

# Beyond Workforce Reform

## Raising Achievement

April 2008

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## The Specialist Schools and Academies Trust

The Specialist Schools and Academies Trust (SSAT) is the leading national body for secondary education in England, part funded by the DCSF to deliver the Government's Specialist Schools and Academies programme.

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### Aim

The Specialist Schools and Academies Trust aims to give practical support to transforming secondary education in England by building and enabling a world-class network of innovative, high-performing secondary schools in partnership with business and the wider community.

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# 1 Foreword

## **‘Beyond Workforce Reform’ – the future is here, changing the way we work**

In schools across the country a quiet revolution has been taking place – one in which the achievement of students has been paramount. The revolution has been in the way some school leaders have re-imagined how things can be done and the way they have employed and re-deployed staff to maximise learning opportunities and personalisation for students.

In this research, ‘Beyond Workforce Reform – Raising Achievement’ Professor Alma Harris (Institute of Education, London) points to empirical evidence that shows that where schools have developed new ways of working achievement has risen significantly.

Many of the high impact workforce reforms which schools have undertaken are not difficult in concept but can be complex to implement. The work of the schools involved in this project provides models and powerful catalysts for change for any school.

Staff don’t have to just keep working harder to raise achievement – there are other things that can be done. ‘Beyond Workforce Reform’ practice impacts on both teaching and learning – it frees teachers to teach, it empowers associate staff to contribute strongly to student achievement and it frees school leaders to target and personalise support for students.

At a time when there can be little expectation of an increase in school funding; when protection drops out of the system; when ‘equal pay issues’ for support staff and national pay and conditions for support staff are being discussed, school leaders need to consider imaginative and effective ways of meeting the needs of their students and in the way they deploy staff.

It is hoped that this research and the booklet ‘Beyond Workforce Reform: Towards Transformation’ (Clark – 2007) will give school leaders and others the confidence to implement and support further significant ‘Beyond Workforce Reform’ practice in their schools.

**Tom Clark CBE**  
**Associate Director**

Specialist Schools and Academies Trust

# 2 Executive summary

In 2005, the ‘Beyond Workforce Reform’ project was launched in partnership with the National Remodelling Team and the SSAT. This project commenced with a series of national conferences and subsequently led to the engagement of over 100 schools working in 10 geographically spread hubs.

The main aim of the project was to identify and share innovative practice concerning workforce reform which moved beyond the commonplace use of associate staff as cover supervisors and invigilation managers adopted in most schools and to disseminate next practice which had the potential to be replicated.

The main focus of the case study work was not only to identify innovative practice but also to highlight any potential positive impact on student outcomes. A number of these case studies were captured in a SSAT publication ‘Beyond Workforce Reform: Towards Transformation’ (Clark 2007) This document highlighted the way in which many schools have moved significantly beyond the routine implementation of Workforce Reform, in order to generate new working practices, relationships and activities that were centrally aimed at improving teaching and learning.

The findings from the research can be summarised as follows:

### **2.1**

The ‘Beyond Workforce Reform’ Project has facilitated improved performance and increased academic achievement in some schools.

### **2.2**

‘Beyond Workforce Reform’ practice provides a powerful platform and an important infrastructure for the effective delivery of ‘Every Child Matters’ and the ‘Extended Schools’ agenda.

### **2.3**

Schools that have fully embraced Workforce Reform are most able to deliver the requirements of ‘Every Child Matters’ and ‘Extended Schools’ and the 14-19 skills agenda.

## 2 Executive summary

### 2.4

Creative 'Beyond Workforce Reform' practice has generated more cohesive staff groupings within schools and has established ways of working collaboratively and positively with diverse groups of staff and external agencies.

### 2.5

Creative 'Beyond Workforce Reform' practice has provided greater flexibility of movement between different groups of staff. This has allowed schools to maximize human resource potential and to deploy staff most efficiently and effectively.

### 2.6

Effective 'Beyond Workforce Reform' practice has resulted in extensive innovation in the form of new structures (including revised leadership structures), new curricula, new working relationships and new professional practices. Collectively these changes have had a significant and positive impact on improving teaching and learning and raising achievement in schools.

### 2.7

Effective 'Beyond Workforce Reform' practice has allowed more time for teachers to focus on the preparation, delivery and the quality of lessons. This additional time has made a significant difference to teaching and learning and has subsequently improved academic achievement.

### 2.8

Effective 'Beyond Workforce Reform' practice has enabled a wide range of associate staff to actively engage with teaching and learning. This support has made a positive contribution to academic achievement.

### 2.9

Creative 'Beyond Workforce Reform' practice has established a stronger professional status for associate staff in schools. It has secured better professional development opportunities for associate staff and improved their career opportunities.

### 2.10

'Beyond Workforce Reform' practice has resulted in improved staff relationships. In most schools it has had a positive impact on the culture and has eroded the barriers between teaching and associate staff.

### 2.11

Effective 'Beyond Workforce Reform' practice has contributed to improvements in student achievement. It has also had a positive impact on attendance, behaviour, exclusion rates and has encouraged schools to offer richer and diverse curriculum opportunities for students at key stage 4.

### 2.12

Effective 'Beyond Workforce Reform' practice is a powerful lever for improving teaching and learning. It is an important catalyst for sustaining raised performance in the future.

## 3 Background and introduction

### 3.1

In October 2002 the Department for Education and Skills (DfES) published 'Time for Standards: Reforming the School Workforce', which set out the Government's plans for creating additional time for teachers and headteachers by redistributing work within schools, and therefore increasing time available for raising educational standards (Department for Education and Skills 2002).

### 3.2

In January 2003, the Government, employers and trades unions (with the exception of the NUT) agreed to the principles of 'Raising Standards and Tackling Workload: A National Agreement' (ATL, DfES et al. 2003). This agreement set out a seven point plan to reduce teachers' workload and improve standards.

### 3.3

Workforce Reform was subsequently implemented in various stages across the country. While the pace of change and implementation varied, it was clear that for many schools this was a major opportunity to rethink what they did and to alter working practices among teaching and associate staff.

### 3.4

Workforce Reform had two major effects on schools. Firstly, it prompted schools to think in new ways about major structural change: changes which would have seemed previously impossible. Secondly, it encouraged schools to think more creatively about the use of associate staff and in particular, how associate staff could be more central to learning and teaching processes.

### 3.5

Workforce Reform challenged the idea that teachers are best placed to undertake all the activities associated with teaching and learning. It also dispelled the notion that leadership is located only with the head or the senior management team.

### 3.6

In the 2007 Ofsted report 'Reforming and Developing the School Workforce' it was noted that workforce reform had resulted in a revolutionary shift in workforce culture with clear benefits for many schools' (Ofsted 2007, p6) The report pointed out that the expansion of the wider workforce and an increasing breadth and diversity of roles were leading to changes in working practices at all levels in the schools. However the report also noted that schools were not monitoring and evaluating the impact of the reforms on learning and as a result had little firm evidence to show whether standards were rising as a result (p6).

# 4 Research

## 4.1

In 2007/8 an independent research study, conducted by a team from the University of Warwick, was commissioned by the SSAT and funded by the Training Development Agency to explore the impact of the 'Beyond Workforce Reform' project.

## 4.2

The purpose of the research was to investigate the relationship between 'Beyond Workforce Reform' practice, organizational change, student achievement and other student outcomes. The research was informed particularly by those perspectives that propose organisational improvement through structural and cultural change (Hopkins 2001; Fullan 2004; Harris 2006).

## 4.3

The main objectives of the research were as follows:

- to ascertain how the schools in the project were engaging with 'Beyond Workforce Reform' practice and what innovations they had implemented;
- to investigate the changes made and the impact of those changes on school outcomes including student achievement;
- to identify interesting practice worthy of further scrutiny;
- to investigate trends relating to the relationship between 'Beyond Workforce Reform' practice and achievement;
- to collect the views of school staff about workforce reform;
- to identify sites and practice for deeper investigation in a future research study commencing September 2008.

## 4.4

It was recognised at the outset that a small scale qualitative study could not hope to identify any causal link between 'Beyond Workforce Reform' practice and learning outcomes. Similarly, any direct correlation would be difficult to ascertain without sophisticated multi-level modelling approaches. Therefore the study aimed to use each school as its own control.

## 4.5

The study enquired into the nature, impact and outcomes of 'Beyond Workforce Reform' practice. It encompassed a range of perspectives, involved diverse secondary schools and captured semi-structured interview data from 116 respondents in over 250 hours of interviews. The research was designed to collect evidence from a wide range of respondents, and to provide an opportunity to illuminate systemic and structural changes.

## 4.6

The research used an in depth, multi-respondent case study methodology. Case studies are best suited to the study of complex phenomena in social settings and therefore this methodology was used to collect in depth data from each of the school sites (Stake, 1998 (Robson 1993; Shkedi 1998; Curtis, Gesler et al. 2000; Wengraf 2001). Quantitative data was also collected at each school in the form of performance trend data (Key Stage 3, and 4), contextual added value and other benchmark data.

## 4.7

The research focused on a sample of 12 schools across the ten hubs. A broad sample was selected initially by scrutinising a range of data, including performance measures, school attendance, school exclusion, student destinations, student retention rates and OfSTED reports. The aim was to generate as representative a sample as possible from within the initial 'Beyond Workforce Reform' developmental project.

## 4.8

The final sample of schools was selected using the following criteria:

- schools currently within the 'Beyond Workforce Reform' project and other projects, including Leading Edge schools;
- schools where there was evidence of innovative workforce reform practices that went beyond routine implementation;
- schools that were geographically spread and schools with a range of intake(s) (including those working in areas of greatest challenge);
- schools that had comprehensive documentation relating to the introduction, implementation, extension and evaluation of 'Beyond Workforce Reform'.

## 4.9

Efforts were made to ensure the final sample was representative of schools:

- in a variety of contexts (rural, urban, suburban, metropolitan);
- with a range of performance; of different types (extended schools, specialist schools etc);
- in different circumstances (more and less challenging circumstances);
- of different sizes (see Appendix two).

## 4.10

In addition the study drew upon a random sample of schools identified as meeting the requirements of workforce reform but with no plans to innovate beyond the basic requirements. These schools were not visited but an analysis of their performance data allowed some comparison with the sample of schools selected in this study.

## 4.11

These schools were not control schools but the collective pattern of performance, once other factors had been accounted for, provided a basis for comparison with the sample of schools in the study.

# 5 Main findings

**5.1**  
The data revealed that while approaches to the 'Beyond Workforce Reform' project varied from school to school, the improvement of teaching and learning was a consistent and common focus across all schools in the project.

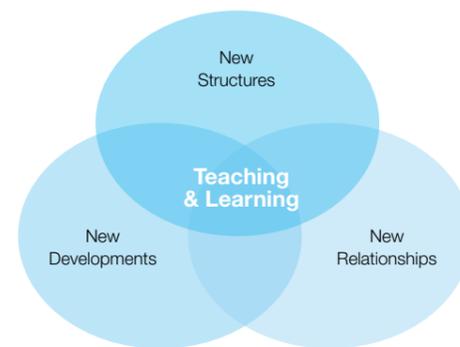
**5.2**  
The 'Beyond Workforce Reform' project was viewed by the schools, primarily but not exclusively, as a means of raising achievement. This was the common aspiration and priority among all schools even though many of the schools in the sample were already high performing schools.

**5.3**  
It was clear from the data that all of the schools shared the aspiration to continue to raise student achievement and to improve the learning outcomes for all students, irrespective of school context.

**5.4**  
The research did not reveal any particular 'blueprint' for success or any particular approach that was guaranteed to raise achievement. It was clear that each school had used the combination of strategies best suited to its needs. However re-structuring pastoral support, the use of data and the creative use of associate staff from outside education were found to be powerful levers in raising achievement.

**5.5**  
The data showed that there were three broad, interrelated approaches to improving teaching and learning shown by the 'Beyond Workforce Reform' project: New Structures, New Developments and New Relationships:

### Beyond workforce reform



**5.6**  
The common focus of all three components was the aspiration to improve teaching and learning. All the schools in the study were very clear that the 'Beyond Workforce Reform' project presented an opportunity to raise achievement and was a powerful vehicle for making changes that would impact positively on teaching and learning.

**5.7**  
Each of these three components will be explored in turn using evidence from the data sets across all schools in the study.



# 6 New structures

## 6.1

'Beyond Workforce Reform' prompted some restructuring or reorganisation across all of the schools in the study. The aim of this restructuring was primarily concerned with raising achievement through reorganising the delivery and support of teaching and learning.

## 6.2

All the schools in the study viewed 'Beyond Workforce Reform' as a major opportunity to take student achievement to a new level. For some schools, 'Beyond Workforce Reform' encompassed new developments and innovations that involved some structural re-alignment. For other schools major re-structuring was considered to be the optimum way to raise achievement. This inevitably involved the 'abandonment' of things that were not working and things that were working but unsustainable in the long term (Caldwell and Spink, 2008).

## 6.3

One of the schools in the study restructured the school into five colleges: science and technology; humanities; sport and performing arts; mathematics, business and ICT and communication. Each college is led by a member of the school leadership group, all tutor groups are vertical and all staff including the head are tutors. Each college-leader line manages one or two curriculum leaders.

'We tried to break it down into manageable units... we wanted to create a different feel to the school so we went for a college structure cutting across the years; it gives more of a family set up with children from different age groups across each college. The college structure gave us an opportunity to create teams, not just of teachers but with associate staff, class room supervisors, learning mentors, admin for each college who are a point of contact for students, parents, teachers'.

**S7 Headteacher**<sup>2</sup>

The prime aim of this reorganisation was to generate a greater sense of belonging for pupils and to put in place a pastoral system that would be more responsive to the needs of the individual child. Within each college associate staff and teaching staff now work in teams to provide both academic and pastoral support for young people, ensuring continuity of care and challenge throughout schooling.

'It's had a massive impact on how we work, we were clearly successful before but using the associate staff in a proactive way with the students there's no doubt we've been able to target the students and narrow down the number of students who are not able to perform within the system. The students are getting a better service than they were, because we are able to meet their needs more appropriately now and we couldn't have done that without making these changes to the work force'.

**S7 Headteacher**

'I do think it has made a difference in the fact we are back to our core business which is being effective classroom practitioners, not being bogged down with trivia. We're here to be effective classroom practitioners and to deliver the best quality lessons and we need time to be able to do that, to prepare for them. Without a doubt 'Beyond Workforce Reform' has given us that space and time which is protected and ensures we stay focussed on what we should be doing'.

**S7 Curriculum Deputy**

<sup>2</sup> To preserve anonymity all schools have been allocated a number.

## 6.4

Seven of the schools in the study had reorganised their pastoral systems in order to provide better targeted support for student learning. Three of the schools had introduced a new vertical tutoring system which involved both teaching and associate staff in providing extensive support and continuous engagement with certain groups of pupils throughout school.

'I wasn't sure about the vertical tutoring system but the decision was made by the extended leadership team. It has worked remarkably well and has certainly contributed to raised standards'.

**S8 Headteacher**

## 6.5

The evidence from schools showed that changes to pastoral support had made a positive difference to the quality and levels of learning and had resulted in improvements in achievement.

'Certainly the assistant house heads have made a big difference... the house system has made a significant contribution to improvements in learning and behaviour'.

**S3 Head of Department**

'The pastoral system has changed and has proved to be very effective. Learning support is much, much better. Fewer students are falling or dropping off the radar'.

**S3 Head of Department**

'I think the biggest factor in raising achievement has been the house system; every child has a place within that system and is encouraged to learn and do their best. It is clearly working as our results show'.

**S4 Site Manager**

## 6.6

Another school had restructured its internal teams to include staff who have recently worked outside education, in the business sector. The school had adopted a deliberate strategy to develop teams that would reflect functions more prevalent in the commercial world. The aim of this restructuring was to provide new challenges and to move the school to an even higher level of performance.

'We initially sat down and looked at what we needed and decided on 3 teams, which still exist: corporate, student services and curriculum. We appointed really senior leaders into these roles, some from outside education. The main rationale for this move was to bring new ideas and challenge into the school. Without the 'Beyond Workforce Reform' project we wouldn't have done this'.

**S2 Deputy Head**

'I think the emphasis shifted from staff analysing [data] to getting other people to do it so we could focus on teaching and learning. We got associate staff to do the things we didn't need to do and it has developed from that'.

**S2 Assistant Head**

## 6.7

The majority of the schools had restructured their leadership teams in keeping with the 'Beyond Workforce Reform' project: making them flatter, more extended or more distributed. There had also been a conscious drive to ensure that leadership connected with teaching and learning.

'People who have a leadership role in the school now are really focussed upon teaching and learning'.

**S6 Headteacher**

## 6 New structures

'We have flattened leadership to a certain extent; this has made a big difference, more people are involved in decision making around teaching and learning. So leadership is focused on teaching and learning'.

### **S2 Deputy Head**

'There are more people in the leadership team but they are all focused on teaching and learning'.

### **S9 Teacher**

'Leadership is spread across the school; it's the distributed leadership model. You talk to the majority of staff, they all have responsibility for something, there's not a massive gap between senior leadership and teaching staff'.

### **S10 Head of Curriculum**

'One of the things we've managed to do... is we've got the leadership time dedicated on the timetable... so we have a head of department meeting on Wednesday period one, that's in the system every Wednesday. That's helped us have regular reviews with heads of departments; it gives us time to do the monitoring and support'.

### **S11 Headteacher**

'As an extended school we have a large leadership team with responsibilities for key areas. The approach is definitely distributed; we couldn't operate any other way'.

### **S9 Headteacher**

insufficient to secure improvements in teaching and learning, there was substantial evidence that such changes had made a difference to school cultures and to the quality of support for students' learning.

'I've restructured the college into five schools and replaced the eleven faculties. Those five schools are a much easier management structure. I've flattened the structure and that's had a really positive effect on learning as results have increased year on year'.

### **S6 Headteacher**

'Workforce Reform has allowed us to establish a culture in our school where teachers focus on developing the teaching and learning but all members of staff, support staff and teachers are really developing this culture of success in school and that was identified again by Ofsted as a positive factor in our improvement'.

### **S12 Deputy Head**

#### **6.9**

In all of the schools, particularly those that had undergone major re-structuring, new teams had evolved encompassing all sections of staff and in some cases, multi-professional partnerships.

'We have achievement teams that are multi-professional teams. They are headed up by teachers but there are learning mentors in them, student support assistants in them, so we have teams and their focus is on looking at the data along the line of student achievement and putting intervention strategies into place to support children who for whatever reason are not exceeding their targets'.

### **S1 Deputy Head**

'We have curriculum assistants across our faculty structure so they now provide full time support to our curriculum, duplicating resources for lessons, creating databases to track performance, really anything that a head of faculty would deem would improve the performance of the faculty and there is excellent work going on as a result'.

### **S2 Deputy Head**

#### **6.10**

The development of multi-agency teams and an extension of existing teams have allowed schools to deliver Every Child Matters (ECM) more effectively. In all schools in the sample there was clear evidence that they were delivering the full range of ECM requirements and in three cases were fully extended schools.

'Through the development of the inclusion team we've built up links with agencies, child and family services, the emotional well being team, community police, child psychiatry'.

### **S1 Inclusion Co-ordinator**

'When I started there were 3 learning mentors in the school that worked pretty much in isolation as a team as an addition to learning routes. Then the deputy head looked at improving the structure so we worked more with the people that were involved in a team, so the learning mentors became part of the achievement team'.

### **S1 Learning Mentor**

'We have employed a number of staff who are working with an extended team in the student support base which is intended to deal with our most challenging students'.

### **S4 Headteacher**

'We offer the full range of extended services. We have a youth club, sports centre, crèche and a drop in centre for parents. We have extended business links and the school is open for adult learning. Many pupils stay behind for clubs and sporting activities. The school is open 8 until 10 and there are many different groups of professionals working together in teams to offer support, guidance, care and advice on a wide range of issues. Without 'Beyond Workforce Reform' practice I can't see how extended schools can happen'.

### **S9 Deputy Head**

#### **6.11**

In all schools the traditional academic/pastoral split had been abandoned through major re-structuring, the establishment of new teams or the integration of existing teams. The evidence from this study suggests that the closer integration of the academic and pastoral aspects of school life has had a positive impact on learning outcomes and has made a significant contribution to raised achievement.

# 7 New developments

## 7.1

All of the schools had introduced new developments or innovations as a direct result of engagement with the 'Beyond Workforce Reform' project. In some schools, these developments were related to, or consequences of, major structural changes, while others were independent of large scale re-organisation.

## 7.2

Several of the schools had embarked on curriculum development as a route to raising achievement. Schools in areas of challenge were particularly committed to addressing the needs of certain groups of students at risk of being excluded or leaving with no qualifications. These schools had focused on curriculum development and re-design that was aimed at enhanced vocational provision at key stage 4.

'The other important development has been the curriculum development and a recognition that many of our students learn better in the more vocational programmes and we've been very successful with our vocational curriculum and the development of that and we're expanding that again in this key stage 4 cohort. So we have children who are being extremely successful in the areas of ICT, business, leisure and tourism, health and social care; and the development of those subjects has been a real strength'.

### S1 Deputy Head

'We've worked long and hard over the last five or six years to look at alternative provision for Key Stage 4 and now these students in the main are obtaining apprenticeships and when we find the correct work placement there are values in that for what they can do and it has been equally successful with children with behavioural needs and learning needs'.

### S2 Deputy Head

'I would say that the alternative curriculum has definitely helped students at risk of exclusion, so exclusions are down. This is because the 'Beyond Workforce Reform' project prompted us to think differently about the curriculum'.

### S5 Assistant Head

'Look at the difference the new curriculum has made to students'.

### S5 PA to Headteacher

'We've changed the curriculum at Key Stage 4, we used to have a curriculum that was one size fits all but we've now got four different pathways that the students go into...we've been able to offer a variety of activities in different subjects, that's one of the things'.

### S11 Headteacher

'The introduction of the BTEC has had a major impact on students' motivation to learn. It has shown many pupils they can succeed'.

### S12 Headteacher

'There are certainly less exclusions as a result of the new courses. There are more opportunities for young people to learn things they value and see as relevant'.

### S2 Parent Governor

## 7.3

There has also been a strategic investment in mentoring and coaching in the majority of schools in the study. Both associate and teaching staff have been involved in mentoring students to improve their learning and have helped with a range of issues facing students – particularly those students perceived to be at risk of failure or exclusion.

'When I started it was a stigma to have a learning mentor and the children always said 'I'm not coming to see you because that means I'm thick' and now because it is so visible and so broad ranging they see the benefit; before we had to find a quiet room and not collect them from class, now we have students self referring and wanting the help and seeing the benefit, that it is to help them achieve their full potential'.

### S10 Learning Mentor

'It has made a difference to lots of individual students because of the amount of time they are given for extra support, just to be heard, that encouragement definitely has had an impact'.

### S11 Learning Mentor

All the schools in the study recognized the need for professional development opportunities and career paths for associate staff. One school had undertaken a staff skills audit in order to help its forward planning of professional development while another school is looking at the opportunities for professional accreditation for associate staff.

# 8 New relationships

## 8.1

The structural changes and developments undertaken by schools in the 'Beyond Workforce Reform' project have led to the formulation of new teams and new working relationships. Multi-professional teams have been established to offer support, guidance and expertise as well as specialist teams focused on mentoring and inclusion.

'The creating of new teams has meant we have had to work together. We have built good working relationships with teaching staff and we trust each other'.

### S11 Associate Staff Member

'Every student gets 20 minutes of mentoring regularly with a member of staff to talk about personal development. This has meant working relationships have changed for the better and communication is improved between different groups of staff'.

### S6 Cover Supervisor

## 8.2

All of the schools in the study were making better use of people with a wide range of skills and backgrounds. In several schools, staff had moved from support roles into teaching positions and in other schools teaching staff had moved into support roles. This greater flexibility of staffing has been welcomed by schools. The ability to re-deploy, promote and establish flexibility from support to academic staff roles and from academic staff to support staff roles was viewed as a major strength of 'Beyond Workforce Reform' schools.

## 8.3

The flexibility to re-deploy staff into different roles has meant the retention of talented and experienced staff within schools. It has allowed schools to build their human resource capacity and capability. It has also allowed them to

maximise the potential of staff and where necessary to retain experienced staff who want a different role or a career change.

'The degree of flexibility I have allows me to put the best people in front of classes and the best people into roles that match their capability and interest. In the past we were locked into a clear demarcation and we lost talent that way'.

### S12 Head of Careers

It's made a difference to me, it has given me a new lease of life; I was tired of teaching but had more to give the school, so a change in role really helped'.

### S9 Associate Staff Member

I don't think my role would have been created without workforce reform, I don't think we would have achieved improvement without more creative use of support staff'.

### S4 Learning Support Manager

## 8.4

A number of schools have made extensive use of staff from outside education i.e. police officers, office workers, and business managers in a range of learning support roles.

'I do all the work experience, the careers, I do some mentoring, I teach public services, the equivalent of BTEC to years 10 and 11, have I mentioned child protection? I do child protection because that is what I specialised in the police force, so I've taken on the role of child protection as well'.

### S12 Vocational Leader

## 8.5

Other schools have created new teams to focus on inclusion and have used the Workforce Reform impetus to provide more specific support for at-risk pupils. In all schools the ratio of associate to teaching staff has increased. One school has an inclusion and learning support team that has 18 members, of whom only one is a qualified teacher. The other team members have a diversity of experiences and skills, with qualifications ranging from NVQ2 to a Masters degree.

'I think one of the difficulties is, if you are doing a preventative role how can you demonstrate success? You can say "look that child would be excluded" but how do you know? So we have a system where we meet together and discuss and decide what we should be doing and because of that the Children's Fund recognised that we had quite a system up and running that was identifying young people before they got to a point where they would need external intervention'.

### S11 Inclusion Manager

## 8.6

One school with particularly challenging students has used Higher Level Teaching Assistants (HTLAs) to raise achievement through offering structured support to certain groups of students. It established a student support centre that offers intervention to students who cannot operate in ordinary lessons. There is an alternative key stage 4 curriculum that includes work experience and an 'emotional curriculum' that focuses on conflict resolution issues and building self esteem.

'The HTLAs have allowed us to focus on issues of inclusion in a targeted way. It has reaped huge benefits. The HTLAs are now an essential part of our school, they are integral to improving learning and have been instrumental in raising achievement'.

### S11 Headteacher

## 8.7

The establishment of new teams and new configurations of associate and teaching staff has resulted in new working relationships and professional practices. Evidence from this study shows that it has altered the cultural dynamic of schools, in all cases, for the better. There is also evidence of changes in professional relationships, interaction and practices among teaching and associate staff.

Every single person on our payroll irrespective of their job has an impact in some way upon what's happening to students. So our support staff are tutors and mentors alongside teaching staff'.

### S6 Headteacher

## 8.8

Where teams of associate and teaching staff have focused on learning support and intervention for at risk students, it has increased the number of students going on to achieve a grade C at GCSE. The evidence shows that this type of support has also improved attendance and had reduced fixed term and permanent exclusions.

## 8.9

In summary, the new teams of associate and teaching staff and new professional relationships have contributed to raised achievement.

# 9 Impact and future challenges

## 9.1

The data from the schools in the sample showed considerable evidence of the positive impact of the 'Beyond Workforce Reform' project on student achievement. 'Beyond Workforce Reform' practice was consistently identified by a wide range of staff, across all of the schools, as being the major catalyst in securing higher achievement. When asked whether 'Beyond Workforce Reform' practice had made a difference to student achievement the responses were unequivocally positive from the schools:

'Our results have gone up and up so you can't say it ('Beyond Workforce Reform') has not had an impact I just couldn't make a direct relationship between one thing and the other but subliminally you know that it has freed people up to be doing what they should be doing and doing it better'.

**S2 Deputy Head**

'We have had some of the best GCSE results in the area. This is due to workforce reform, it has been the major catalyst for change in this school'.

**S3 Head of Department**

'There has definitely been a rise in SATs; obviously GCSEs have gone up, the quality of teaching and learning in the school has definitely got better'.

**S2 Key Stage 3 Co-ordinator**

'Our key stage 4 results are the best they have ever been. The results over the last three years have gone up. The results have gone up at the same time that the 'Beyond Workforce Reform' project was running. It has made a difference to results, no question'.

**S5 Headteacher**

'The alternative curriculum has raised self esteem of children who otherwise would be destined to fail'.

**S5 Learning Support Assistant**

'Workforce reform has had a colossal impact, there's no way we would be able to encourage and put children in for level 2 qualifications if we didn't have the reform impacting on the classroom'.

**S7 Learning Support Assistant**

## 9.2

The evidence also showed that 'Beyond Workforce Reform' practice has consistently been viewed by schools as making a positive difference in a wide range of other outcomes such as attendance, behaviour, rates of exclusion, staff morale, aspirations and extra curricular activities. The data provided by schools indicates a downward trend in exclusions and poor behaviour and an upward trend in attendance, staff morale and student aspirations.

## 9.3

All the schools in the study reinforced the positive relationship between achievement and attendance.

'What's made a difference to achievement? Well certainly attendance, because I often think attendance is a very good indicator of a child not being successful in school, so that's hard data'.

**S1 Inclusion Co-ordinator**

'Attendance has improved; performance has improved, students continuing in higher education, not just within the school but within other educational facilities'.

**S1 Learning Mentor**

## 9.4

The data also revealed a positive impact on levels of exclusion, particularly in those schools where it was seen to be a particular issue.

'Fixed term exclusion data, permanent exclusion data, that sort of thing, we also keep very good records of every time a child is removed from a lesson as 'on call' so we use that data and say, 'right that child has already had 2 or 3 from that lesson, let's do something about it' so we can catch it early'.

**S1 Inclusion Co-ordinator**

'The success factors have been the rise in achievement GCSE grades from 29% to 76% this year, that in itself is a factor but I think if you look at the other factors underneath it all our exclusion figures have dropped dramatically, which is obviously, as a result of the support that goes in to the well being of youngsters within this school'.

**S1 Team Leader**

'There are less exclusions, less problems, you know that sort of area where discipline has been at a higher level and that reduces problems and means the school is improving all the way'.

**S2 Governor**

## 9.5

Schools also highlighted the positive impact of 'Beyond Workforce Reform' practice on parental and staff satisfaction plus staff well being:

'The contentment of parents with the service to students, you can see that on a daily basis, the thank you letters you get for a job well done. The welfare of staff and the welfare of teachers in particular has improved because of 'Beyond Workforce Reform' practice'.

**S2 Deputy Head**

## 9.6

In all schools teaching and associate staff have access to data and in many schools they are closely involved in monitoring students. 'Beyond Workforce Reform' practice was seen as the instigator of the more strategic use of data to target underperformance.

'The curriculum deputy who is in charge of standards and data is working with non teaching staff who are very skilled at collecting data and presenting it to teachers in a way that makes it very quick and easy to access'.

**S1 Headteacher**

'The production of data. We are a data rich school and we have people who can produce data on predicted GCSE grades for example... much better than trying to go through the system yourself. It helps us to target and provide appropriate support.

**S3 ITT Tutor and Mentor**

'Certainly the monitoring of students is very important and very closely guided by data'.

**S3 Librarian**

'The monitoring and evaluation has had a really, really terrific effect on raising achievement'.

**S5 PA to Headteacher**

'We also have fantastic monitoring of our students and if I pull you a quote out of what Ofsted have said to us 'there's outstanding provision for care, guidance and support of students' and that's through the highly effective systematic use of data to track student performance. Our support staff create that (information) into spread sheets ... they also do some analysis for me on that data, the things I wouldn't have time to do normally'.

**S12 Headteacher**

## 9 Impact and future challenges

### 9.7

While there have been many positive aspects of the 'Beyond Workforce Reform' project, forging new relationships between academic and associate staff has not always proved to be easy. In some cases, attitudes about the respective roles of associate staff and teachers were entrenched and the demarcation of roles was difficult to erode. However, through restructuring, new developments and changing roles within the schools, most staff now work collaboratively and collegially to raise achievement.

*'Staff are now just staff, not teaching and non teaching staff. Some pupils don't know who the teachers are and who are not as roles interweave and many support staff, including cover supervisors are treated exactly the same as teachers'.*

**S13 Headteacher**

*'One thing the head has set out to do, and has done very successfully, is to create one staff. We are not teachers and non teachers and I forget sometimes who is who'.*

**S8 Teacher**

### 9.8

In all the schools there was a clear endorsement of the positive benefits of the integration of associate staff and teaching staff. There was clear evidence of the positive impact of this way of working on students and their learning.

*'In terms of recruitment we have become a lot more demanding of what we want from people – both support staff and teaching staff. 'Beyond Workforce Reform' practice has ensured we set our sights much higher'.*

**S5 Assistant Head**

*'It has been a shift away from a school that was largely made up of teachers and others to a team of adults who all work together to develop the best out of young people'.*

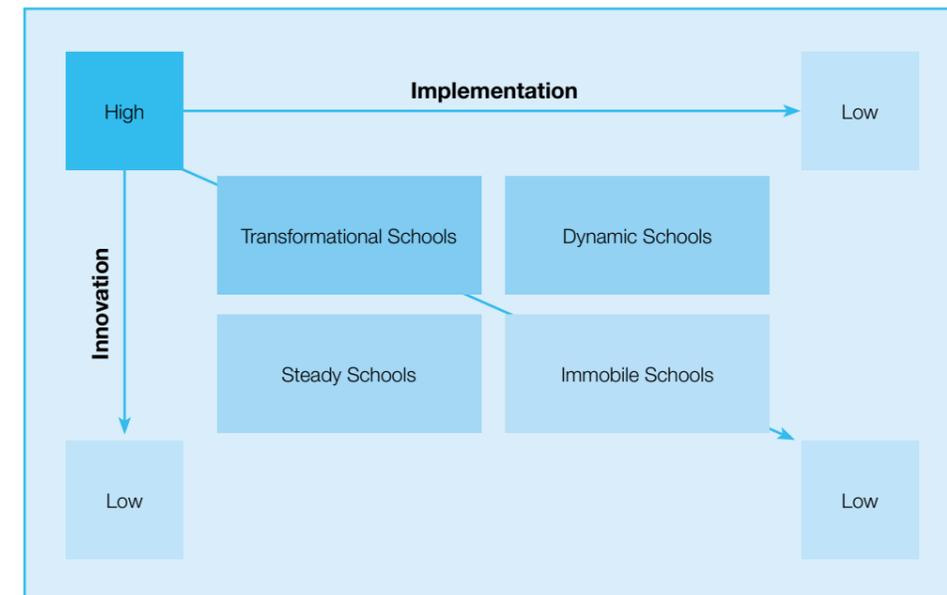
**S6 Headteacher**

### 9.9

Overall the evidence from schools in the study highlighted that 'Beyond Workforce Reform' practice had made a significant difference to the quality of teaching and learning and had contributed to raising standards. It was clear that the use of data had made a significant contribution to raising achievement along with close monitoring of student progress. The restructuring of the pastoral system and more creative use of a variety of support staff had also made a positive difference to students' learning.

### 9.10

The final analysis of the data allowed us to develop a typology of schools that are engaged in implementing 'Beyond Workforce Reform'. Using the two axes of workforce implementation (high and low) and innovation (high and low) we were able to identify schools that were at different stages of development and change.



#### Transformational Schools: (High Implementation; High Innovation)

- Are 'Beyond Work Force Reform' schools in terms of implementation and innovation
- Are demonstrating 'next practice' and are leading schools in terms of innovation and change
- Are self evaluative and keen to take risks that will impact positively on achievement
- Are influencing and shaping the system through their creativity, innovation and reinvention
- Are using data effectively to target underperformance and to raise achievement
- Are fully delivering ECM and Extended Schools
- Are influencing other schools and contributing to system re-design

#### Steady Schools (High Implementation; Low Innovation)

- Have fully implemented Workforce Reform
- Have no plans to innovate further
- Are demonstrating good practice but are not taking any risks or investing in new ways of working
- Are delivering the requirements of ECM
- Are schools that are self contained but are not pushing the boundaries
- Are not influencing other schools or are not collaborating with other schools

## 9 Impact and future challenges

### Dynamic Schools (Low Implementation: High Innovation)

- Have yet to fully implement a co-ordinated approach to Workforce Reform
- Have too many innovations and are making changes in an uncoordinated way
- They have energy but much of this is unfocused
- Are delivering ECM
- Are influencing other schools through 'showcase' innovations

### Immobile Schools (Low Implementation: Low Innovation)

- Have not fully implemented Workforce Reform
- Are demonstrating sound practice at best
- Are stuck in existing behaviour patterns
- Are unlikely to change without external intervention
- Are barely delivering ECM
- Have little connection with other schools

#### 9.11

This typology is one way of thinking about schools at different stages of development. Clearly if the aspiration is for all schools to be in the 'transformational' category then 'Beyond Workforce Reform' is an important way of moving in that direction. It will be difficult for schools to fully implement ECM and Extended Schools if they are not moving Beyond Workforce Reform in terms of their staffing, infrastructure, relationships and practices.

#### 9.12

The evidence from the study has shown that schools that have established a sustainable approach to workforce reform are also schools that have moved beyond routine implementation and are actively investing in innovation. They are schools that have established new structures, introduced new developments and have built strong and positive relationships among staff.

#### 9.13

The future of school and system transformation is dependent on creativity and diversity and not uniformity or standardisation. As the schools in this study have shown, there is no 'blueprint' for raising achievement but there are a number of powerful levers that schools can 'pull' to secure positive change and development. These levers include new structures, teams and practices that integrate the academic and the pastoral; the deployment of more associate staff in strategic ways; greater emphasis on learning support and inclusion; distributed leadership; effective staff development for all staff; using people outside education; establishing new teams; an alternative curriculum and the relentless use of data to improve achievement.

#### 9.14

Workforce Reform alone is not a guarantee of improved learning outcomes. Improvement depends upon the starting point of the school, its context and the way the particular mix of 'workforce' levers or strategies are used. As this study has shown, where schools determine for themselves the optimum mixture of strategies, approaches and levers for reform and transformation the potential to improve achievement is significant.

#### 9.15

Raising standards is possible in all schools but not without the forms of structural change and realignment associated with 'Beyond Workforce Reform'. Without some structural change and investment in innovation, certain schools will

remain stuck or ineffective. To improve achievement and to raise standards requires risk taking, ambitious innovation, visionary leadership, re-structuring and re-culturing and a central and fundamental belief in the ability of schools to determine their own pathway to providing high quality education for all students. It also requires long term investment in the professional development of all staff and constant improvements in the learning environment.

#### 9.16

The future challenges for all schools are to abandon practices and structures that are not working; to establish new forms of activity that directly impact on teaching and learning; to raise achievement through the establishment of a diverse workforce that secures new professional relationships and ensures all young people succeed.

*'In the end it's a 'win - win' situation - the child has a better education and a better future, that's what 'Beyond Workforce Reform' practice has achieved'.*

**S9 Assistant Head**

# Appendix one

## Schools involved in the research

Admiral Lord Nelson Secondary School

Norton Hill School

Tudor Grange School

The King John School

Walker Technology College

Wade Deacon High School

Burnside Community High School

Joseph Swan School

Lawrence Sheriff School

Saint Benedict Catholic School & Performing Arts College

Court Fields Community School

John Cabot Academy

# Appendix two

## Respondents

During the research, the following categories and numbers of staff were interviewed:

Headteacher	Deputy Headteacher	Head of Year	Staff in Support Roles *	Teacher	Assistant Headteacher	Other Staff **	Pupils	Heads of Department	Governor
12	5	1	41	2	8	21	19	5	2

### Total Respondents: 116

\*Staff in Support Roles: Due to the many ways schools have grasped the opportunity to reorganise under the banners of Workforce Reform and ECM, this category encompasses a wide variety of roles. Along with the expected Learning and Classroom Assistants there are: cover supervisors; learning, pastoral and academic mentors; heads and coordinators of various units (inclusion, behaviour) who are not teaching staff; technicians related directly to teaching and learning. Although qualification of such roles is difficult in terms of research, the fact

that so many roles and titles exists is evidence of the fact that schools have grasped the opportunities to restructure in ways that fit their own circumstances and needs.

### \*\* Other Staff: 21

This category, as with the above, was a wide ranging one. Included here were all school staff who worked in roles that were not directly related to teaching and learning, such as: personal assistants, bursars, site managers and other administrative staff.

# Appendix three

## Types of schools

School Name	Leading edge	Training school	Urban	Community	Foundation	Voluntary aided	Specialisms:	City Technology college	Business and enterprise	Maths and computing	Technology	Arts	Language
Admiral Lord Nelson Secondary School									1st				
Norton Hill School										1st			2nd
Tudor Grange School											1st		
The King John School										1st			
Walker Technology College											1st	2nd	
Wade Deacon High School										2nd	1st		
Burnside Community High School									1st				
Joseph Swan School											1st		
Lawrence Sheriff School										1st			
Saint Benedict Catholic School & Performing Arts College												1st	
Court Fields Community School											1st		
John Cabot Academy													

# Appendix four

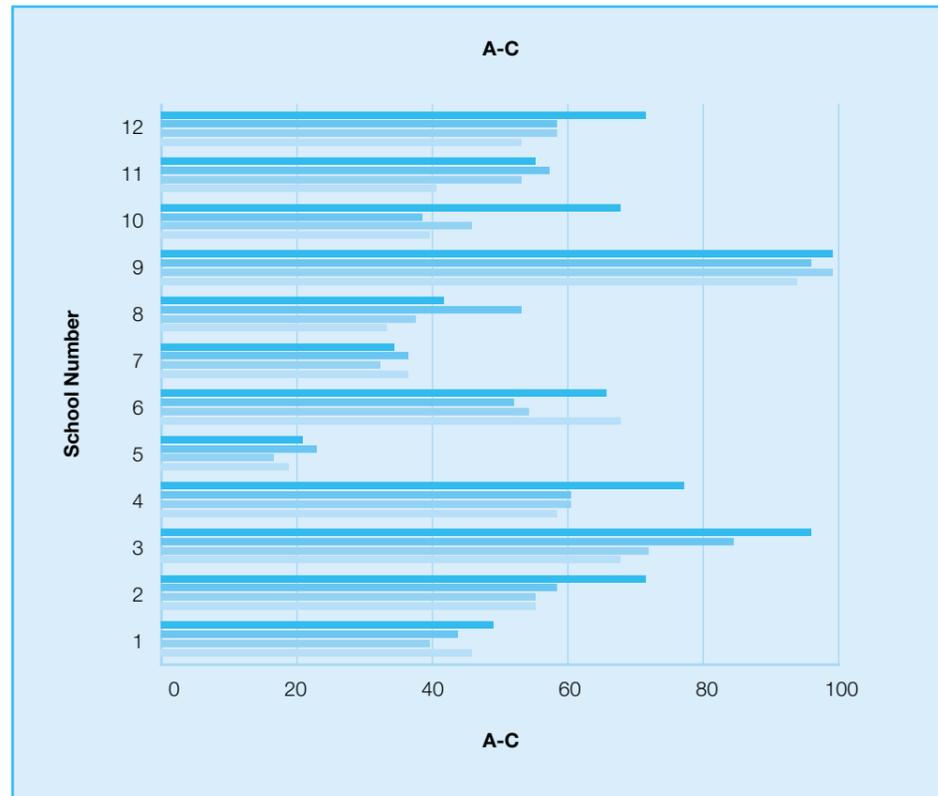
## GCSE Performance, 2004 – 2007

The following chart shows the overall results for students achieving 5 grade A – C at GCSE, over the period from 2004 – 2007.

	School Name	5 A - C 04	5 A - C 05	5 A - C 06	5 A - C 07
1.	Admiral Lord Nelson Secondary School	47	41	44	51
2.	Norton Hill School	55	55	59	72
3.	Tudor Grange School	69	71	83	97
4.	The King John School	59	61	61	76
5.	Walker Technology College	19	18	22	21
6.	Wade Deacon High School	70	55	53	67
7.	Joseph Swan School	38	31	38	33
8.	Burnside Community High School	35	39	53	42
9.	Lawrence Sheriff School	95	100	98	100
10.	Saint Benedict Catholic School & Performing Arts College	40	46	39	69
11.	Court Fields Community School	41	51	57	54
12.	John Cabot Academy	52	59	59	72

## Appendix four

Represented in chart form:



## Appendix five

Contextual added value

	CVA 05	CVA 06	CVA 07
1.	1015.1	1020.9	1003.2
2.	1014.6	1014.3	1009.3
3.	1013.2	1009.5	1025.7
4.	998.6	995.2	995.3
5.	991.0	1016.7	1009
6.	1024.0	1030.6	1039.2
7.	976.9	1023.1	1002.1
8.	985.8	1013.5	1021.8
9.	1018.9	1018.0	1028.1
10.	1009.5	994.7	997.6
11.	1011.5	1025.6	1018.2
12.	1008.6	1020.5	1013.5

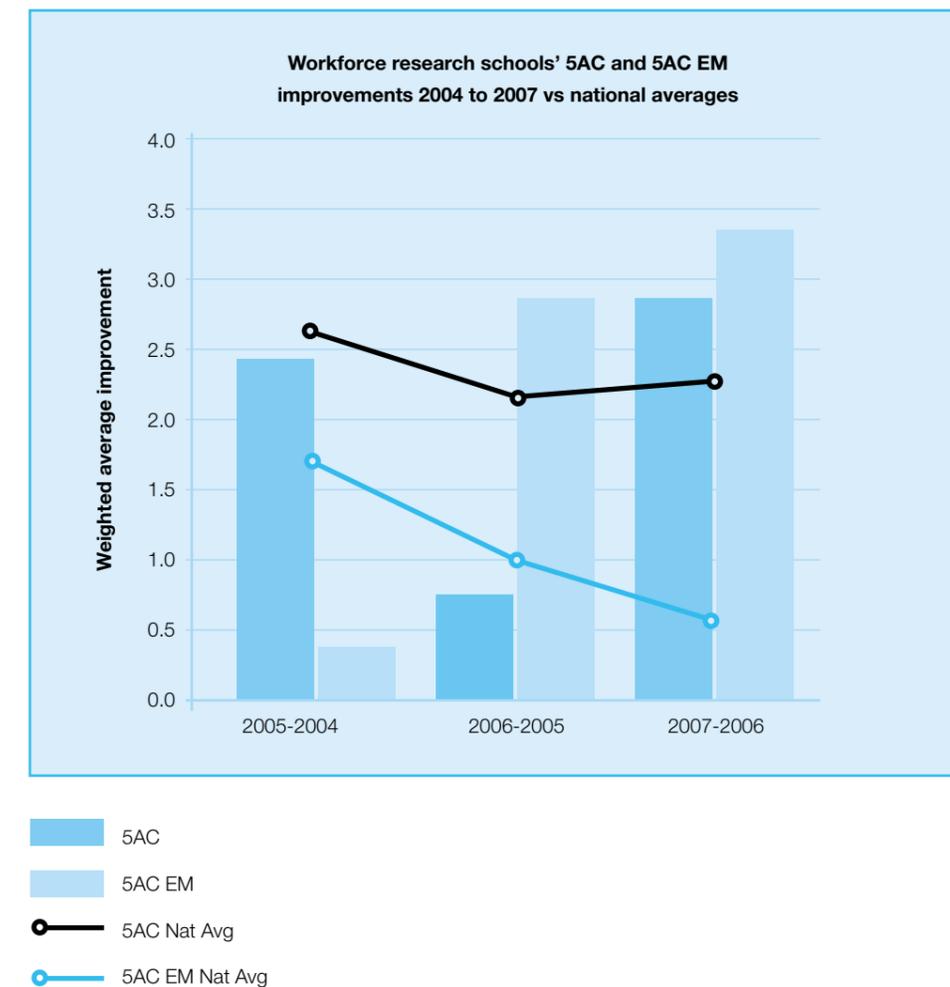
# Appendix six

## Contextual added value bandings for schools

School	CVA band 06	VA band 05
Admiral Lord Nelson Secondary School	Top 25% of schools	Top 40% of schools
Burnside Community High School	Top 25% of schools	Bottom 40% of schools
Court Fields Community School	Top 25% of schools	Top 40% of schools
John Cabot Academy	Top 25% of schools	Top 40% of schools
Joseph Swan School	Top 25% of schools	Middle 20% of schools
The King John School	Bottom 40% of schools	Middle 20% of schools
Lawrence Sheriff School	Top 25% of schools	Top 40% of schools
Norton Hill School	Top 25% of schools	Top 40% of schools
St Benedict Catholic School & Performing Arts College	Middle 20% of schools	Middle 20% of schools
Tudor Grange School	Top 40% of schools	Top 40% of schools
Wade Deacon High School	Top 5% of schools	Top 25% of schools
Walker Technology College	Top 25% of schools	Middle 20% of schools

# Appendix seven

## Project schools and national averages



# Research team

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