

Salop Teaching School Alliance  
Case Study Outline

Project Title	To develop the role of teaching support staff in school
School/Organisation	Newport Infant School
Date Project taking place	Spring Term 2013
Aim of Project	<p><b><u>Aim-</u></b> To improve standards by developing the role of teaching support staff through the implementation of a performance management system</p> <p><b><u>Objectives-</u></b></p> <ul style="list-style-type: none"> <li>• To put in place a monitoring cycle for support staff</li> <li>• To address any specific training needs for staff</li> <li>• To develop a system of target setting to improve support staff performance</li> </ul>
Project Details	<p>The initial stages of this project were very much led by the CPD work that had been taking place in respect of the teaching staff. Support staff were informally observed through teacher lesson observations and a learning walk and an action plan was created.</p> <p>Informal meetings were then held with staff by the headteacher to discuss next steps and targets for the support staff. These were put into the context of phonics teaching and learning as this was a focus for the whole school under the School Development Plan.</p> <p>Support staff then received CPD training from members of the SLT and the literacy leader about supporting the teaching of phonics, especially for vulnerable children. However this was also extended to supporting teaching and learning within the classroom across all areas of the curriculum.</p> <p>Lesson observations took place whereby members of the SLT observed support staff within a phonics lesson. This involved their skills in supporting the class teacher during whole class teaching and also working with small groups of children. The support staff were assessed against the targets that had been agreed at the start of the project.</p> <p>Finally feedback meetings were held with all staff to discuss progress against targets and also to look at next steps. These will then feed into the next performance management cycle.</p>

<p>Who was involved? (collaborative partners)</p>	<p><b><u>Headteacher &amp; SLT-</u></b> Rebecca Overthrow Chris Pierce Jane West <b><u>All Teaching Support staff in school</u></b></p>
<p>Outcomes</p>	<ul style="list-style-type: none"> <li>• Increased subject knowledge of support staff</li> <li>• Improved quality of phonics teaching/teaching support</li> <li>• Creation of system of monitoring and performance management to support further improvement</li> </ul>
<p>Project Evaluation/Impact Outcome  How was the impact measured?</p>	<p><b><u>Project Evaluation-</u></b></p> <ul style="list-style-type: none"> <li>• All of the support staff involved said that they welcomed the opportunity to develop their own skills and understanding through the additional training provided</li> <li>• All of the teaching staff said that the support staff within their classrooms had an increased confidence when it came to supporting children in lessons</li> </ul> <p><b><u>Impact Outcome-</u></b></p> <ul style="list-style-type: none"> <li>• 88% of Year 2 children achieved a level 2B+ in reading</li> <li>• 79% of Year 2 children achieved a level 2A+ in reading</li> <li>• 43% of Year 2 children achieved a level 3+ in reading</li> <li>• 83% of Year 1 children achieved the required level in the Phonics Screening Check (an improvement of % on the previous year)</li> <li>• 95% of Year 2 children who did not achieve the required level last year now achieved the result</li> </ul>
<p>Intended dissemination of outcomes</p>	<p>The outcomes of this project were shared with the teaching staff and will feed into future performance management systems</p>
<p>Next steps for project within the organisation</p>	<p>As a result of this programme there is now a sustainable system of monitoring and performance management in place that will be developed and reviewed in future years to maintain standards in teaching and learning.</p>

*Please note your case study will be placed on the Teaching School website therefore if any photographs are supplied we will assume permission has been obtained by the person being photographed or parents/carers.*