhill	Surrey
Elsley Primary School	Brent
Grantham Spitalgate Church of England Primary School	Lincolnshire
Hoole Church of England Primary School	Cheshire
Kingsbury High School	Brent
Longcroft School and Performing Arts College, Beverley	East Riding of Yorkshire
Manorfield Primary and Nursery School, Horley	Surrey
Marton & District Church of England Primary School, Macclesfield	Cheshire
Mayflower High School, Billericay	Essex
Newport Primary School, Saffron Walden	Essex
Sandbach Community Primary School	Cheshire
St Matthew's Church of England Primary School, Redhill	Surrey
The Peele School, Spalding	Lincolnshire
The Spalding Monkshouse Primary School	Lincolnshire
Tilston Parochial CE Primary	Cheshire
Vermuyden School, Goole	East Riding of Yorkshire
Warlingham School	Surrey
Weydon school	Surrey

Annex 2: The national workforce agreement: a seven-point plan for creating time for teachers and headteachers

1. Progressive reductions in teachers' overall hours over the next four years.

2. Changes to teachers' contracts, to ensure that teachers, including headteachers:

- do not routinely undertake administrative and clerical tasks

- have a reasonable work-life balance

- have a reduced burden of providing cover for absent colleagues

- have guaranteed planning, preparation and assessment time within the school day to support their teaching, individually and collaboratively

- have a reasonable allocation of time in support of their leadership and management responsibilities

- do not invigilate external examinations.

3. Changes to headteachers' contracts to ensure that they have dedicated time that recognises their significant responsibilities for their school.

4. A concerted attack on unnecessary paperwork and bureaucratic processes for teachers and headteachers. An implementation review unit will be established, featuring a panel of experienced, serving headteachers.

5. Reform of support staff roles to help teachers and support pupils. Personal administrative assistants for teachers, cover supervisors and higher level teaching assistants to be introduced.

6. The recruitment of new managers, including business and personnel managers, and others with experience from outside education where they have the expertise to contribute effectively to schools' leadership teams.

7. Additional resources and national change management programmes to help school leaders achieve in their schools the necessary reforms of the teaching profession and restructuring of the school workforce.

8. Monitoring of progress on delivery by the signatories of the agreement.