

# Best Practice with Teaching Assistants Award (BPTAA)

## Reassessment Report

School name:	Bruche Primary School
School address and postcode:	WA1 3TT
School telephone:	01925815772
School website:	<a href="https://www.bruchepprimary.co.uk/">https://www.bruchepprimary.co.uk/</a>
Head teacher:	Chris Jones
Award coordinator:	Hannah Kerrigan
Award verifier:	Emma Symonds
Date of reassessment:	Friday 7 <sup>th</sup> July 2023

### Commentary on the mini-portfolio of evidence:

Bruche Primary School has presented a plethora of evidence to provide the verifier with an excellent overview of why they deserve to be awarded with the Reassessment of BPTAA.

There was an excellent presentation by the Assistant Head Teacher, Hannah Kerrigan, which documented the impact of the Reassessment, including historical information since the last verification and well-documented evidence on how the school has continued to develop and progress within each objective.

The school clearly values the process of going through the Award and uses the evaluations purposefully to inform continual school improvement.

Bruche Primary School's online portfolio provided evidence for all objectives.

### Commentary on the tour of the school:

Classrooms and areas within Bruche Primary School are inviting and provide safe spaces for children to learn. Teaching assistants take responsibility for spaces and work together with teaching staff within classrooms to provide areas where children can access interventions and 1:1 support where necessary.

**Commentary on discussions with stakeholders:**

Feedback indicates that there has been a significant increase in staff motivation over the last 24 months. This data has been gathered through the 'Better Place To Work Programme' which is a unique programme the school have adopted to support staff.

Further staff views are in Appendix 1 attached to this report.

**Strengths identified during reassessment:**

Bruche Primary School is committed to creating a robust organisational structure that effectively plans, executes, monitors, and assesses the work of teaching assistants. This ensures the optimisation of learning outcomes in alignment with the BPTAA Objectives. Since its verification, the school has demonstrated an unwavering dedication to enhancing the use of Trello and reinforcing exemplary practices previously established.

To bolster the induction process, Bruche Primary School has devised a more stringent policy, employing evaluation forms for diligent monitoring. Furthermore, a structured teaching assistant appraisal policy is now in place, incorporating pre-planned assessments. The school has augmented Continuous Professional Development (CPD) opportunities and introduced an online support package accessible on a regular basis. Acknowledging the strengths of the staff, the school encourages them to embrace progression, explore innovative approaches, and strive for improvement. This attitude is reflected in the significant rise in staff morale as indicated by the 'Better Place To Work' feedback.

Teaching assistants at Bruche Primary School possess a thorough understanding of their roles and responsibilities, underpinned by precise and detailed job descriptions. The school has fostered staff development and ongoing professional growth opportunities in collaboration with The National College. Purposeful documentation further facilitates staff development, and online appraisals celebrate individual successes while outlining future goals.

Additionally, staff members at Bruche Primary School demonstrate a commendable dedication by voluntarily attending residentials and extra-curricular activities. Their full participation not only supports personal development of children, but also inspires those lacking confidence. Involvement in after-school clubs such as the gardening club, art and craft, sign language workshops, and dance is evidence of their extensive commitment.

Teaching assistants at Bruche Primary School play a significant role across different levels of education, including Key Stages 1 and 2. Teaching assistants focus on 'pre-teaching' strategies, especially for students with Special Educational Needs and Disabilities (SEND). This approach enables all students to effectively access and participate in lessons.

Teaching assistants also coordinate and implement the 'Fresh Start' initiative, which is integral to enhancing the learning experience for students. They engage in whole-class teaching, demonstrating their versatility and pedagogical competence.

Providing targeted support for SEND students forms a vital part of their responsibilities, catering to the unique educational needs of these students. Additionally, they provide pastoral support, a key

aspect of which is a new initiative known as 'Monkey Bob'. This scheme aids children affected by domestic abuse and includes nurture time at the end of the school day, offering students a safe and supportive environment to aid their overall well-being.

In the Early Years Foundation Stage (EYFS) at Bruche Primary School, teaching assistants perform key roles that significantly contribute to the school's educational objectives:

Firstly, teaching assistants lead their own key group sessions, demonstrating their ability to take charge and manage small groups independently. They maintain daily communication with all parents, fostering a strong partnership between the school and the families.

To keep parents informed about their child's progress and school activities, teaching assistants update online feedback on a daily basis. Before the school term begins, they conduct home visits, establishing early rapport and understanding the home environment of the children.

Teaching assistants at Bruche Primary School are also instrumental in the organisation and execution of 'stay and play' sessions for parents, an initiative that is being reinstated once stable staffing in Reception is achieved. Their commitment extends to facilitating parent workshops after school, thereby promoting parental engagement in their child's learning journey.

In addition, teaching assistants plan and deliver their own phonics and maths groups, reflecting their pedagogical competency in these core subjects. Furthermore, they assist in completing two-year-old checks, ensuring that the developmental milestones of children are tracked accurately and timely. The breadth of roles undertaken by teaching assistants in the EYFS shows their versatility, commitment, and substantial impact on early childhood education.

#### Impact:

Teaching assistants at Bruche Primary School are tasked with delivering specific interventions and conducting daily coaching sessions at scheduled times, yielding positive results. The school's senior leaders have strategically arranged these sessions to guarantee universal support, fostering an environment of consistent, confident teaching and learning. This approach further benefits new teaching assistants by integrating them into supportive teams, promoting collaboration and mutual growth.

The leadership team deeply values the talents embedded within the entirety of their teaching staff. They recognise teaching assistants as exceptionally gifted and dedicated individuals who consistently exceed expectations. The school not only acknowledges these talents but also promotes progression in each teaching assistant's chosen field, presenting opportunities for professional development and the expansion of responsibilities.

Teaching assistants play a crucial role in the educational journey of the students, significantly influencing their academic and emotional development. Their immense contribution to the teaching, learning, and overall school community undeniably positions them as an integral part of the educational team at Bruche Primary School.

Teaching Assistants have made significant contributions to the development and coordination of the school curriculum. For instance, they organised a fundraising day for NSPCC, an event that promoted their capacity for planning and execution. A notable instance of curriculum enrichment led by teaching assistants is the planning and delivery of Burnet News, a student-focused initiative that

significantly enhanced children's skills in areas such as empathy, open-mindedness, and critical thinking. Furthermore, teaching assistants coordinate the Big Picture News, typically taking the lead in delivering the lessons. They ensure that the lesson plans are structured and that the necessary resources are available for effective teaching. Other key teaching assistant-led programs include the Reader of the Week, Reader of the Term, and the Reading Board, all of which are coordinated by TAs to encourage a love for reading. They also manage their own groups for phonics instruction, showcasing their adeptness in curriculum development and coordination. This collective effort by all school staff fosters a rich, diverse, and inclusive learning environment for all students.

**Areas for development:**

- To implement effective communication plans for all new initiatives.
- To embed new initiatives.
- To continue the frequency of 1-1 discussions with teaching assistants.

**Verifier recommendation:**

It is the verifier recommendation that Bruche Primary School gain the Reassessment of BPTAA.

**Head teacher comments:**

May we use your comment for website/marketing purposes? **Yes / No** (please delete)

## Appendix 1

### Y4 Teacher

The Teaching Assistants in school are invaluable and provide so much support for our pupils. Many of the children would not make the progress they do without the help and intervention of the teaching assistants in class. They are brilliant with the children and we are lucky to have such a great team.

NC is a Teaching assistant in Year 5 and our Mental Health champion

I have worked at Bruche as a teaching assistant for almost 10 years now, it is a pleasure to work here and I believe that we deserve the award for many reasons. One of the main reasons I believe we deserve to gain the award is that at Bruche, I always feel well supported by the staff around me, I know that if I am ever unsure of something I can ask any colleague and they would help me straight away.

As teaching assistants, we undergo performance management by senior leaders just like teachers do, this helps us to feel appreciated and allows us to discuss our roles and any training needs with SLT. An example of this is my passion is mental health, and I have recently completed the mental health first aid course and become mental health lead for the school.

I feel children are well supported by teaching assistants here at Bruche as there is at least one teaching assistant per class, so there is never a class falling short of support. Teaching assistants understand their children very well and have lovely relationships with them, this is reflected in feedback from SLT when they have observed classes and from pupil voice.

We are all aware of the SEN needs of the whole school and go on appropriate training to help us to support those children as best we can, as well as attending staff meetings lead by SENCO to listen to up to date guidance we also receive regular emails with an up-to-date SEN list.

### Y2 Teacher

Teaching Assistants are deployed in a variety of ways at Bruche to support the needs of all of our children. Alongside supporting teachers with first class quality teaching, they delivery speech and language interventions, plan and deliver phonics across EYFS and KS1, support school council meetings, deliver after school clubs and support with behaviour. Almost all Teaching Assistants are first aid trained and support with lunch times across all phases.

Teaching Assistants are involved with the planning and marking process in classes and are communicative in staff discussions about how children are supported. They support groups within lessons and understand the curriculum coverage within their class. Teaching Assistants follow the same behaviour policy as teachers and understand the graduated response when dealing with any incidents. Teaching Assistants understand the referral process in school and feel confident talking to the SENDCO if there are any concerns about a child.

Teaching Assistants are motivated, enthusiastic and supportive at Bruche and are involved in every part of the children's learning

### Nursery Teacher

The high level of dedication, commitment and support that is given by our teaching assistants at Bruche is over and above. It is evident when visiting every class that each and every TA views their position as not just a job but a career role that enables them to support children as they progress through their individual journeys within Primary Education. This support varies, from whole class support, small group and individual interventions to leading and participating in after school clubs, residential, fundraising events and curriculum leadership. The Teaching Assistants at Bruche go above and beyond when offering ideas, support and guidance to both staff and children and we are very lucky as a school to have such a high number of support staff and of such a high calibre.

### Y1 TA

I enjoy being a TA at Bruche because everybody is very welcoming and friendly. Communication is very well balanced and effective, work life balance is positive. So I agree this Bruche family deserves the TA award.

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