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national remodelling team: evaluation and impact study (year 1)

final report

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Introduction

In response to increasing recruitment and retention difficulties in the teaching profession, steps have been taken to address national teacher workload issues. During 2003, representatives from the Government, employers and all but one of the school workforce unions signed a National Agreement, which signalled a joint decision to work together to tackle workload issues and raise standards in schools. The Agreement includes the removal of routine administrative tasks from teachers, a limit on supply cover, guaranteed ten per cent of time for planning, preparation and assessment (PPA), leadership and management time, training for support staff and less bureaucracy.

The National Remodelling Team (NRT) was established in April 2003 by the Department for Education and Skills (DfES) and hosted within the National College for School Leadership (NCSL). The role of the NRT was to work with Local Education Authorities (LEAs) to support schools in the implementation of the changes to teachers' contracts introduced by the National Agreement on Raising Standards and Tackling Workload (ATL *et al*., 2003). Working with and through LEAs, Consultant Leaders and NCSL's Affiliated Centres, the NRT also supports schools in wider workforce remodelling, which meets their individual circumstances through the facilitation of a school-centred change process.

In September 2002, the 'Transforming the School Workforce Pathfinder' initiative was launched in a cross-section of 32 schools in England. Following this, in October 2003, the remodelling programme was rolled out, with the identification of 189 Early Adopter (EA) schools. These schools were to be fast tracked through the process by the NRT in order to build momentum for remodelling nationally and to provide examples of good practice. The subsequent engagement of schools in the remodelling process occurred in a series of tranches with the aim of encompassing every school in England in the process by 2006. Schools are encouraged to begin the process by establishing a School Change Team (SCT).

About the study

The evaluation, carried out by an independent team at the National Foundation for Educational Research (NFER), looked at the process and impact of the initiative, taking account of the strategic role of the NRT in setting up, piloting, delivering and designing the roll out of the National Agreement. The evaluation took place in 2004 and included a broad representation of individuals at school, LEA and partner levels. The methods of data collection were:

- A survey of 97 LEA Remodelling Advisers (January and February 2004) – 65 per cent response.

- Telephone interviews with ten NCSL Remodelling Consultants, involved with self-starter, Tranche 1 (T1) and Tranche 2 (T2) schools (February and March 2004).

- A survey of 226 SCT members in 158 EA and T1 schools (March and April 2004) – 39 per cent response.

- In-depth case-study work with one infant, three primary and two secondary schools, including interviews with 38 members of school staff and four LEA Remodelling Advisers (September and October 2004).

Survey data were analysed statistically and information from interviews and case-study visits was analysed by hand.

Key findings

The aim of the NFER evaluation was to examine the effectiveness and impact of the work of the NRT in its first year of operation. The evaluation showed that the NRT has made good progress in introducing the remodelling programme and supporting schools through the change process.

NRT programme of support

The NRT programme of support, including resource materials and training, was viewed very positively by all groups of respondents. The following replies were given in relation to resource/support materials.

- The majority of LEA Remodelling Advisers (80 per cent or more) rated the NRT website, training programme, toolkit, and the ring binder notes and CD-Rom as useful/very useful.

- SCT members who had used the NRT resource/support materials rated all aspects as at least fairly useful. Three items were considered to be to be useful/very useful by SCT members: the toolkit (48 per cent); the Ideabank (40 per cent); and case-study reports (39 per cent). It should be noted, however, that some SCT members, particularly in T1 schools, had not yet used the NRT resource/support materials (between six and 14 per cent).

- SCT members felt the most useful sources of training/support were: LEA Remodelling Advisers (51 per cent of respondents); regional events for schools (51 per cent); and school networks (36 per cent).

- SCT members valued sharing good practice, experiences and ideas with like-minded schools and knowledgeable individuals.

Identifying 'big issues'

In the first stage of remodelling, a school aims to gain agreement on its 'big issues'. A very high percentage (91 per cent) of LEA Remodelling Advisers reported their EA schools had identified such issues, and the majority had started to address these concerns.

Main challenges for schools

The main challenges for schools in the early stages of remodelling (2003 to 2004) were identified by LEA Remodelling Advisers, NCSL Remodelling Consultants and SCTs. The challenges included:

- budgeting, funding and resources

- staff cynicism and resistance to change

- providing ten per cent PPA time

- conflicting demands

- parental expectations

- the development of a new teaching assistant (TA) role.

Schools reported a variety of methods for addressing their remodelling needs, including: working in partnership with LEA Remodelling Advisers and the introduction of a SCT.

Maintaining remodelling in schools

SCT members said that communication was the best way to maintain remodelling within their school. Communication strategies included regular remodelling updates for staff through staff/SCT meetings and the involvement of all stakeholders. Focussing on key issues was another way to maintain remodelling within schools, as was the use of school improvement techniques.

Impact of remodelling on schools

The responses gained through the NFER evaluation showed that, even at a very early stage, schools were progressing through the change programme and making important remodelling achievements. SCT members participating in the evaluation believed the significant achievement was that support staff had a greater degree of responsibility and an improved career structure as a result of remodelling. While not explicitly reported by participants, it could be inferred that this change was beginning to provide teachers with more time to teach. The key factors facilitating these outcomes were: a willingness from school staff to work differently and change their current practices, the availability of funding and a commitment from support staff to take part in professional development activities. Another key remodelling achievement was the provision of ten per cent PPA time for teachers. The availability of funding was considered to be important in facilitating this development.

Insights on impact from the case studies

The people interviewed in the six case-study schools said that new school practices were having a considerable positive impact on staff. The strongest impact, for teachers and support staff, was a greater sense of involvement in their school's development. There were also reports of improved job satisfaction and more collaborative working. Several interviewees spoke about the advancement of TA roles. A number of support staff reported feeling more valued and appreciated by teaching colleagues within their school as a result of remodelling. One headteacher said the TAs in his school were leading the way in areas such as literacy and supporting pupils with special educational needs.

In some cases, the remodelling programme was already thought to be having a positive impact on students. These tended to be schools that had made tangible changes. For example, a school that had re-designed its layout (without undergo-

ing building work) reported that students were benefiting from the changes through improved attitudes to learning and better levels of concentration. Staff in other case-study schools thought their changes would result in a positive outcome for students in the medium- and longer-term.

The case-study interviewees suggested the following ways in which the remodelling programme could be developed in other schools:

- ensuring remodelling is consistent with a school's ethos and that it takes account of the local context
- involving all staff in remodelling discussions
- creating a strong vision
- appointing remodelling 'champions'
- monitoring progress/ticking off achievements
- not being afraid of change.

Conclusion

The responses given by those involved in the NFER evaluation showed they were highly satisfied with the work of the NRT. Above all, the respondents felt the NRT training and support materials had been particularly effective in preparing them for either their role in supporting the implementation of remodelling, or in their role as an agent of change within a school. Schools were progressing through the change programme and making key remodelling achievements.

Recommendations

The report makes the following recommendations.

- The standard of training provided by the NRT was greatly appreciated. Ensuring a continued high standard of training, once its delivery passes to LEAs, is an important consideration for the future.
- There is a need for LEA Remodelling Advisers and schools to be able to continue to access practical information on remodelling. This might be achieved through the NRT website, through training activities and visits from/to EA schools.

- Advisers, NCSL Remodelling Consultants and SCT members identified funding/resources to be one of the main challenges facing schools. The provision of advice and guidance on remodelling techniques that do not require extra funding, would be of particular use to schools and those involved in supporting them.

- Some NCSL Remodelling Consultants felt they were not being fully utilised in their role and in some cases that their role was unclear. The NCSL training programme on Consultant Leader competencies may need to stress the importance of consultancy skills in carrying out the NCSL Remodelling Consultant role. The NRT may wish to consider holding joint training with all remodelling partners, and collating examples of good practice to show how LEAs might work with NCSL Remodelling Consultants.

Glossary

Term	Description	Start date
NCSL Consultant Leader	Self-nominated headteachers, who are trained and accredited by NCSL in techniques such as facilitation skills, team-working and client-centred change	Pilot began in summer 2002 Roll-out began in October 2002
Early Adopter School	Each local education authority (LEA) has identified at least one 'early adopter' (EA) school to be fast tracked through the change management process by the National Re-modelling Team (NRT) from October 2003 to March 2004. There are 189 EA schools in total.	October 2003
LEA Remodelling Adviser	Each LEA has a member of staff dedicated to coordinating and managing remodelling activities with their LEA. Advisers are trained by the NRT to help schools understand the change management process and to support them in developing remodelling solutions. They are responsible for local programme delivery, organising and delivering regional events, providing remodelling support to schools and ensuring remodelling coordination.	Training began in September 2003
NCSL Affiliated Centres	Affiliated Centres were set up to enable NCSL to extend the scale and reach of its activities. They are located in the nine government regions of England and provide schools with local access to leadership development of high quality that is relevant to their needs.	Contracts awarded January 2003 First operating between January and April 2003
Pathfinder School	The 'Transforming the School Workforce Pathfinder' programme involved a cross-section of 32 schools in England. Pathfinder schools have gone through the five-stage change management process.	September 2002
NCSL Remodelling Consultants	The Remodelling Consultant role was developed by the NRT to provide an external arm of support for schools in order to help them understand the change management process and to provide practical advice and guidance. NCSL Remodelling Consultants are available to coach and facilitate headteachers and SCTs and help schools to form remodelling plans.	Training began in November 2003

Sources: Invitation to Tender (NRT – Evaluation and Impact Study), http://www.remodelling.org and http://www.ncsl.org.uk

1 Introduction

1.1 Raising standards and tackling workload: a national agreement

In response to increasing recruitment and retention difficulties in the teaching profession, joint steps were taken in early 2003 to address national teacher workload issues. This centred on the signing of *Raising Standards and Tackling Workload: a National Agreement* (AFL *et al*., 2003), which signalled a joint decision between the Government, employers and all but one of the school workforce unions to work together to tackle workload issues and raise standards in schools. The Agreement includes the removal of routine administrative tasks from teachers, a limit on supply cover, guaranteed ten per cent of time for planning, preparation and assessment (PPA), leadership and management time, as well as training for support staff and less bureaucracy. Implementation of the Agreement is being overseen at a national level by the Workforce Agreement Monitoring Group (WAMG), which consists of representatives of the signatories to the Agreement.

1.2 The National Remodelling Team

The National Remodelling Team (NRT) was established in April 2003 by the Department for Education and Skills (DfES) and hosted within the National College for School Leadership (NCSL) in order to support schools in a phased introduction of workload restructuring. The NRT worked alongside LEAs, NCSL Consultant Leaders and NCSL's Affiliated Centres to provide challenge and support to schools in implementing the changes outlined in the National Agreement and support forward-looking ways of remodelling the school workforce in England. By working closely with LEAs and others, the NRT has established a network of support, which provides practical guidance on remodelling for schools. Through this national network, the NRT aimed to help schools achieve the following objectives:

- implementation of the National Agreement to raise standards and tackle workload

- greater focus of teachers' time and energies on teaching and learning

- eradication of time-consuming/wasteful activities

- facilitation of the use of new technologies to improve efficiency and effectiveness

- optimisation of resources to meet contractual changes

- greater sharing of innovative and effective practices within and between schools

- development and delivery of solutions to workload issues, appropriate to individual contexts and circumstances

- greater ability of school leaders to take control of and lead the change agenda appropriate to the school, taking account of relevant government initiatives.

1.3 The remodelling programme

In September 2002, the 'Transforming the School Workforce Pathfinder' initiative was launched in a cross-section of 32 schools in England. Following this, in October 2003, the remodelling programme was rolled out, with the identification of 189 Early Adopter (EA) schools. These schools were to be fast tracked through the process by the NRT in order to build momentum for remodelling nationally and to provide examples of good practice. The subsequent engagement of schools in the remodelling process occurred in a series of tranches with the aim of encompassing every school in England in the process by 2006. The aims of the remodelling programme are shown in Chart 1.

Chart 1   Aims of the remodelling programme

- Enhance the status of everyone who works in schools

- Improve teachers' work/life balance

- Create new organisational structures

- Enable educational leaders to direct and manage change effectively

- Improve recruitment and retention

- Create a network of support and challenge across the country

- Enable school leaders to take control of the educational agenda

- Encourage controlled risk taking and innovation
- Challenge traditional practices
- Create a modern workforce

1.4 The change management process

The remodelling of schools involves a 'change management process', which enables schools to respond to their own particular issues. The pace that schools move through the change management process varies, but it typically takes between one and a half to two terms. The change process is considered to involve five stages: mobilise, discover, deepen, develop and deliver. Before engaging in these stages, a school first has to identify the need and desire for change. Throughout the change process, there are many issues to consider, such as work/life balance. The different elements comprising each stage are shown in Chart 2.

Chart 2   The change management process

Stage 1 **Mobilise**
Recognise the need for change and identify the 'big issues' for the school

Stage 2 **Discover**
Uncover the issues around workload, assess the change readiness and start to build commitment

Stage 3 **Deepen**
A greater understanding of the scale and scope of the change required and sharing findings with other schools

Stage 4 **Develop**
Develop the vision and strategy for change, potential solutions, combined with the delivery plan

Stage 5 **Deliver**
Deliver the results identified in the change initiative plans and monitor effectiveness

1.4 Report structure

This report is divided into seven chapters. The next chapter describes the aims of the NFER evaluation and the methodology adopted. Chapter 3 focuses on the findings from the survey of LEA Remodelling Advisers, particularly: the main aspects of the role; the support provided to schools; the main remodelling issues experienced by schools; the progress of EA schools; and the scope and effectiveness of the NRT support programme. Chapter 4 reports the findings from the interviews with NCSL Remodelling Consultants: their career backgrounds; their views on their preparation for the role; the main elements of the role; the greatest challenges for schools and NCSL Remodelling Consultants; their liaison with the wider remodelling community; and their views on the impact of remodelling so far. Chapter 5 focuses on the findings from the survey of SCTs. The chapter includes information on: the 'big issues' for schools; the support provided by SCTs; the role of SCT members; and experiences of managing change. Chapter 6 gives details of case studies carried out in three EA schools and three Tranche 1 (T1) schools. The case-study reports give specific examples of practice in remodelling schools. Finally, Chapter 7 presents the key findings from the evaluation and identifies a number of issues for consideration.

2 Aims and methodology

2.1 Introduction

The aim of the NFER evaluation was to examine the effectiveness and impact of the work of the NRT in its first year of operation. To achieve this, a combination of methods was used to evaluate each element of the NRT's support and development programme. The evaluation looked at the process and impact of the initiative, taking account of the strategic role of the NRT in setting up, piloting, delivering and designing the roll out of the National Agreement. The evaluation included a broad representation of individuals at school, LEA and partner levels.

2.2 Methodology

In order to evaluate and assess the work of the NRT, the evaluation used a combination of quantitative and qualitative data collection methods, which took into account both short and longer-term impacts of the programme. The data collection aspect of the evaluation was separated into two phases of operation. Phase one comprised three main data collection exercises: a questionnaire survey of LEA Remodelling Advisers, telephone interviews with NCSL Remodelling Consultants, and a questionnaire survey of SCTs in EA and T1 schools. Phase two involved in-depth case-study work in six schools, in order to find out about, and collect specific examples of, the practice of remodelling within schools.

2.3 Survey of LEA Remodelling Advisers

The questionnaire survey was carried out to provide an overview on the progress of LEA Remodelling Advisers in the early stages of their involvement (between September 2003 and February 2004). It was sent to 150 Remodelling Advisers – one in each English LEA. The survey aimed to establish the engagement of EA schools in the change management process and the level and scope of support provided by Remodelling Advisers to EA schools. The survey also sought information on the role of Remodelling Advisers and asked for views on the support provided to advisers and schools by the NRT.

2.3.1 Survey design

The questionnaire survey was designed to elicit a range of information from LEA Remodelling Advisers. In order to minimise the time needed to complete the questionnaire, it comprised just four pages. The questionnaire focused on five key areas:

- the remodelling agenda – the 'big issues' for schools
- the role of LEA Remodelling Advisers
- provision of LEA support to EA schools
- progress made by EA schools
- the views of LEA Remodelling Advisers on the support provided by the NRT.

2.3.2 Survey administration

The NRT provided the NFER with contact details for each LEA Remodelling Adviser in England. A questionnaire was then sent to one named adviser in each of the 150 LEAs. In authorities with more than one Remodelling Adviser, the NFER evaluation team randomly selected one named contact. The survey was administered in January 2004 and advisers were given one month to complete and return their questionnaire. Towards the end of this period, the NFER sent a letter of reminder to all LEAs accompanied by an additional copy of the questionnaire. This was followed later by an electronic reminder to the recipients' email addresses.

2.3.3 Response rate

A total of 150 questionnaires were distributed to LEA Remodelling Advisers. Ninety-seven advisers completed and returned a questionnaire within the administration period – a response rate of 65 per cent. In order to reflect the collaborative appointment of LEA Remodelling Advisers, two advisers returned a questionnaire they had completed jointly. A further 13 responses were received from LEAs after the closing date: these responses are not included in the analysis. However, the replies given by late respondents are similar to those provided by the majority of respondents whose views were included.

In order to consider the representative nature of the sample, the NFER evaluation team looked at the type and regional location of responding LEAs. Overall,

those who responded were representative of the LEAs in England in terms of type and region. Therefore, the NFER evaluation team can be reasonably confident that the data from the respondents to the survey are indicative of the views of the LEA population as a whole (see Tables A1 and A2, Appendix 1).

2.4 Interviews with NCSL Remodelling Consultants

The telephone interviews with NCSL Remodelling Consultants were carried out in order to evaluate the progress of the NCSL Remodelling Consultant role and the effectiveness of the NRT in supporting those carrying out this role. A small sample of ten NCSL Remodelling Consultants, randomly selected by the NFER, was asked to give their views on a series of questions. The questions concentrated on the immediate and short-term impact of the NCSL Remodelling Consultant role, but some sought to identify its scope.

2.4.1 Interview design

The interview schedule was developed to elicit a range of information from the NCSL Remodelling Consultants. It was semi-structured in design and comprised five key areas of interest:

- career background
- NCSL Remodelling Consultant role
- views on preparation for the NCSL Remodelling Consultant role
- contact with schools and the wider remodelling community
- views on the impact of remodelling, so far.

2.4.2 Interview administration

The NRT provided the NFER with the contact details of all NCSL Remodelling Consultants. Of the 62 individuals working as NCSL Remodelling Consultants at this time:

- 41 were from the primary sector (18 schools were in the south of England, 16 schools were in the north and seven in the Midlands)
- 20 were from the secondary sector (11 schools were in the south of England, seven were in the north and two in the Midlands)

• one was from the special sector (the school being in the north of England).

From this list, the NFER evaluation team randomly selected 15 individuals – of which ten would be interviewed. A total of 15 individuals were chosen in order to allow for individuals who might decline to be interviewed or those who might withdraw from the research. The NCSL Remodelling Consultants were contacted by telephone in alphabetical order. The interviews were carried out between February and March 2004 and each took between 20 and 40 minutes to complete.

2.4.3 Interview sample

Of the ten interviewees, eight were female and two were male. Table 1 gives some further information about the interviewees who participated in the NFER interviews.

Table 1   **Interview sample by school type, NSCL Affiliated Centre and remodelling phase**

Interview no.	School type	NCSL Affiliated Centre	Remodelling phase
1	Infant	West Midlands	Tranche 1
2	Primary	North West	Tranche 1
3	Junior	South East	*Self-starter
4	Primary	North West	Tranche 1
5	Primary	North West	Tranche 1
6	Primary	North West	Tranche 2
7	Primary	North East	Tranche 2
8	Primary	Yorks and Humberside	Self-starter
9	Secondary	Yorks and Humberside	Tranche 1
10	First	South West	Tranche 2

*Self-starter schools undergo the change process before being placed in an 'official' remodelling tranche.

2.5 Survey of School Change Teams

The questionnaire survey was designed to draw out a range of information from School Change Team (SCT) members. The questionnaire comprised 17 questions, some of which were open-ended and some of which were closed

questions. There were five key areas of interest:

- the remodelling agenda – the 'big issues' for schools
- remodelling support
- remodelling resources
- the role of SCT members
- experiences of managing remodelling changes.

2.5.1 Survey administration

The NRT provided the NFER with a list of EA schools in 149 of the 150 LEAs in England (the Isles of Scilly had not identified an EA school at this stage). For LEAs with more than one EA school, the NRT selected the first school from their list. A second sample comprised of 150 T1 schools (from a total of 450), selected by the NRT as having similar characteristics to the EA schools. Not all LEAs were represented in the second sample. A maximum of four T1 schools was selected in the larger LEAs.

In February 2004, LEAs were informed of the schools in their authority, which would be invited to complete questionnaires. Four schools in the T1 sample were withdrawn at the request of their LEA. Reasons for withdrawing were: '*school closing*', '*headteacher change/illness*' and '*inappropriate survey*'.

Contact names for EA schools were made available to the NFER by the NRT. In most cases, the school contact was the headteacher. Contact names were not provided for T1 schools, so questionnaires were addressed to the headteacher. One headteacher in a T1 school felt it inappropriate to complete the questionnaire because the school was '*in the next phase of remodelling*'. This school, and the four LEA withdrawn schools, were replaced by five additional schools from the list provided by the NRT.

In order to maximise the number of responses from individuals involved in the change process, while not overburdening schools, two identical questionnaires were sent to schools for completion by members of the SCT. The questionnaires were distributed in March 2004 and were returned within a month.

2.5.2 Response rate

A total of 298 questionnaires were distributed to EA schools, and 300 questionnaires were sent to T1 schools. Of the 598 questionnaires sent, 226 were completed and included in the evaluation (from 158 schools). In the letter accompanying the questionnaires, schools were asked, if they had not yet established a SCT, to return a proforma accordingly. It was not expected that these schools would complete a questionnaire. Across the two samples, 21 schools (six EA and 15 T1) returned proformas – although three of these schools did return partially complete questionnaires (these responses are not included in the evaluation).

Of the 226 questionnaires returned, 119 were completed by the headteacher and a further 33 were completed by deputy headteachers. The remaining questionnaires were completed by a variety of school staff including class teachers, school administrators, teaching assistants (TAs) and key stage managers. Chart 3 provides details of the response rates.

Chart 3   **Response rate for SCT questionnaire survey**

	EA	T1	Total
Number of schools contacted	149	150	299
Number of questionnaires sent *(2 per school)*	298	300	598
Number of schools returning at least one questionnaire	89	71	160
Number of questionnaires returned *(1 EA school and 2 T1 schools partially completed a questionnaire but did not have a SCT. These have been removed from the sample and added to row 5)* [1]	123	103	226
Number of schools that informed us that they did not have a SCT	6	15	21
Number of questionnaires removed from sample as school did not have a SCT *(Each school received 2 Qs. Therefore row 5 has been multiplied by 2)*	12	30	42
Percentage of questionnaires returned *(Response rate is calculated by subtracting row 6 from row 2)*	43%	38%	39%

After the deadline for receiving questionnaires, a further five schools returned questionnaires (four from EA schools and one from a T1 school). These responses are not included in the evaluation. However, the replies given by the late respondents were similar to those provided by the majority of respondents.

In order to consider the representative nature of the sample, the NFER evaluation team looked at the region, type and size of responding schools. Overall, the sample of schools responding to the survey was representative of schools in England in terms of these three factors. However, one significant statistical difference was identified between the size of primary schools in the NFER sample and that of the national picture. Whereas 34 per cent of primary schools in England serve between 1 and 187 students (classification of a 'small school' based on data held within the NFER's Register of Schools), only 13 per cent of responding primary schools were in this size range.

Tables A3 and A4 (Appendix 2) illustrate the representative nature of the primary and secondary samples in relation to the total population of schools in England. Table A3 contains information on 99 schools within the primary sample, and Table A4 gives details of 47 secondary schools. The remaining 12 schools are not represented for the following reasons: they are a special school (with an intake spanning primary and secondary) and/or the school's type is not included on the NFER's Register of Schools.

2.6 Case-study reports

Forty-six schools were selected as potential case-study schools from responses given to the SCT questionnaire. From this list, ten schools were selected: six 'priority' schools and four 'reserve' schools. The sample was drawn to include a range of EA and T1 schools, and also to represent different school sizes, types and locations. In selecting the schools, the NFER evaluation team and the NRT looked at the remodelling achievements made by schools and the challenges they had faced in implementing these changes. The final case-study sample contained:

- an EA infant school located in the South East of England
- an EA primary school located in the South West of England
- an EA primary school located in the North West of England
- a T1 primary located in the South East of England
- a T1 secondary located in Central England
- a T1 secondary located in the South East of England.

The case studies involved one-day visits to schools to carry out interviews with a range of participants, including the headteacher, members of the SCT and other staff members such as subject teachers and support staff. The profile of interviewees therefore ensured a wide range of views on the perceived impact of the programme. Interviews were also carried out with associated LEA Remodelling Advisers. All interviews were conducted face-to-face, except for those with LEA Remodelling Advisers, who were contacted by telephone. The case-study interviews visits took place in September and October 2004.

Notes

1   As a result of removing the three questionnaires, the analysis is based on 158 schools (two schools only returned one of their two questionnaires, which were then removed from the sample, but one school also returned a complete questionnaire from their allocation of two, which remains in the sample).

2   The Register of Schools contains details of every school in primary, secondary, special and further education in England, Northern Ireland, Scotland and Wales. It enables the NFER to draw samples taking into account the requirements of sponsors by stratifying the samples drawn for particular projects according to specific variable.

3 Survey of LEA Remodelling Advisers

3.1 Introduction

A key element of the evaluation of the work of the NRT was to obtain feedback from LEA Remodelling Advisers on their progress. This chapter reports on the first data collection activity with phase one of the evaluation – a survey of LEA Remodelling Advisers. We should point out that, in some instances, advisers were asked to comment on issues from a school perspective. In these cases, it should be kept in mind that responses may not be based on first-hand experience. Percentages are used throughout the chapter: these are based on the responses received from 97 individuals.

3.2 The LEA Remodelling Adviser role

To help and support schools, the NRT recommended that LEAs introduce a 'Remodelling Adviser' role, for which they provided training. In general, the aim of the adviser role was to help schools to better understand the change process and support them in developing their own solutions and in learning from other schools. To provide an overview, those responding to the NFER survey were asked to report on the most important aspects of their role. The question invited a maximum of three open-ended responses. The five responses, given by the greatest number of advisers, are detailed below (see Table A5, Appendix 3 for a complete list of replies).

3.2.1 What does the LEA Remodelling Adviser role entail?

The majority of respondents (50 per cent) reported that offering advice, support and counselling to schools was the most important aspect of their role. One adviser described him/herself as a 'conduit for disseminating information/good practice and a sounding board for the discussion that needs to take place' and another adviser saw him/herself as a 'critical friend'. In offering advice, support and counselling the advisers felt that they were helping schools to look at their own needs.

Just over a third of respondents (34 per cent) thought that advocacy was an important aspect of their role, with one adviser describing him/herself as a 'remodelling ambassador'. These individuals felt it was their responsibility to increase awareness of and raise the profile of remodelling within schools. One adviser said it was his/her role to: 'Enthuse staff about change and the opportunities that exist to enhance their work-life balance and reduce workload', while another said his/her role involved 'explaining to schools and others what it [remodelling] is and convincing them of the potential benefits'.

A quarter (25 per cent) of advisers identified the dissemination of best practice and ideas as an important aspect of their role. These respondents saw themselves as facilitators in the sharing of ideas and best practice to schools. Similarly, a quarter of advisers mentioned tasks relating to their LEA, for example, 'developing an LEA remodelling strategy' and 'capacity building'. One adviser said he/she was working towards 'generating a common purpose in all LEA services', while others mentioned such things as 'keeping the LEA aware of school concerns' and encouraging collaboration among LEAs and between LEAs and schools.

Over a fifth of respondents (22 per cent) felt it was important for them to keep schools up-to-date with the remodelling agenda. Several advisers described the ways in which they communicated with schools, which included attending meetings, conferences and training. Arranging meetings with schools and providing them with updates on the National Agreement were also mentioned. Some advisers gave details of the different groups of people they communicated with in schools, which included the headteacher, SCTs, teachers, TAs and other support staff.

3.3 Support and progress in EA schools

The degree to which LEA Remodelling Advisers want to, or are able to, provide 'hands-on' support to schools varies from LEA to LEA. For example, some advisers may have regular telephone contact, while others may choose to make personal visits to schools. The type of support required by schools may also differ: one school may require clarification on the change process, but another may like to receive more information on specific challenges. Whichever approach is taken, LEA Remodelling Advisers are aware of the progress made by schools and the most significant remodelling achievements they have made.

3.3.1 How do LEA Remodelling Advisers support EA schools?

In the first of two questions concerning the provision of LEA support to EA schools, advisers were invited to give details of the main ways they supported their EA schools. The question invited a maximum of three open-ended responses. The five most frequent responses are reported in this section, and a full list of replies can be found in Table A6, Appendix 3.

Almost half of respondents (47 per cent) felt the main way they supported their EA school(s) was to have regular contact with them. This regular contact allowed advisers to keep schools up-to-date with the remodelling agenda and, as one adviser stated, allowed schools to receive 'regular encouragement and an acknowledgement of their successes'. The most frequently mentioned method for communicating with schools was the telephone, although some Advisers mentioned that they had made personal visits to schools. (Advisers were not specifically asked to give details of the ways in which they communicated with schools, but some gave examples.)

In a similar vein, 41 per cent of advisers mentioned that they supported schools through discussion and consultancy. Many advisers commented on discussions between themselves and schools. For example, one adviser said he/she attended 'whole staff meetings to set the remodelling agenda alight' and another said he/she had 'half termly meetings with the headteacher to discuss progress, planning and support needed'. One adviser, in particular, highlighted the two-way process, saying: 'I would describe it as a case of learning together about what is involved in remodelling and how the theories relate to the practicalities of school life.'

Just over a third of respondents (34 per cent) said that one of the main ways they supported their EA school(s) was through attending events, such as those provided by the NRT. Some advisers commented that they had accompanied headteachers to regional events and had participated in whole school launch events.

Twenty-two per cent of advisers said they provided financial support to their EA school(s). Some advisers mentioned that funding had been made available to support the development of a SCT, for example, to enable members to attend remodelling meetings in school time. In some cases, respondents gave specific details about funding sources. For example, one adviser mentioned that limited

funds had been made available to his/her EA school through Standards Fund Grant 508c.1

Nineteen per cent of the advisers who completed the survey stated that they supported their EA schools by being involved with the SCT. This included attending meetings with the SCT and their coordinators, and in some instances funding such events.

3.3.2 Which elements of support had been most effective?

In a second question regarding EA schools, respondents were asked to provide up to three examples of support they had provided, which they viewed as being particularly effective. The advisers gave a variety of replies. The three most commonly mentioned effective support strategies were: sharing good practice across schools, giving advice and discussing ideas, and advising on issues related to support staff (see Table A7, Appendix 3 for more details).

Sharing good practice across schools was viewed by 21 per cent of advisers as a particularly effective type of support. This included visiting a Pathfinder school, clustering schools together and involving EA schools in T1 and Tranche 2 (T2) training. One particular adviser said that he/she was 'providing direct links between headteachers in other LEAs where the schools have similar circumstances'.

Seventeen per cent of advisers stated that giving remodelling advice and discussing ideas were particularly effective means of support. One Adviser commented that he/she had given advice on 'how the change management process, remodelling toolkit and workforce reform agenda all fit together'.

Advising on issues specifically related to support staff was the third type of particularly effective support – identified by 12 per cent of respondents. Some advisers commented on the type of advice they had given, which included information on salaries, training and career structures.

3.3.3 Establishing a SCT and identifying 'big issues'

Advisers were invited to answer a series of questions on the progress of an/the EA school in their area.2 The advisers were first asked if a SCT had been appointed in their EA school. As shown in Table 2, the majority of advisers

reported that their EA school had appointed a SCT. The 81 advisers, whose schools had appointed a SCT, were asked if the team held regular meetings. Seventy-four reported that regular meetings were held, four per cent said regular meetings were not held, three per cent were unsure about the frequency of meetings and three per cent did not provide an answer.

The advisers were then asked whether or not their EA school had identified its 'big issues'. As shown in Table 2, almost all advisers reported that the 'big issues' had been identified in their EA school. The 88 advisers who reported that their EA school had identified its 'big issues' were asked if the school had started to address these issues: 81 per cent responded positively. The questionnaire also asked advisers to state whether or not their EA school had a prioritised list of changes that it intended to make. As shown in Table 2, the majority of advisers reported that their EA school had prioritised the changes to be made.

Table 2   Progress of EA schools

	Appointment of SCT % of respondents	Identification of 'big issues' % of respondents	Prioritising the changes % of respondents
Yes	84	91	62
No	11	3	11
Not sure	4	4	23
No response	1	2	4
N = 97			

A series of single response items
Due to rounding errors, percentages may not always sum to 100
Source: NFER evaluation of NRT – LEA Remodelling Adviser questionnaire

3.3.4 Which stages had been reached?

The second question relating to progress in EA schools referred to the five stages of the remodelling change management process – mobilise, discover, deepen, develop and deliver. The pace that schools move through the change process varies, but typically this process takes one and a half to two terms. The progress made by a school is not based on its entry stage and its acceleration through the stages, as some schools may choose to spend more time on developing particular areas. Advisers were asked to state the stage their EA school had reached. As shown in Table 3, almost a third of advisers reported that their EA

school had reached the third stage ('deepen') and about a quarter said their EA school was in the fifth stage ('deliver').

Table 3   **Current remodelling stage of EA schools**

Stage:	% of respondents
Stage 1: Mobilise	3
Stage 2: Discover	10
Stage 3: Deepen	31
Stage 4: Develop	19
Stage 5: Deliver	23
More than one box ticked	9
No response	5
N = 97	

A single response item
Due to rounding, percentages may not always sum to 100
Source: NFER evaluation of NRT – LEA Remodelling Adviser questionnaire

3.3.5 Significant remodelling achievements

The LEA Remodelling Advisers were invited to state the most significant remodelling achievements in their EA school, so far. The respondents could give a maximum of three open-ended responses. The top five responses are detailed below and a full list of responses can be found in Table A8, Appendix 3. Developing the use of support staff was reported by advisers as a significant remodelling achievement in their EA school – this type of comment was made by 51 per cent of respondents. Advisers commented that there was now a greater involvement of support staff in school life. Examples included, restructuring the role of lunchtime supervisors and developing the role of TAs as 'co-tutors'.

Reviewing/restructuring of school policies was the second most frequently mentioned remodelling achievement – reported by 28 per cent of advisers. The respondents identified a number of achievements such as timetable reorganisation, the eradication of unnecessary tasks for all school staff and the joining up of different initiatives. One adviser said the remodelling initiative had forced the school to look very closely at practical issues such as the amount of time wasted on admin or non-necessary tasks by the leadership team. As a result there was an ethos of: '"How are we going to change?" rather than "We can't do it".'

The development of SCT structures and processes was identified as one of the most significant remodelling achievements by 22 per cent of respondents. Some advisers commented on the structure and remit of SCTs. For example, one adviser mentioned that students and parents, as well as staff, were involved in the SCT in their EA school. A second adviser referred to a SCT that was looking at Information and Communication Technology (ICT) within the school, stating: 'There is a lot of visionary thinking yet clear practical recommendations of immediate relevance'. A third respondent commented that the formation of the SCT had 'empowered all staff and thrown up issues that the headteacher was not always aware of'. For this school, many 'quick wins' had been made that were positive for all staff.

An increased guarantee of ten per cent PPA time – also referred to as 'non-contact time' – was mentioned by 18 per cent of advisers as a significant remodelling achievement in their EA school. Several advisers commented on the ways in which this has been accomplished. One adviser reported on an 'enrichment afternoon' that provided all teachers with one afternoon per week of non-contact time. A second adviser commented that PPA time for the headteacher and staff had been established through creative timetabling and the use of other providers; while a third adviser commented that the time taken in planning had been reduced through use of laptop computers.

A shared understanding and support for remodelling was identified by 14 per cent of respondents as one of the most significant remodelling achievements. One adviser commented that such whole school awareness, involvement and commitment to remodelling had been driven by the headteacher. In another school, a shared understanding of remodelling had been helped by a 'visioning day' in which staff worked together to identify the school's 'big issues'.

3.4 School remodelling challenges

Remodelling provides schools with the opportunity to reconsider the role and work of everyone involved in educating young people within their establishment. By working through the change process, schools have the potential to greatly improve learning opportunities for students and achievement standards. However, modernising and transforming a school can be a very difficult undertaking, and schools are likely to face many challenges along the way. From

their contact with schools, LEA Remodelling Advisers were asked to report on the main 'within-school' challenges schools faced in remodelling their workforce. The question invited a maximum of three open-ended responses. The most common types of responses, given by more than ten per cent of respondents, are reported below (see Table A9, Appendix 3 for full list of replies).

3.4.1 What are the main challenges facing schools?

When questioned at the beginning of 2004, the majority (77 per cent) of advisers reported insufficient funding/resources as the main 'within-school' challenge. Some respondents gave particular examples of the increased financial demands experienced by schools in introducing school work force reforms, for examples providing Higher Level Teaching Assistants (HLTAs). One Remodelling Adviser said: 'I must reiterate the view of many headteachers that while there may be some scope for changes that do not cost money, there will only be major positive changes if there are adequate resources.'

Funding was clearly the largest challenge. However, several other issues were identified by fewer respondents. Changing the culture of schools was the second most frequent response. Thirty-two per cent of Remodelling Advisers felt this was one of the main challenges schools faced in remodelling their workforce. Similarly, a quarter of respondents felt that they were experiencing some 'resistance to change'. Just under a fifth of Remodelling Advisers felt that a lack of time was a 'big issue', and a similar percentage mentioned the introduction of ten per cent PPA time as being a challenge. In particular, finding the time to incorporate remodelling of the school workforce with existing demands, such as other school-based initiatives or Office for School Standards in Education (Ofsted) inspections, was felt to be one of the difficulties faced by schools.

The role of support staff and raising awareness about the remodelling agenda were also issues highlighted by the survey respondents. These responses were given by 13 per cent and 12 per cent of Remodelling Advisers, respectively. In the case of challenges relating to support staff, examples given by advisers included: understanding the changing nature of the support staff role, pay and conditions, and career structures. Several Remodelling Advisers also felt that raising awareness about remodelling was an issue in schools, for example one adviser said: 'Some [schools] thought it was just the 24 tasks'.

3.5 The effectiveness and scope of NRT support

In its first year of operation, the NRT produced a comprehensive set of resources to support schools, LEA Remodelling Advisers, NCSL Remodelling Consultants and SCTs through the process of implementing change. These resources were presented at training courses, packaged in a ring binder. The resources include copies of presentation slides, a CD ROM and a self-directed toolkit aimed at schools experiencing difficulties with implementing change. The NRT developed and maintained a national website where LEAs and schools can capture and contribute material and ideas.

3.5.1 How useful were the resources and support materials?

The LEA Remodelling Advisers were asked how useful they had found the resources and support materials provided by the NRT. The advisers were provided with a list of NRT support materials and resources and asked to indicate how useful each of them had been. As shown in Table 4, the most noticeable finding was that very few Remodelling Advisers considered any of the support or resource materials to be of 'no use'.

The ring-binder notes and the CD-Rom were the support materials that were most frequently rated as 'very useful' (reported by 54 per cent of advisers). The adviser training programme and the NRT website were also rated favourably, both being considered as 'very useful' by just over 40 per cent of respondents. One LEA Remodelling Adviser commented that 'the training by the NRT is relevant and impressive'.

Overall, the responses to this question showed that most advisers found the NRT resources and support to be useful. The least useful element was the regional training days for EA schools, although even these were considered to be 'very useful/useful' by 60 per cent of respondents. However, we should point out that, because LEA Remodelling Advisers were not necessarily directly involved in this aspect of the programme, views and experiences of this element may not be based on first-hand experience.

Table 4   Usefulness of NRT resources and support

Resources/ support materials:	Very useful %	Useful %	Fairly useful %	Not useful %	N/A %	No response %
Ring binder notes and CD-Rom	54	26	18	2	-	1
LEA Remodelling Adviser training programme	42	42	12	-	2	1
NRT website	41	44	12	1	-	1
Remodelling toolkit	33	41	17	7	1	1
Regional training days for EA schools	20	40	22	13	1	4

N = 97

A series of single response items. Due to rounding errors, percentages may not always sum to 100
Source: NFER evaluation of NRT LEA Remodelling Adviser questionnaire

The advisers were also asked for their views on the timescale of the NRT pro-gramme of support. As shown in Table 5 over half of advisers felt that the timescale of the NRT programme of support, which they had experienced, was 'about right'. However, just over forty per cent responded less positively. Of these, most (36 per cent) thought it was 'too short' and a few (seven per cent) felt it was 'too long'.

Table 5   Views on timescale of NRT programme of support

Views on programme:	% of respondents
About right	52
Too short	36
Too long	7
No response	5

N= 97

A single response item. Due to rounding errors, percentages may not always sum to 100
Source: NFER evaluation of NRT LEA Remodelling Adviser questionnaire

3.5.2 What were the most successful elements of support for LEAs?

LEA Remodelling Advisers were given the opportunity to say what they thought were the most successful elements of NRT support provided to LEAs. The ques-tionnaire invited a maximum of three open-ended responses.

Table 6   Successful elements of NRT support provided to LEAs

Successful elements:	% of respondents
Opportunity to meet people	42
High quality training	42
NRT website	32
Availability of support	25
Remodelling materials	23
Quick response to support requests	14
Accessible up-to-date information	13
Information about good practice	12
Provision of practical support	3
Newsletter of relevant information	3
Involvement in the process	1
LEA funding	1
No response	1

N = 97

More than one answer could be given so percentages do not sum to 100
Source: NFER evaluation of NRT – LEA Remodelling Adviser questionnaire

As shown in Table 6, the most successful elements of support provided by the NRT were deemed to be the opportunity to meet people and the availability of high quality training. Each of these areas of support was mentioned by 42 per cent of respondents. In the case of the training, the comments given by advisers included 'the training days have been incisive', and 'the initial two-day training course was excellent. I was able to get a feel for remodelling at a time when it was little more than a concept'.

A third of Remodelling Advisers identified the NRT website as one of the most successful elements of support provided by the NRT. This supports the earlier finding that 41 per cent of respondents found the NRT website very useful. The availability of support was also highly regarded, with a quarter of respondents commenting on this. A similar number of advisers mentioned the provision of remodelling materials as a particularly successful element of the NRT's support network.

3.5.3 What were the most successful elements of support for schools?

The LEA Remodelling Advisers were asked to consider what they felt were the most successful elements of NRT support provided to schools. Again, the question invited a maximum of three open-ended responses. A small number of respondents felt unable to answer this question from a school's point of view and, consequently, 15 per cent of respondents did not answer this question.

Table 7   Successful elements of NRT support provided to school

Successful elements:	% of respondents
Remodelling resources	31
NRT website	27
Increased networking	25
Information about good practice	24
EA school training	23
Availability of advice	12
NCSL Consultant Leader training	5
Encouraging school ownership	4
Availability and effectiveness of training	2
Information to governors	1
Newsletters	1
No response	15

N = 97

More than one answer could be given so percentages do not sum to 100
Source: NFER evaluation of NRT LEA Remodelling Adviser questionnaire

As shown in Table 7, respondents felt the most successful element of NRT support provided to schools was the provision of remodelling resources. This was reported by 31 per cent of advisers. Other successful elements of support identified were: the NRT website, increased networking opportunities, the availability of information about good practice, and the training provided for EA schools. Each of these was reported by around a quarter of respondents.

Judging by the responses to the questions on the most successful elements of support provided by the NRT to LEAs and schools, the NRT website, the training

events and the opportunity to meet others, were considered to be key elements of the NRT programme of support.

3.5.4 Suggestions for improving support

The LEA Advisers were asked to suggest any ways in which the NRT support programme could be improved. The question invited a maximum of three open-ended responses.

Table 8   **Suggested improvements to NRT support programme**

Suggestions for improvement:	% of respondents
Prioritise dissemination of good practice	16
Improve/expand NRT website	14
More bespoke/adaptable training	9
More accessible training	7
More practical training	6
Explain relationship between remodelling and other initiatives	6
Advice on staff training	5
More content within the training packages	5
More information on remodelling	4
Other	18
No response	41

N = 97

More than one answer could be given so percentages do not sum to 100
Source: NFER evaluation of NRT LEA Remodelling Adviser questionnaire

As shown in Table 8, 41 per cent of advisers did not respond to this question, which may suggest they were satisfied with the NRT support programme. One adviser simply remarked 'keep up the good work', and another said 'so far very good'. A number of respondents also mentioned they had already suggested improvements to NRT colleagues at regional feedback meetings.

Of those who did suggest ways in which to improve the NRT support programme, the most commonly suggestion was to prioritise the dissemination of good practice – reported by 16 per cent of advisers. One adviser commented on this issue: 'Using problem-solving techniques within the regional events to discover solutions to ten per cent PPA time and the like would not only provide

practical help [but] it would almost certainly have acted as a catalyst to explore the bigger picture of school remodelling'.

Notwithstanding the earlier positive comments about the NRT website and training programmes, some of the suggestions for improvement referred to these issues. Fourteen per cent of advisers felt the NRT website should be expanded and/or improved, and nine per cent felt that the training should be more adaptable. Other comments given by individual advisers on issues they felt needed addressing in the NRT training programme were: 'There is little evidence being presented of radical and sustainable change' and 'There has been insufficient opportunity to explore the common challenges of the National Agreement requirements.'

Some advisers gave specific examples of remodelling developments they would like to see happening in the future. These are categorised in Table 8 as 'other' responses:

• appoint a NRT contact person linked to a group of LEAs

• undertake increased 'marketing' of the remodelling agenda to schools

• include practical solutions from non-Pathfinder schools

• provide 'opt-in' training, focusing on specific aspects of change

• encourage short presentations from headteachers of Pathfinder schools

• provide video clips of remodelling schools in action.

3.6 General remodelling issues and comments

The final question invited LEA Remodelling Advisers to comment more generally about remodelling issues. Forty-four per cent of advisers responded to this question. The two most frequently reported comments, each made by just nine per cent of the respondents, were that the timescale to introduce remodelling in schools was unrealistic and that more information was needed, for example, on the role of the NRT and how remodelling will develop in the future.

Six per cent of advisers thought the change management process was too simplistic and did not reflect or consider remodelling at an individual school level. These advisers said that remodelling had been viewed as the same process to be adopted by all schools regardless of their individual circumstances. One Remodelling Adviser said: 'The change management process does not recognise

sufficiently the different structures and phases of development that may apply in individual schools'.

Other general comments made by advisers included the need to: raise awareness of remodelling, provide an additional budget and resources to support school level remodelling, and reduce the 'Big Brother' approach towards the monitoring of schools and LEAs. Advisers also commented that guidance on how to link the change management process with other initiatives was needed. One further type of comment was positive in nature. Advisers said they felt part of a supportive process. The comments given by advisers included: 'I have been impressed by the way NRT does listen and adjusts its programme in the light of constructive criticism' and 'It has been a pleasure working with and being supported by the NRT.'

Notes

1   Funding for LEAs to support schools in remodelling is paid through the Standards Fund as grant 508c.

2   In responding to this question, advisers with more than one EA school were asked to consider the school whose name came first alphabetically when responding to the question.

4 Interviews with NCSL Remodelling Consultants

4.1 Introduction

This chapter reports on the second data collection activity within phase one of the evaluation – interviews with NCSL Remodelling Consultants (carried out in February and March 2004). When reviewing the comments, it is important to note that respondents were invited to talk fully about their views and experiences of the remodelling programme in relation to the work of the NRT. In some instances, NCSL Remodelling Consultants commented on issues that the NRT is already acting upon. In other cases, the suggestions made by NCSL Remodelling Consultants regarding ways to improve the programme are outside the remit of the NRT. These comments are, however, included because they represent issues raised by the respondents and may be of interest to other parties.

4.2 Background information

The NCSL Remodelling Consultant role was established in order to provide schools with practical support, advice and guidance as they go through their change management process. To help schools remodel successfully, NCSL Remodelling Consultants use their consultancy skills to act as 'critical friends' to headteachers and SCTs throughout the change process. Those applying for training are required to have at least five years of headship experience, be able to provide evidence of successful leadership and have experience of working with adults as learners. As shown in Chart 4, the training programme for applicants comprises two phases.

Chart 4 **NCSL/NRT training**

Phase	Delivered by	Focus	Duration	Outcome
Phase one	NCSL	Generic Consultant Leader competencies	Five-day residential	NCSL Consultant Leader
Phase two	NRT	The change management process	Three-day residential	NCSL Remodelling Consultant

As the criteria for Remodelling Consultant training stipulates that applicants must have least five years of headship experience, all applicants are school leaders when they embark on their training. However, once the training has been completed, some individuals may choose to combine their headship and Remodelling Consultant roles, while others may choose to retire from their headship and work solely as NCSL Remodelling Consultants. The ten NFER interviewees were all currently combining headships and Remodelling Consultant roles. In addition to a headship and Remodelling Consultant role, one interviewee was also an acting LEA Remodelling Adviser. All of the interviewees were providing remodelling support to their own schools. However, some interviewees noted that, prior to the remodelling programme, their schools had been working in ways that would now be recognised as remodelling approaches.

4.3 Previous experience

The ten NCSL Remodelling Consultants taking part in the NFER interviews were asked to provide brief details of their career background prior to their Remodelling Consultant role. Typically, interviewees had ten and a half years headship experience (between six and 15 years). Five of the ten interviewees commented on their leadership experiences, which included leading schools out of special measures and gaining Beacon School status. The interviewees also gave details of their previous training and development experience, which included the following roles: National Professional Qualification for Headship (NPQH) programme tutor; Primary Strategy Consultant Leader; inspector of religious education (Section 23); Consultant and trainer for assessment; and advisory teacher. One interviewee mentioned that he had completed NCSL's Leadership Programme for Serving headteachers.

The responses from the interviewees revealed they had a wide range of professional experience within the education sector. In particular, the interviewees believed the following aspects of their career background to be the most useful in their role as a Remodelling Consultant:

- previous consultancy work

- good communication skills

- work as an advisory teacher

- Beacon School work

- experience of working with adults as learners

- management and in-service training e.g. change in educational organisations

- experience of working in a range of educational organisations/settings

- knowledge of leadership and management issues, particularly in relation to schools in difficulty.

4.4 Training for the NCSL Remodelling Consultant role

As the NFER evaluation is concerned with the work of the NRT, the evaluation team was keen to collect views on phase two of the training programme, in which the interviewees had taken part during November 2003. Through the questions, the NFER evaluation team aimed to establish how well the NRT training had supported NCSL Remodelling Consultants in their role.

4.4.1 General views on the NRT training

The feedback given by NCSL Remodelling Consultants on the NRT training programme was overwhelming positive. Nine of the ten interviewees described the training programme as 'high quality', 'very good' or 'excellent' (the tenth interviewee commented only on how NCSL and NRT training differed in content). Of the interviewees who remarked on the quality of the training programme, one gave the following description:

> *The training I received at NCSL initially and then subsequent NRT training is amongst the best quality in-service training that I have ever done. I would be hard pressed to say anything that was of a higher quality. It was very enjoyable, very challenging and stimulating. And, bear in mind that I have been in this job for 34 years. It must be good to be able to say that. I couldn't speak more highly of it.*

Two interviewees specifically mentioned being pleased with the way in which the NRT training built on that provided by NCSL. One of these interviewees observed that the break between phase one and phase two allowed him 'thinking time', which he found very valuable. However, another interviewee felt that, following the first phase of training, there was very little work for NCSL Consultant

Leaders. Until information on the remodelling roll-out was provided, this interviewee had begun to question the relevance of the NCSL-delivered training.

With regards to the timescale in which the training was delivered, two interviewees felt that too much information was presented within the available days. These interviewees said it was difficult to take on board all the information presented and that people had felt drained. One interviewee suggested that a fourth day be added for private study. This study day, she felt, would give NCSL Remodelling Consultants time to absorb the information presented in the training sessions before they returned to their schools. In addition, two interviewees said they left the training feeling somewhat unclear about their role within the remodelling process. Both interviewees said that joint training with LEAs would have helped to clarify this.

One critical comment was received concerning 'dire accommodation'. One interviewee remarked that the accommodation made available to NCSL Remodelling Consultants during their training was 'so awful' it had impacted quite negatively on the first two days of training. This interviewee said that NCSL Remodelling Consultants thought they had 'been pulled out' to carry out an important role but were actually 'treated quite badly'. However, in the main, the interviewees were overwhelming positive about the NRT training as a whole.

4.4.2 Views on the training leaders

In addition to giving feedback on the training programme as a whole, the interviewees also commented on specific programme elements. For example, five interviewees expressed their views on the quality of those leading the training. Three interviewees described the training leaders as either 'very good' or 'excellent' and two gave more detailed comments about the trainers:

What made it extremely effective were the trainers. They had great credibility because they seemed very experienced in what they were doing and didn't need to stick to scripts…We were fortunate in having actual members of the NRT team.

An interviewee also said: 'It was useful having people from the top running it. The people who direct the remodelling were actually in the training session with you and listening, changing and amending as things went on.'

In a similar vein, two interviewees described the links to industry within the training sessions as 'invaluable'. Another aspect, mentioned by two interviewees, was the trainer to trainee ratio. They said the 1:5 ratio allowed the sessions to be highly interactive and gave them the opportunity to share their experiences with colleagues.

4.4.3 Views on the training materials

In relation to the training materials, two interviewees described them as 'excellent' and several reported that, since the training, they had used the materials within their schools. One or more of the NCSL Remodelling Consultants mentioned that the following remodelling tools had been useful in helping their school with remodelling:

- Brownpaper technique
- Fishbone Analysis and Five Whys
- Problem solving/team building
- Prioritisation matrix
- De Bono's six thinking hats (see De Bono, 2004).

Two interviewees commented that they needed more time to become familiar with the training tools. One interviewee said that without a full understanding of the tools, she did not feel confident in presenting them to others. Another interviewee commented that, while her staff had found the materials used within in-service training enjoyable, it would take her some time to put into practice everything she had learned during the training sessions.

4.4.4 Views on the NRT website and CD ROM

Five interviewees gave feedback on the NRT website and the CD ROM – describing it as either 'good' or 'useful'. One interviewee said the website 'painted a very good picture of what remodelling was like' and gave interesting examples of the work of Pathfinder schools. Another interviewee was particularly enthusiastic about his experience of the NRT website, saying:

> *At the moment my mind boggles whenever I go on* [the NRT website]. *That is not a criticism of the website but I'm just trying to take on so much new information at the moment. I am a little bit like a kid in a sweet shop and am bopping around all over the place but that is the way that I work anyway.*

Three interviewees, however, made the following minor complaints about the website and CD ROM:

- the website was difficult to navigate

- the Remodelling Consultant page did not build on the NRT training

- the ring binder page numbers did not equate with those on the CD ROM.

4.5 The NCSL Remodelling Consultant role

A key question for the NFER evaluation team was related to the role of NCSL Remodelling Consultants. In particular, the team sought to establish whether or not they were being utilised by schools and LEAs, what their role entailed, how many schools were being supported and how much time was being spent on Remodelling Consultant activities. When reviewing the responses it should be noted that NCSL Remodelling Consultants are responsible for generating their own work by using consultancy skills acquired through NCSL/NRT training programmes. The responses given are provided below.

4.5.1 Are NCSL Remodelling Consultants being utilised?

Although NCSL Remodelling Consultants were not directly asked whether or not their position was being fully utilised, only one of the ten reported this was the case. This interviewee had worked with her LEA on a remodelling action plan, with a local university on a research project and was arranging a regional event for NCSL Remodelling Consultants. She had also worked with local schools, a neighbouring LEA, her regional NCSL Affiliated Centre and NCSL itself. This interviewee felt that NCSL Remodelling Consultants should be proactive in raising both their own profile and that of the remodelling programme. When asked about the factors facilitating the remodelling progress in her LEA, she identified effective communication and having a common set of aims as being important. She also said that her LEA Remodelling Adviser had been very positive and involved in remodelling work.

Two interviewees specifically reported that they were not being utilised. Of these interviewees, one said that she felt as though a lot on money was being 'ploughed into' her role but she was not being used in 'any shape or form'. She said that her

school was well established in remodelling and she had lots of ideas to share with people. This interviewee had been really excited about remodelling in the beginning stages of the programme but felt it was now 'falling flat' because she had not been able to share her experiences with other schools.

Another interviewee remarked that her LEA was unaware of NCSL Remodelling Consultants. She drew attention to the importance of the LEA's attitude to remodelling, observing that NCSL Remodelling Consultants were being most effectively used in LEAs that saw remodelling as a school effectiveness issue and instead of a human resource issue. In addition, one interviewee explained that her role as a Remodelling Consultant was neither highlighted during an LEA presentation at a T1 meeting nor at a remodelling workshop within a headteacher conference.

4.5.2 What does the NCSL Remodelling Consultant role entail?

The ten interviewees were asked to describe what their role as a Remodelling Consultant entailed. Of these, only three interviewees felt they had done sufficient work to be able to comment fully on their Remodelling Consultant role. These three interviewees gave the following descriptions of their role:

- offering support, guidance and ideas
- 'paving the way' and passing on experience about remodelling
- raising awareness about the remodelling programme
- encouraging schools to review their existing practices
- tackling 'the 24 tasks'[1] by examining underlying structures
- helping headteachers to identify their SCT
- facilitating schools as they go through their change process.

As mentioned above, seven interviewees felt unable to describe the main requirements of their role because they had done little work outside of their own schools. One Remodelling Consultant said 'it would be really quite useful to know' what her role was intended to involve. Another interviewee remarked that NCSL Remodelling Consultants were trained long before a clear remit for the role had been established. She said that headteachers put themselves forward for the role because it was 'good personal training'. The main remodelling activities undertaken by these interviewees included:

- contributing to launch events
- planning in-service training
- bringing new ideas into their own schools
- participating in discussions on remodelling with LEA Remodelling Advisers, local NCSL Remodelling Consultants, headteacher cluster networks and other colleagues.

The seven interviewees who felt unable to describe the main requirements of their role were asked how they saw their role developing in the future. In response, two interviewees said their LEA might not use NCSL Remodelling Consultants because these LEAs tended to use their own staff. One of these interviewees said this was not because NCSL Remodelling Consultants were undervalued but because the LEA had set up its own networks and invested in its own staff. She said NCSL Remodelling Consultants might be used by the LEA to deliver training but she did not see them being employed by the LEA for anything else as this stage. The other five interviewees felt it was too early to say how their role might develop in the future.

4.5.3 How many schools were NCSL Remodelling Consultants supporting?

When asked about the number of schools they would be supporting, in addition to their own school, the interviewees were unsure. One interviewee described this uncertainly as 'one of those big questions that I have learned to live with over the last two years'. This interviewee said she had no idea where the EA and T1 schools in her LEA were getting their support. Other interviewees did quick mental arithmetic to work out the number of schools they could potentially be supporting. However, as explained by one interviewee, it was difficult to calculate the number of schools they would be supporting because schools with experienced headteachers may not require much remodelling support.

4.5.4 How much time is spent on remodelling activities?

When asked about the number of hours spent on Remodelling Consultant activities in an average week, three interviewees said it was difficult to judge because they did not know what the uptake from schools was going to be. Another interviewee said she was currently spending about two hours a week on remodelling

activities but expected this to increase as the programme developed. While one interviewee knew his LEA had contracted him for two days a week, another said that she did not currently know how much time her LEA might want her to work.

Rather than have a set number of hours specified, one interviewee remarked that NCSL Remodelling Consultants should decide how much time they think they can manage, and another said NCSL Remodelling Consultants needed to be realistic in how much work they could do because the time spent inside and outside of their own school needed to be balanced. Two interviewees remarked that their deputy headteacher was or would be covering some of the day-to-day management of the school while they worked on remodelling activities. However, another interviewee commented that 'it's not a matter of supply cover'. This interviewee said if NCSL Remodelling Consultants were to give sustained support over a period of time, a suitable medium-term replacement was needed in their school.

4.6 Main challenges for NCSL Remodelling Consultants and schools

The interview schedule for NCSL Remodelling Consultants included two questions on remodelling challenges. One question asked NCSL Remodelling Consultants to comment on the main challenges they had encountered in their role as a Remodelling Consultant, so far. The second question asked interviewees, from their contact with schools, what were the main challenges faced by schools in remodelling the school workforce. The replies of NCSL Remodelling Consultants are provided below.

4.6.1 What are the main challenges faced by NCSL Remodelling Consultants?

Of the ten NCSL Remodelling Consultants interviewed, only one reported that she had not encountered any challenges. A concern mentioned by four interviewees was that they were unclear about their role as a NCSL Remodelling Consultant. One interviewee commented LEAs had been interpreting the Remodelling Consultant role in different ways and there was no commonality of practice. A second interviewee felt it was difficult to know how the Remodelling Consultant role fitted in with LEA structures. In another instance, an

interviewee said she was keen to apply her knowledge as soon as possible in order to make the best use of it, but was unsure when she would be used and for how long. In addition, two interviewees suggested that a national rate of pay for NCSL Remodelling Consultants be introduced for LEAs to follow.

Two interviewees reported that a main challenge facing NCSL Remodelling Consultants was to 'get schools on board'. One interviewee expressed the view that schools were not aware of NCSL Remodelling Consultants. Another interviewee described the remodelling programme as being a 'massive initiative to get up and rolling'. In addition, two interviewees said the biggest challenge had been 'making the breakthrough' into working with NSCL Affiliated Colleges. One of these interviewees reported that, as specified in the remodelling training, she had contacted her regional NCSL-affiliated Centre but was yet to receive a reply. Another interviewee was uncertain about the relationship between NCSL Remodelling Consultants and NCSL Affiliated Centres. She was unsure as to whether or not, as an employee of NCSL, she could work for her local affiliated Centre without registering to do so. It was suggested that an overall strategic vision of how LEAs and NCSL-affiliated Centres might work with NCSL Remodelling Consultants was needed.

4.6.2 What are the main challenges faced by schools?

In responding to the question on challenges for schools, the NCSL Remodelling Consultants mainly reported their experiences of remodelling within their own schools. The most frequently reported challenges were related to funding issues, for example, the introduction of ten per cent PPA time and the enhanced role of TAs. Other reported challenges were: tackling staff cynicism, changing the culture of schools and managing parental expectations.

With regards to the introduction of ten per cent PPA time, three interviewees felt it would be very difficult to achieve this in small primary schools without employing additional full-time teachers. One interviewee said she had been told to be 'innovative' with regards to buying in extra staff but did not know how to do this without spending more money. This interviewee felt much of the remodelling information had been geared towards secondary schools rather than primary schools. A second interviewee explained that, while HLTAs could support non-contact time at a lower cost, appropriate training for this role would have to be put in place. A possible solution was proposed by a third interviewee

who suggested that schools should begin to pool and share resources and perhaps even introduce collaborative headships and a federated school system.

Rather than developing the TA role, as encouraged under the remodelling programme, two interviewees mentioned that, due to budget restrictions, some schools were unable to keep their TA positions. One interviewee explained that she had made a teacher redundant in order to keep some of the TAs in her school. Therefore, implementing ten per cent PPA time in her school was going to be 'a nightmare'. Another interviewee reported that her school was considering terminating its TA positions because it could not afford to keep them. This interviewee commented on the complications of the enhanced TA role:

> *With the 24 tasks, where teachers are quite rightly not allowed to do photo-copying etc., who do they ask? Is it the teaching assistant? No, because they are busy working with the children. So, we need a learning resource assistant to support the teaching assistant who supports the teacher. For example, teaching assistants used to do things like washing paint pots but they don't now because they are working with the children. I said to a teacher 'who washes the paint pots now?' and she said 'me'. So, it has gone full circle.*

This interviewee also remarked that, as a Remodelling Consultant, she was 'fed up' with telling schools to be 'creative' and 'innovative' with their finances because privately she knew that the money 'could not be squared'. In a similar vein, another interviewee commented on the 'Transforming the School Work-force Pathfinder' programme. She remarked that Pathfinder schools were not realistic remodelling examples because these schools had received additional funding to make their changes. This interviewee felt that either schools should be given funding to remodel or they should be given examples of how to remodel without any additional funding.

On the other hand, one Remodelling Adviser asserted that headteachers should move away from thinking that remodelling is only about funding. She explained that remodelling is about 'a very deep change process' that needs to be looked at through different approaches. This interviewee felt that remodelling was not necessarily about having more teachers but about having flexibility of staffing. She said that, for some headteachers, this type of change would be 'mind blowing'. She also mentioned that, while there was a lot of talk

about the use of HLTAs, she regretted that there was no national training system in place. She said LEAs needed to be very proactive and organise events on behalf of their schools, including training.

Of the ten NCSL Remodelling Consultants interviewed, two identified staff cynicism as a challenge for schools. As one interview said 'the biggest challenge is convincing all people in the institution that it will be positive'. Another interviewee remarked that, while the remodelling programme has the potential to enable schools to take charge of how they develop in the future, staff would have to be convinced it was 'not another classic top-down programme'. In addition, it was mentioned that, while most members of staff would be willing to look at different ways of doing things, due to heavy workloads, time would have to be found to go through the change management process without too many additional meetings.

Changing the culture of schools was viewed as another challenge. One interviewee said that remodelling involved getting people to think outside the traditional norms. She said that 'educationalists are brought up to think inside boxes' and so there was going to be resistance to change. Another interviewee said one of the greatest challenges was getting teaching staff to relinquish some of the tasks they have always done and felt it would be a challenge to 'kick them out before 5.30 p.m. at night'. On the issue of work-life balance, one interviewee felt that she was currently addressing everyone else's but not her own. She also felt the role of headteacher is now so demanding that they were becoming 'deskilled as teachers'. This interviewee suggested there needed to be an understanding within schools that, if a headteacher was also a Remodelling Consultant, some of the day-to-day headship work must be carried out by another member of staff.

Parental perceptions were identified as a challenge for schools by two interviewees. One interviewee commented that 'very careful management' would be needed for any major changes that would have an effect outside of schools. The parents she had spoken to were very wary of TAs taking charge of a whole class as they believed anything less than one teacher per class would lead to a lowering of standards. This interviewee said that schools were going to need a lot of support to overcome this hurdle. Another interviewee said that parents needed to be reassured that the interests of children would be protected throughout the change process. In addition, it was suggested that training for school governors

was needed in order for them to understand that remodelling has a much larger agenda than workforce change.

4.7 Liaison with the wider remodelling community

The NFER evaluation team was interested to find out how the NCSL Remodelling Consultants were working and communicating with others involved in the remodelling programme. For example, were they working with other NCSL Remodelling Consultants within and outside of their own LEA? The evaluation team was also interested in the level of interaction between NCSL Remodelling Consultants and LEA Remodelling Advisers, SCTs and the NRT itself.

4.7.1 Liaison between same-LEA NCSL Remodelling Consultants

Of the ten interviewees, five mentioned that other NCSL Remodelling Consultants were working within their LEA. The strength of these relationships differed, however, depending on the LEA. For example, one interviewee reported having a 'good relationship' with her Remodelling Consultant colleague. However, a primary school consultant said the secondary school Remodelling Consultant in her LEA 'didn't want to get involved'. Two interviewees said they were the only Remodelling Consultant in their LEA who had completed both NCSL and NRT training. In addition, three interviewees expressed the view that the current number of NCSL Remodelling Consultants within their LEA was not sufficient. However, one of these interviewees said it was difficult to determine the number of NCSL Remodelling Consultants needed because no one knew how much they would be used.

4.7.2 Liaison between NCSL Remodelling Consultants across LEAs

With regards to liaison between NCSL Remodelling Consultants from different LEAs, three interviewees said they had kept in touch with others from their training sessions. Another two interviewees mentioned that the discussion forums on the NRT website were helpful ways of communicating with other NCSL Remodelling Consultants. However, one interviewee reported that NCSL Remodelling Consultants were 'quite isolated'. It was suggested that a more structured approach to networking be adopted. For example, one interviewee recommended that NCSL Remodelling Consultants meet with others in their region to form

their own agenda. An event of this type had been attended by one interviewee – he reported that the event was a very useful way of sharing ideas about remodelling and evaluating the progress that was being made.

4.7.3 Liaison with LEA Remodelling Advisers

Of the ten interviewees, seven provided information on their liaison with LEA Remodelling Advisers. One interviewee was unable to comment on this issue because he was currently an acting LEA Remodelling Adviser. On the whole, the contact between NCSL Remodelling Consultants and LEA Remodelling Advisers had been minimal. Three interviewees reported initiating contact with their LEA Remodelling Adviser in order to:

- make themselves available for remodelling work

- inform the adviser of the training they had received

- update the adviser on the schools with which they had worked

- work together on launch events.

Two interviewees gave somewhat negative feedback on their experiences of liaising with LEA Remodelling Advisers. One interviewee had made several unsuccessful attempts to contact the LEA Remodelling Adviser in her area. This interviewee felt that her LEA 'hasn't really got on board with the NCSL and heads have done this [Remodelling Consultant role] without the LEA leading them to it'. A similar viewpoint was expressed by another interviewee who had received no contact from his LEA. He believed that his LEA did not want NCSL Remodelling Consultants to be part of its team because it viewed remodelling as a workforce reform issue and not a whole-school issue.

4.7.4 Liaison with the NRT and SCTs

Only one interviewee gave information about direct contact with the NRT. This interviewee reported receiving a telephone call from a member of the NRT training team who was interested in whether or not she was being used by her LEA. Another interviewee said she kept up-to-date with the work of the NRT via its electronic newsletters and a further interviewee said he felt able to speak to a member of the NRT team either by telephone or online. In relation to liaison with SCTs, three interviewees said they were unable to comment because,

in most cases, they had not yet been fully established. The remaining interviewees did not volunteer information about their contact with the NRT or SCTs.

4.8 The impact of remodelling

At the time they were interviewed (February and March 2004), it was too early for the interviewees to comment on how schools were responding to their support and guidance as, in many cases, little or no support and guidance had been given. One interviewee said that there were 'a lot of smiling faces' within T1 schools but this was from people who wanted to be part of the change process. He said the real issue was gaining the involvement of others. Another Remodelling Consultant said that while members of staff were interested in thinking about new ways of running their schools this needed to be matched with energy and funding.

In terms of the impact of remodelling so far, only one interviewee was unaware of any impact. This interviewee added that her comment did not mean there had been no impact at all, only that she had not seen any herself. The other nine respondents reported that remodelling was having a positive impact on their school and that the initial anxieties about remodelling had been removed. In particular, one interviewee reported a heightened awareness of the importance of remodelling in her school. She said school staff were now looking at things in a different way and asking how issues could be dealt with more effectively. The following successes were also highlighted by the interviewees:

• improved work-life balance for school staff

• imaginative approaches to appointing staff

• increased teamwork among school staff

• improved communications between staff

• increased morale among school staff

• re-definition of roles and responsibilities

• new approaches to workloads.

4.9 General remodelling issues and comments

The final interview question invited remodelling Advisers to comment more generally about remodelling issues. Three comments given by interviewees are presented below:

I am hopeful that things will change. It takes time for these things to get off their feet. It is a big machine to move... Once everyone is clear about what is going to happen, what can happen and what opportunities are available, I am sure it will gather momentum.

I don't think the authorities have all picked up quickly enough what their role in remodelling is and how it all fits together.

The NRT is a Godsend in that their team has carved out a role within the process for Remodelling Consultants. That is the first time that I am aware of a major national programme having that in it… It is the first time that I am aware of large numbers of Remodelling Consultants having a specific role in a national programme. Good on the NRT for that one, as far as I am concerned.

Notes

1   The National Agreement contains a list of tasks, which it was agreed teachers should not be routinely required to do. The list is known as 'the 24 tasks', although it contains 25 tasks (one task is not due to become part of the contractual provisions until 2005).

5 Survey of School Change Teams

5.1 Introduction

This chapter focuses on the findings from the third data collection exercise within phase one of the evaluation of the work of the NRT – the questionnaire survey to SCTs (completed in March and April 2004). SCTs are an important group within the remodelling programme, and the NFER evaluation team was keen to collect their views on the effectiveness of the NRT in supporting them. This chapter details the responses given by 226 SCT members from 158 schools (88 EA schools and 70 T1 schools). Unless specifically mentioned, there were no major differences in the responses given by respondents in EA schools and T1 schools.

5.2 School Change Team Role

In order to support the change process, the NRT suggests that schools that sign up to the remodelling programme establish a SCT. Ideally, this team is an extended group with members from across the school, including school leadership teams, teachers and support staff. Some schools may also choose to include students, parents, governors and local organisations within their teams. The SCT is responsible for taking remodelling forward within the school and should be committed to leading change, undertaking analyses, representing all staff interests and communicating the developments that are taking place in the school. The role, composition, meeting arrangements and time commitments for change teams is likely to vary between schools. In some schools, the group may be referred to by a different name (e.g. remodelling workforce team), and other schools may choose to workout with a SCT – perhaps setting up small working parties when required.

5.2.1 Training for the role

A programme of regional training days and associated support meetings, provided by the NRT and LEAs, was introduced for members of the SCT to attend. Team members attended a launch event followed by three subsequent regional events to introduce them to the main elements of remodelling and orient them to

what is involved in managing the change process. The NRT expected these events to be followed by in-school group meetings at which team members could meet colleagues to discuss their change process and emerging issues of interest.

5.2.2 What are the main elements of the SCT role?

The SCT members taking part in the NFER survey were asked what they thought their role as a member of the SCT involved. The respondents were provided with seven possible replies, and were invited to tick as many responses as appropriate.

Table 9   Main elements of SCT role by EA and T1 respondents

Main elements	EA respondents %	T1 respondents %	All respondents %
Communicating with and informing other members of staff	80	84	81
Leading remodelling within the school	81	76	79
Disseminating information about remodelling	72	72	72
Attending internal remodelling meetings	63	76	69
Attending external remodelling meetings	62	77	69
Representing staff interests	52	51	51
Communicating with and informing students	20	19	20
Other	8	3	6
N =	**123**	**103**	**226**

More than one answer could be given so percentages do not sum to 100
Source: NFER evaluation of NRT – SCT questionnaire

As shown in Table 9, the main elements of the SCT role were seen to be: communicating with and informing other members of staff (81 per cent); leading remodelling within the school (79 per cent); and disseminating information about remodelling (72 per cent). Attending internal and external remodelling meetings were also rated highly by respondents (69 per cent in each case), and just over half viewed representing staff interests as part of their role (51 per cent). A much smaller proportion felt that communicating and informing students was a part of their role (20 per cent). Six per cent of respondents submitted 'other' comments. The most common responses were: representing/communicating with governors; representing the strategic vision of the school; and promoting a positive change agenda.

There were some differences in the responses given by SCT members from EA schools and those working within T1 schools (see Table 9). The largest difference between the two response groups was given in relation to 'attending internal and external meetings'. While 76 to 77 per cent of SCT members in T1 schools viewed attending internal and external meetings as part of their role, only 62 to 63 per cent of SCT members in EA schools felt this was a main element of their role.

5.3 Remodelling stages

As highlighted in previous chapters, the successful remodelling of schools revolves around a 'change process' – which is a way of managing change in schools. The change management process is considered to involve five stages: mobilise, discover, deepen, develop and deliver. The schools participating in the NFER survey had been involved in the NRT's remodelling change process for three to five months when they completed their questionnaire(s). When reviewing the responses, it should be kept in mind that schools may interpret the stages in different ways.

5.3.1 What stage of remodelling were schools in?

When asked in which of the five stages of the remodelling change management process they would currently place their school, the most frequently selected stages were the third and forth stages 'deepen' (31 per cent) and 'develop' (29 per cent). At the third stage, schools have a deepened understanding of remodelling issues and implications, and have begun to analyse how solutions may be developed. At the forth stage, schools have begun to use problem-solving and teambuilding techniques, and have started to develop possible solutions. A full list of responses can be seen in Table 10.

As would be expected, because EA schools entered the NRT's remodelling programme slightly earlier than T1 schools, some EA schools were placed in a later stage of development than T1 schools. For example, 25 per cent of EA schools were placed their school in the 'deepen' stage, but this increased to 37 per cent in T1 schools. Similarly, more EA schools were reported as being in the 'deliver' stage than were T1 schools.

Table 10   Remodelling stage by sample

Stage	% of EA respondents	% of T1 respondents	% of all respondents
1. Mobilise	2	4	3
2. Discover	6	15	10
3. Deepen	25	37	31
4. Develop	31	27	29
5. Deliver	24	13	20
More than one box ticked	7	0	4
No response	3	4	4
N =	**123**	**103**	**226**

A single response item
Due to rounding, percentages may not always sum to 100
Source: NFER evaluation of NRT – SCT questionnaire

Of those participating in the survey, four per cent gave no reply to this question, with one SCT member remarking that the five stages were not used in her school because they were 'far too cumbersome'. In addition, another four per cent found it difficult to place their school in one particular stage of remodelling. In these cases, multiple responses were given to indicate the different phases of development that applied in their school. For example, one respondent commented 'we are in all of the stages – it depends which aspect you are talking about' and another reported that 'we have done a lot but are still developing some areas'. Such responses appear to indicate a developed understanding of the change process.

5.4 The remodelling agenda

Within stage one of the change process ('mobilisation'), headteachers advise the whole school workforce about remodelling and the school's intention to participate. An SCT is then appointed and briefed on the context and rationale for remodelling, the remodelling process and the role of a SCT member. The headteacher, along with the SCT, jointly diagnose the 'big issue(s)' facing the school and the implications that change will have on the school. A plan for completing the remodelling process or a 'Remodelling Initiation Document' is then created.

5.4.1 What are the 'big issues' for schools?

Those participating in the NFER survey were invited to reflect on the 'big issues' faced by their school in remodelling its workforce. The question invited a maximum of three open-ended responses. SCT members identified the 'financial implications of remodelling' as being the biggest issue for schools. Fifty-five per cent of SCT members felt that insufficient funding/budget constraints would hinder the development of change within their school. Achieving cost-neutral changes was viewed as being particularly problematic by some SCT members. However, as budget remodelling (i.e. changing financial structures through new strategies) is part of the NRT's agenda, the fact that SCTs are identifying funding as a 'big issue' could be viewed as appropriate.

At the time they were surveyed (March and April 2004), the ability to provide ten per cent PPA time was also seen as a 'big issue' by SCT members. Twenty-two per cent of respondents felt that offering PPA to staff would be a considerable challenge. In some cases, but not all, SCT members connected inadequate finances with this issue. For example, one respondent commented that finding the resources to employ additional teachers to provide sufficient non-contact time would be problematic.

Twenty per cent of respondents felt that 'redefining job descriptions' was a 'big issue' for their school. This was seen to include restructuring present roles, and also re-evaluating and harmonising job specifications. In particular, SCT members commented that the full workforce within schools needed to be used to their best effect, but establishing a consensus around new organisational structures, in order to make the best use of new job roles, would be a challenging. One respondent commented that she was looking forward to gaining clarification on pay scales for individuals such as invigilators, cover supervisors and HLTAs.

5.5 Remodelling resources

As schools move through the change management stages, they are offered a number of resources to help them engage in their remodelling. As mentioned earlier, the NRT provides schools with a 'toolkit', which offers practical guidance and simple solutions to remodelling challenges. The NRT also manages a national website that supplies a wide-range of online resources for anyone involved in the remodelling process.

5.5.1 How useful were the NRT's remodelling resources?

The SCT members completing the NFER survey were asked how useful they had found the remodelling resources provided by the NRT. They were provided with a list of resources and were asked to indicate how useful each one had been. For example, had they found the toolkit to be: very useful, useful, fairly useful or not useful at all? The respondents were also given the opportunity to report that a particular resource had not yet been used. As shown in Table 11, the most noticeable finding was that very few SCT members considered any of the resources to be of 'no use'.

Table 11   Usefulness of NRT resources

Resources	Very useful %	Useful %	Fairly useful %	Not useful %	Not used yet %	No response %
Toolkit	22	26	23	12	12	6
Learn from experience (case studies)	12	27	26	6	20	10
Ideabank (ideas from other schools)	11	29	27	5	19	9
Directory of useful resources (modules)	5	16	20	8	36	14
Other	2	1	<1	1	13	83

N = 226

A single response item
Due to rounding, percentages may not always sum to 100
Source: NFER evaluation of NRT – SCT questionnaire

Of the response categories offered, most SCT members used the 'useful' option to record their views. Twenty-six per cent of respondents ranked the NRT toolkit to be 'useful', and a similar percentage (27 per cent) viewed the 'learn from experience' case studies in the same way. The ideabank was thought to be useful by 29 per cent of SCT members, but the directory of useful resources was viewed as useful by fewer respondents (16 per cent). These responses may illustrate the different working styles of schools, for example some schools may prefer quick ideas, but others may like referring to case studies.

While most of the resources had been used by SCT members, between 12 and 36 per cent had not yet used some of the items listed. Respondents, who offered

'other' responses, noted that 'ideas from Scandinavian schools', 'NRT newsletters' and the 'development of one's own ideas' were also useful resources.

As shown in Table 12, there were some differences in the responses given by SCT members in EA and T1 schools. For example, 27 per cent of SCT members in EA schools viewed the toolkit as being 'very useful', but only 15 per cent of T1 respondents replied in the same way. Likewise, while 34 per cent of respondents from EA schools had found the 'learn from experience' case studies to be 'useful', only 18 per cent of their T1 counterparts felt the same. However, it is worth noting that a greater percentage of SCT members in T1 schools reported not yet using the resources provided in the survey list – the largest difference being between those who had not used the 'directory of useful resources'.

Table 12   Usefulness of NRT resources by EA and T1 sample

Resources	Very useful %		Useful %		Fairly useful %		Not useful %		Not used yet %		No response %	
	EA	T1	EA	T1	EA	T1	EA	T1	EA	T1	EA	T1
Toolkit	27	15	22	30	21	26	16	7	9	15	5	7
Learn from experience (case studies)	9	14	34	18	30	21	6	7	15	27	7	13
Ideabank (ideas from other schools)	12	9	34	24	27	27	7	3	12	27	8	11
Directory of useful resources (modules)	4	7	21	12	26	13	12	5	27	46	11	18
Other	3	1	2	0	0	1	2	0	8	18	86	80
N =	123	103	123	103	123	103	123	103	123	103	123	103

A single response item
Due to rounding, percentages may not always sum to 100
Source: NFER evaluation of NRT – SCT questionnaire

To compare the responses of the two sample groups, independent t-tests were carried out on the responses given to each item listed in Table 12. The statistical method used compares the mean values for a question and tests whether or not the difference between the means is significantly different from zero. The differences in opinions expressed by SCT members in EA and T1 schools were not greater than could be expected by chance at the five per cent level ($p<0.05$). Therefore, it cannot be said that the differences between the two groups were statistically significant.

5.6 Remodelling support

In addition to the provision of remodelling resources, SCT members also have access to various sources of support. For example, LEA Remodelling Advisers, NCSL Remodelling Consultants and NCSL Affiliated Centres are all available to offer advice and guidance to SCTs and their respective schools. A programme of regional events was also set up for school representatives to attend, and networks between schools have been established to make better use of collective knowledge.

5.6.1 How useful was the NRT support network?

The questionnaire asked SCT members to rate usefulness of the support they received to help implement remodelling. Various sources of support were available for schools to access from the LEA and NRT. Table 13 below details how useful SCT members found each source of support.

Table 13   **Usefulness of sources of support**

Sources of support	Very useful %	Useful %	Fairly useful %	Not useful %	Not used yet %	No response %
LEA Remodelling Advisers	22	29	25	12	8	5
Regional events for schools	16	31	22	10	12	8
School networks	9	27	20	8	27	8
NRT website	9	24	31	13	18	6
Other LEA support/advice	6	17	13	5	45	14
Other	7	3	<1	1	12	77

N = 226

A single response item
Due to rounding, percentages may not always sum to 100
Source: NFER evaluation of NRT – SCT questionnaire

The majority of respondents indicated that they had accessed support from each of the given sources of support. LEA Remodelling Adviser support was accessed the most and was thought to be of most use, with 22 per cent and 29 per cent of respondents indicating the support to be 'very useful' and 'useful' respectively. Thirty-one per cent of SCTs reported that regional events for schools were 'use-

ful', and only 10 per cent did not find these useful at all. Just over a quarter of schools (27 per cent) had not yet developed school networks to support remodelling, but of those that had, 27 and 20 per cent found school networks to be 'useful' and 'fairly useful' respectively. The NRT website was indicated to be 'useful' by 24 per cent of respondents and 'fairly useful' by 31 per cent. Other sources of support were used by a minority of respondents; these were reported to be 'headteacher support' and 'visits to other schools'.

In addition to rating the sources of support from the given list, an open-ended question asked SCTs to specify which of these sources of support had been most useful and why. As shown in Table 14, from the 93 respondents (41 per cent) who stated that regional events for schools had been one of most useful sources of support, 51 said this was because of sharing good practice, experiences and ideas with like-minded schools. A further eight respondents said the events introduced them to other schools, and seven respondents reported that it involved their school in useful discussion.

Table 14   Most useful source of support (1) and reasons why

Most useful source of support	Reason(s)	N
Regional events for schools (41%)	Sharing good practice with like-minded schools/sharing experience and ideas	51
	Introduction for the formation of networks with other schools	8
	Involves school in meetings/useful discussion	7

N = 93

Question 2.2: Which of the sources of support identified in question 2.1 do you consider to have been the most useful in your school? It would be helpful if you could give brief reasons for your choice
Source: NFER evaluation of NRT – SCT questionnaire

As shown in Table 15, LEA Remodelling Advisers were cited by 82 respondents (36 per cent) as being one of the most useful sources of support, and the most frequently given reason was because of the practical support offered (20 respondents). LEA Remodelling Advisers were also seen as useful because they kept schools up-to-date with the remodelling agenda and provided them with guidance on the remodelling process.

Table 15   Most useful source of support (2) and reasons why

Most useful source of support	Reason(s)	N
LEA Remodelling Adviser (36%)	Supporting the process/practical support	20
	Direct useful advice/keeps school informed	12
	Understanding the process	7

N = 82

Question 2.2: Which of the sources of support identified in question 2.1 do you consider to have been the most useful in your school?
It would be helpful if you could give brief reasons for your choice
Source: NFER evaluation of NRT – SCT questionnaire

As shown in Table 16, school networks were cited by 62 respondents (27 per cent) as being one of the most useful sources of support offered, and the main reason, as given by 36 respondents, was the sharing of good practice, experience and ideas. The networks were also seen as useful because they provided practical support and helped to raise possible solutions.

Table 16   Most useful source of support (3) and reasons why

Most useful source of support	Reason(s)	N
School Networks (27%)	Sharing good practice with like-minded schools/sharing experience and ideas	36
	Supporting the process/practical support	5
	Can raise issues and discuss solutions	4

N = 62

Question 2.2: Which of the sources of support identified in question 2.1 do you consider to have been the most useful in your school?
It would be helpful if you could give brief reasons for your choice
Source: NFER evaluation of NRT – SCT questionnaire

5.6.2 How useful was LEA remodelling support?

SCTs were asked specifically whether or not they had received support from an LEA Remodelling Adviser. Seventy-six per cent of respondents had received support. They were asked to indicate the usefulness of different types of support received, from a given list.

Table 17   Usefulness of different types of LEA support

Sources of support	Very useful %	Useful %	Fairly useful %	Not useful %	Not used yet %	No response %
Facilitating joint meetings	22	29	20	3	19	8
Visits to your school	21	24	19	4	22	11
Written information/ guidance	19	33	26	3	12	8
Workshops	18	20	13	4	30	16
Advice on where/how to access resources	16	26	24	5	17	11
Other	3	1	0	1	7	89

N = 226

A single response item
Due to rounding, percentages may not always sum to 100
Source: NFER evaluation of NRT – SCT questionnaire

As can been seen from Table 17, very few respondents indicated that the different types of LEA support were not useful. Facilitating joint meetings was rated as being 'very useful' by 22 per cent of respondents. A similar percentage (21 per cent) indicated that LEA Remodelling Adviser visits to schools were also 'very useful'. Written guidance was found to be 'very useful' and 'useful' by 19 and 33 per cent of respondents respectively. Similar proportions of respondents also indicated that workshops and advice on where/how to access resources was 'very useful' and 'useful'. Very few respondents used other sources of LEA support; but where they had, these were noted to be presentations to governors and LEA websites.

Table 18, above, shows the responses given to this question by EA ad T1 schools. Overall EA schools were slightly more positive than T1 schools about the usefulness of different types of LEA support. However, there was no statistically significant difference between the two types of schools except for their views on the usefulness of visits to schools. There was a statistically significant difference between the EA and T1 schools in terms of how they rated the visits to schools (p< 0.01), with EA schools ranking these visits more positively. The reason for this is likely to be because EA schools had utilised more school visits from LEA Remodelling Advisers than T1 schools.

Table 18   Usefulness of LEA support by EA and T1 sample

Sources of support	Very useful %		Useful %		Fairly useful %		Not useful %		Not used yet %		No response %	
	EA	T1	EA	T1	EA	T1	EA	T1	EA	T1	EA	T1
Facilitating joint meetings	24	19	27	30	16	24	1	5	25	13	8	9
Visits to your school	29	11	30	17	23	14	1	6	9	38	9	14
Written information/guidance	23	14	30	37	22	32	2	4	16	6	8	8
Workshops	20	15	14	27	12	15	2	5	33	25	18	13
Advice on where/how to access resources	16	17	31	20	19	30	5	5	17	18	11	10
Other	2	4	1	1	0	0	0	0	5	9	91	86
N = 226	**123**	**103**	**123**	**103**	**123**	**103**	**123**	**103**	**123**	**103**	**123**	**103**

A single response item
Due to rounding, percentages may not always sum to 100
Source: NFER evaluation of NRT – SCT questionnaire

5.6.3 Could the resources/support mechanisms be improved?

Respondents were given the opportunity to offer suggestions for improving the NRT resources/support mechanisms. The question invited a maximum of three open-ended responses. There was little commonality of view, but of the 68 responses given:

- five per cent suggested there should be an increased use of practical examples from other schools

- four per cent recommended that the resource materials be made more user-friendly (i.e. jargon-free) and that paper copies be made available

- three per cent made comments relating to the examples from Pathfinder schools, suggesting that examples from schools, in which no additional resources had been made available for remodelling, be distributed. (The NRT has now removed most Pathfinder examples from its website.)

5.6.4 Could the overall support programme be improved?

The SCT members responding to the NFER survey were also asked to suggest any ways in which the overall support programme for schools could be

improved. The question invited a maximum of four open-ended responses. Fifty-seven per cent of respondents did not answer the question, which may be taken to suggest a degree of satisfaction. Of those who did respond, the most frequently suggested improvements related to the need for:

- additional funding (nine per cent)
- examples from non-Pathfinder schools (six per cent)
- improved networking and collaboration between schools (four per cent).

5.7 Experiences of managing the changes

As shown in Chapters 3 and 4, schools face several 'big issues' as they work through their remodelling process. While some issues may be familiar to many schools, other issues may be less widespread, for example providing additional space for an enlarged support team. In any case, the solutions to these challenges rely on the involvement and participation of the entire school community. Through a self-directed approach, schools are encouraged to take control of their own agenda and formulate their own ways of tackling these challenges.

5.7.1 What were the greatest challenges?

The NFER survey invited SCT members to comment on the greatest challenges their school faced in remodelling its workforce. Respondents were also asked to indicate how their SCT planned to address these challenges. As shown in Table 19, the greatest challenge was related to school budgets (42 per cent). SCT members felt sustaining the remodelling changes planned within their school would be difficult due to budgetary constraints. To address this challenge, a number of respondents reported that budget allocations would be reviewed – some spoke of 'very careful budgeting' and 'creative use of funding streams'. For some SCT members, methods of tackling this challenge had yet to be decided, while others planned to raise awareness of the issue at national and/or regional meetings.

Table 19   Most frequently reported challenge and plans to address the challenge

Greatest challenge	Plans to address	N
Funding/money/budget issues (42%)	Review of budget allocations	27
	Don't know	11
	Raising awareness at national/regional meetings	8
N = 95		

Question 5.2: What, if any, are the greatest challenges for your school to overcome in remodelling its workforce? Please indicate how the SCT plans to address these challenges. Source: NFER evaluation of NRT – SCT questionnaire

As shown in Table 20, providing ten per cent PPA time for all teachers was also seen as a big challenge for schools. Twenty per cent of SCT members felt their school faced difficulties in releasing staff for PPA time on a regular basis. One respondent felt this issue was not only concerned with releasing teachers for PPA time but was also concerned with how to maintain high quality education for students when teachers were using their non-contact time. SCT members reported a number of ways to address this challenge, but the most frequently reported response was to review budget allocations.

Table 20   Next most frequently reported challenge and plans to address the challenge

Greatest challenge	Plans to address	N
Provision of ten per cent PPA time for all teachers (20 %)	Review of budget allocations	8
	Use TAs for whole class supervision	5
	Don't know	3
N = 45		

Question 5.2: What, if any, are the greatest challenges for your school to overcome in remodelling its workforce? Please indicate how the SCT plans to address these challenges.
Source: NFER evaluation of NRT – SCT questionnaire

Tables 19 and 20, combine the responses given by SCT members from EA schools and those from T1 schools. Although both sample groups reported 'funding/money/budget issues' as being the greatest remodelling challenge faced by their school, EA respondents cited this response more frequently (52 per cent in EA schools and only 31 per cent in T1 schools). Both respondent groups reported the second greatest challenge to be the provision of ten per cent non-contact time for all teachers (21 per cent in EA schools and 18 per cent in T1 schools).

5.7.2 What were the most significant achievements?

SCT members listed many significant remodelling achievements, with the greatest number reporting changes to the role of support staff.

Table 21   Most significant remodelling achievement (1) and facilitating factors

Significant Achievement(s)	Facilitating Factor(s)	N
Support staff	Staff ready to work differently/willing to change	7
have more responsibility/	Budget/funding available	4
better career structure	Professional development available (e.g. HLTA courses)	3
(20 %)		

N = 45

Question 5.1: What have been the most significant remodelling achievements in your school so far?
Please indicate any facilitating factors that you feel enabled these achievements in your schools.
Source: NFER evaluation of NRT – SCT questionnaire

Table 21 shows that 20 per cent of SCT members felt that, within their school, remodelling had helped to achieve more responsibility and an improved career structure for support staff. The main facilitating factor was seen to be a readiness and willingness from staff to work differently and change their current practices. One respondent reported an 'acceptance of other adults as learners and support for the learning process by teachers' within his/her school.

The availability of funding was another factor facilitating the development of the support staff role. It was reported that a well-managed budget could support the professional development of support staff, and enable such staff to access a career ladder. One respondent noted that Standards Fund monies had been used to develop the support staff role.

The ability to undertake professional development was also viewed as a factor facilitating the advancement of the support staff role. A small number of respondents reported that support staff within their school were interested in continuing their professional development and were showing a commitment to it. One respondent commented that TAs within his/her school had accessed GCSE qualifications and others had undertaken Specialist Teaching Assistant (STA) courses.

Table 22   Most significant remodelling achievement (2) and facilitating factors

Significant Achievement(s)	Facilitating Factor(s)	N
Provision of ten per cent	Budget/funding available	9
PPA time for all teachers	Teachers provide cover	3
(14%)	TAs provide cover	3
N = 31		

Question 5.1: What have been the most significant remodelling achievements in your school so far?
Please indicate any facilitating factors that you feel enabled these achievements in your schools.
Source: NFER evaluation of NRT – SCT questionnaire

Although the provision of ten per cent PPA time for teachers was reported to be a challenge for schools by 20 per cent of SCT members, 14 per cent felt differently (as seen in Table 22). These respondents listed such provision as a significant remodelling achievement within their school. Of the factors facilitating this achievement, the availability of funding was highlighted as the most valuable. One respondent reported that funding had been made available within his/her school to provide teaching staff with a PPA work room. The provision of ten per cent PPA time had also been facilitated by teachers and TAs providing lesson cover.

There were some differences in responses given by SCT members from EA schools and those from T1 schools. While increased responsibility/better career structure for support staff was seen as the most significant remodelling achievement in both types of schools, it was more frequently reported by EA schools (24 per cent in EA schools and 15 per cent in T1 schools). In addition, the second most significant remodelling achievement differed between school types. For EA schools it was seen to be the provision of ten per cent PPA time (16 per cent), but for T1 schools it was felt to be the allocation/transference of the '24 tasks' (14 per cent).

5.7.3 What steps are being taken to establish and maintain remodelling?

Those responding to the NFER survey were asked to comment on the steps being taken by their SCT to establish and maintain remodelling in their school. By and large, communication was seen as the best way to achieve this. Just under half of the respondents (46 per cent) reported that regular remodelling updates were pro-

vided to staff through staff/SCT meetings. One respondent commented, 'We discuss everything in staff groups. Everyone is clear that the focus of the school is on standards and all our work has to improve standards'. A quarter of respondents also reported that extensive communication and the involvement of all stakeholders were needed to establish and maintain remodelling.

Focusing on specific issues was another way for SCTs to establish and maintain remodelling within schools, and 18 per cent of respondents reported working in this way. One SCT member commented: 'We have identified key areas to work on. We are making an action plan to address the issues'. In addition, 14 per cent of respondents reported the use of continuous development/improvement techniques was also enabling them to establish and maintain remodelling within their school. One respondent commented: 'We aim to get some more 'quick wins' to help keep momentum and raise the profile of remodelling.'

5.8 General remodelling issues and comments

The final question in the questionnaire invited SCT members to comment more generally on remodelling issues and the work of the NRT. Fifty per cent of SCT members responded. As highlighted earlier, lack of financial resources was a concern for many schools and, in response to this open question, 37 respondents revisited this issue. One respondent commented, 'remodelling is vital but it must be funded and that funding must be maintained' and another remarked 'it is all a brilliant idea but backed up by zilch resources'.

Other respondents were more optimistic in their responses, with 25 respondents commenting that they felt positive towards remodelling. One respondent said, 'we have had tremendous success with this fantastic agenda', and another expressed the view that remodelling was the 'most exciting innovation for many years' as it gave schools an opportunity to be radical, creative and 'completely rethink education'.

A further 20 SCT members reported that remodelling was seen by their school as an opportunity to re-evaluate its work. One respondent stated: 'It has been good to focus on work practice and how we can develop new ideas that are beneficial to the teaching staff, and provide a better working environment for students to achieve.' In addition, 12 respondents reported that remodelling linked into their school improvement plan and was part of their schools' ongoing agenda.

6 Case-study schools

6.1 Introduction

This chapter focuses on the findings from phase two of the evaluation: in-depth case-study work with six schools (carried out in September and October 2004). The case studies are based on interviews with a range of participants, including headteachers, members of SCTs and other staff members such as subject teachers and support staff. Interviews were also carried out with associated LEA Remodelling Advisers. Each case study draws together the information from one school. The case-study reports aim to illuminate why schools became involved in the programme, how changes were introduced and what impact interviewees felt the changes had had. The case studies also seek to provide insights into the key factors contributing to successful implementation of change, as well as highlighting some of the challenges faced by schools. Advice for the future development of remodelling is also provided. Schools one to four are infant/primaries and schools five and six are secondaries.

6.2 Case study one

This case study in based on interviews carried out at school one in September 2004. Those contributing to the case study were: the headteacher, the deputy headteacher, a teacher from the school's Learning Support Unit (LSU), a teacher from the school's Special Education Resource Facility (SERF), the school's Behaviour Improvement Programme (BIP) manager and the school's support manager (line manger to the school's other support staff). A Remodelling Adviser from the LEA was also interviewed by telephone in relation to the school's remodelling work. The school placed itself in stage five ('deliver') of the change process. Several short-, medium- and long-term priorities had been identified, which were organised into the following categories: 'standards', 'work/life balance', 'curriculum' and 'projects'.

6.2.1 The school

School one is a medium-sized primary school located on the outskirts of a large town in the North West of England. Many children at the school live on a nearby

council-owned housing estate, where there are high levels of unemployment among parents. Over half of the children attending school one are known to be eligible for free school meals (FSM). The school experiences a high intake of children during the school year, for example more than 60 children joined the school between January and June 2004. The majority of students attending the school are of white UK heritage. Within the school two students have a statement of special education need. The school currently employs 14 teachers and 20 support assistants.

6.2.2 Starting out

School one has been an EA school since October 2003, but started on the path to remodelling some years before. In January 2000, the school was made subject to special measures because Ofsted judged it to be failing to provide its pupils with an acceptable standard of education. The headteacher explained that being placed in special measures was a 'real driving force for change'. He said the experience compelled the school to 're-think its strategies, systems and ways of working'. By June 2001, the school had turned itself around and no longer required special measures. Its Ofsted inspection found standards to be significantly improved, particularly in English, mathematics, science and art. The LEA Remodelling Adviser said the way in which the school had withdrawn itself from special measures had been the decisive factor in selecting it as an EA school. She described the school as a 'prime EA case' – a great example of what other schools could achieve through the remodelling programme.

6.2.3 Strategy and implementation

Forming a strategy

The school's experience of special measures was seen as a catalyst for change within the school. The headteacher commented that, by adopting a new outlook and using remodelling approaches as an integral part of the school's vision, the school aimed to create a more stimulating and positive environment for pupils. The headteacher's vision was for the school to become a place in which everyone felt valued and had the opportunity to achieve their highest potential. As part of its new start, the school had introduced a number of new facilities: a LSU for key stage 1 (KS1) and key stage 2 (KS2) pupils and a SERF unit for use by KS1 pupils from across the authority. In addition, the school had recently become

involved in the BIP initiative, which forms part of the Government's National Behaviour and Attendance Strategy. Along with several hundred other primary schools in the country, the school was piloting intensive strategies to improve behaviour and attendance.

The remodelling process

School one had tried to establish a fixed SCT, but it had been more effective to draw in expertise depending on the project at hand. Therefore, the school's remodelling programme was being driven forward by 'initiative groups' comprising key personnel. The headteacher explained that, originally, the school's SMT had fulfilled these roles, but had quickly realised that advice and expertise from other members of staff was needed. The deputy headteacher described the initiative groups as having 'variety of expertise, outlooks and life skills'.

When the NFER interviews were conducted, there were seven initiative groups working within the school, each containing between four and ten members. These were: SMT; Health and Safety; Child Welfare; ICT Planning; LSU (KS1); LSU (KS2); and Curriculum Design. As mentioned earlier, these groups utilised expertise from around the school. For example, the Curriculum Design group comprised:

- the headteacher
- the deputy headteacher
- a Y5/6 teacher (coordinator for art, numeracy and CDT)
- an early years teacher (coordinator for science)
- a special educational needs coordinator (SENCO)
- the school's support manager
- two schools governors
- a parent helper.

The initiative groups were responsible for reviewing aspects of the school in order to ensure that it was providing relevant, efficiently organised and up-to-date practices. The deputy headteacher described the groups' remit as being 'looking at the whole picture and saying "let's take it in this direction"'. The headteacher explained that remodelling priorities were clearly defined within the school's improvement plan (SIP), and the school's SMT currently held strategic responsibility for ensuring initiative groups met and delivered changes according to this plan.

Key initiative and its implementation

 In order to identify its key priorities, school one used a technique presented at a remodelling training event (see Chart 5). This model enables a school to map out its short-, medium- and long-term gains or 'wins' for the academic year. The priorities are then organised into categories such as 'standards', 'work/life balance', 'curriculum' and 'projects'. The short-term wins for the school included: target setting for year groups; performance management; and the appointment of a resource manager. The medium-term wins included: teacher planning using ICT; work/life balance review; and Early Years development. The longer-term wins were: curriculum design; outdoor play; and LSU (KS2) development.

Chart 5   Remodelling priorities at school one
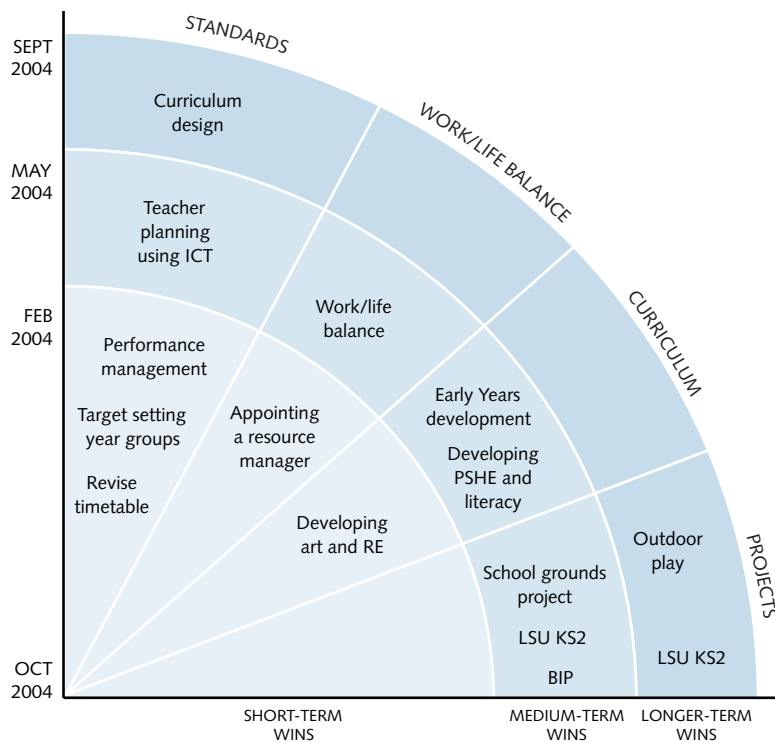
6.2.4 Outcomes

Changes made

 In order to meet its short-term wins, the school had introduced a number of changes. First, the school's timetable had been 'sharpened-up' in order to

achieve a five-lesson-day, which ensured that no school time was wasted. As the headteacher explained, at the end of each morning, 30 minutes were left which were 'neither here nor there'. The school decided to extend this period of time and use it as a lesson. This was made possible by shortening lunchtimes and removing afternoon break time. Second, the school looked at its swimming trips and discovered that quite a lot of time was lost in transport. Therefore, instead of children receiving a 30-minute swimming class per week throughout the year, they received an hour-long lesson each week for one school term.

A third short-term gain for the school was to appoint a TA as 'resource manager', to ensure that the administration of the school was operationally efficient and that communications were effective. A review of target-setting for each year group was also underway. The headteacher explained that he and his colleagues were looking for a system that would enable the school to monitor subjects more closely and obtain feedback reports more quickly. He said a nearby school had been trailing a new system, which he and the deputy headteacher would review before feeding back to an initiative group. In terms of subject developments, the headteacher explained that these were yet to be evaluated.

With regards to medium-term wins, the school was almost ready to open its LSU. A teacher who had been working at the school for four years had been appointed to manage the unit, along with a member of the school's support team. The headteacher said the initiative group responsible for the LSU's development had been working towards creating policies ready for when the unit opened, for example on how best to assess children and to re-introduce them to mainstream classes. In addition, by becoming part of the BIP initiative, the school was able to promote a support assistant, who had been working in the school for eight years, to BIP manger. This member of staff explained that, prior to BIP funding, she had been carrying out extra responsibilities within the school without remuneration. The new funding not only enabled the school to recognise her work, but also allowed it to trial new ways of tackling poor behaviour and attendance.

Impact of remodelling

The remodelling programme was seen to be having a positive impact on pupils at school one. The headteacher remarked that the increase in pupil attainment levels could 'definitely be associated with remodelling'. He report-

ed that, for 2002/03, the school had managed to 'significantly lift' scores achieved by pupils on National Curriculum Key Stage Assessments. Indeed, the school's value-added score for pupil improvement was the highest in the authority (at 101.6, with the highest on record being 101.7). The headteacher was extremely pleased with the results, especially when the school's high rate of pupil turnover was considered. Moving away for the statistical evidence, he believed the school's new timetable enabled pupils to achieve more because they were 'fresher' and 'sharper' in the mornings. He also felt the school had changed from a situation where 'children were fighting at lunchtimes, to a situation where children were locked onto learning'. He remarked: 'It is lovely when you hear them [pupils] talking about going to college rather than who has hit who.'

 The new approaches being used at the school were also seen to be having considerable impact on staff and the way the school was perceived from those outside. The headteacher described the changes as bringing 'real job satisfaction' to teachers and support staff. From the teaching perspective, he said the school had been an establishment that teachers preferred not to work in. He described the school as being 'quite depressing, almost as if there was a cloud over the place'. However, he sensed it was a much happier and enjoyable place for teachers. He said: 'It [remodelling] has transformed the whole feel of the school and the way people perceive the school from outside.' The headteacher had received emails from ex-members of staff to say they were delighted to hear about the school's successes.

From the perspective of support staff within the school, there was a feeling of better teacher-support staff relationships. The school's support manager said: 'The support staff here play a very significant role in classes with the teachers and I think there is mutual respect now.' Similarly, the school's BIP manager said she felt more appreciated by teaching staff, and the LSU manager had seen more communication among staff, particularly in relation to pupil referrals.

In addition, the school's SERF manager explained that, as the unit was more group-orientated than mainstream classrooms, support staff felt more confident in making suggestions. The headteacher was also pleased to see support staff making more contributions and leading in new areas, for example special educational needs (SEN) and early literacy strategies. To have effective support

systems in place was particularly beneficial to him. Rather than handling issues such as behaviour, he was able to maintain a strategic overview of the school and provide support when and where needed. By having confidence in the school's staff, he felt able to work off-site when necessary, in order to bring best practice back to the school.

6.2.5 Looking back, looking forward

Key factors in making remodelling work

A number of factors had contributed to making remodelling work at school one, but the headteacher felt setting a clear vision, and including all staff in its creation, had been an invaluable first step. From this vision, the headteacher set high expectations, and staff were motivated enough to want to take on new roles and responsibilities, and move their careers forward. The importance of these actions was commented on by several people. The LEA Remodelling Adviser felt the headteacher had successfully delegated tasks, and had created a 'valuing culture' where all contributions were appreciated. The school's support manger said staff had been trusted and encouraged to develop, and had been 'willing to go that little further'.

The LEA's Remodelling Adviser was also identified as a key factor in helping remodelling work at the school. The headteacher explained, as the leader of an EA school, he had worked very closely with the adviser and had found her to be efficient, enthusiastic, proactive and supportive. The school's support manager also commented that the adviser had been 'very supportive and keen to be involved'. In particular, she had provided a sounding block for ideas, prompted the school to access sources of information, enabled liaison with other services within the LEA and provided stimulus about different ways of thinking.

The training provided by the NRT was also seen as important. The headteacher had found it very useful to gain a national perspective on the way the initiative was moving forward. Visiting other schools in the country, and bringing new ideas back to the school, had been beneficial. The headteacher remarked: 'I wouldn't have thought of some of our changes, if I hadn't have talked to other people.' He said visiting other schools had given him more confidence, because other schools in the country were operating in similar ways to his school, and sometimes school one was slightly ahead of others.

The strategic deployment of support staff, combined with their commitment and diligence, had also contributed to the school's successes. The support manager explained that the school always tried to place classroom assistants with year groups they were most comfortable with because 'that is how they [support assistants] and the pupils achieve their best'. In her opinion, support staff at the school had been given the opportunity to work to their highest potential, which was due to the headteacher's belief in their capabilities. She said: 'They all have their own areas of responsibility. They don't have to be constantly given instructions. Really good assistants pre-empt what the teacher needs.' She felt that, because of these factors, the school was able to maintain a steady support staff workforce. The support manger remarked: 'We have added to the workforce by providing opportunities, rather than changing personnel.'

Main challenges

School one had achieved a number of short- and medium-term gains, and was looking towards making longer-term gains in the near future. One of these gains was to guarantee ten per cent PPA time for teaching staff, but several members of staff said this would be a challenge for the school. The headteacher explained that, with the help of the LEA Remodelling Adviser, the school was trying to make some movement towards achieving this within the next year, at little or no cost to the school. But, he admitted this would be difficult, as the school had been working with a deficit budget.

Another challenge facing the school was to reward support staff appropriately, and to develop their role further. The school's support manager explained that, within the school, some members of the support team had carried out extra tasks without salary increases. While she accepted the school had to work within its budget, she remarked: 'You can't constantly ask people to take on extra responsibilities without remuneration.' The headteacher regretted the current pay structure. He said: 'The sooner the pay scales can be brought into line, the better.' There was also a feeling that, while the school had provided some internal training for support staff, external training had not been made available, and consequently support staff were not getting the personal development they needed.

The school also faced the challenge of establishing a more even work/life balance for staff. The LEA Remodelling Adviser felt the school had 'issues around

playing on good will', and this should be used as an exception not the norm. For example, the school's support manger mentioned that it was difficult to take a lunch break and find time to 'recharge'. This interviewee, whose role included child protection and attendance, preferred not make a strong distinction between her work life and home life. She remarked: 'I don't say "school has finished, so I won't deal with that".' The headteacher acknowledged that some members of staff worked in this way, and said it was his responsibility to review their situations and ensure they were not at risk.

Future plans

 The future of remodelling at school one was looking positive. The headteacher was keen to continue using new approaches. He said: 'If we hadn't had the remodelling approach, we wouldn't have gotten the solutions. It is just a healthy way of working because you get more ideas.' In particular, the school was planning to continue using initiative groups as a way of sharing and exchanging ideas. The deputy headteacher described the SCT model as 'a new way of working, which is working well'. The school planned to strengthen its relationship with outside agencies and businesses in the future. For example, the school was investigating the possibility of working with the LEA's Leisure and Cultural Services, in order to make use of sports coaches and/or creative professionals, which would release teachers from teaching certain sports and arts activities.

Advice for the future development of remodelling

The staff working at school one put forward some recommendations for the future development of remodelling. The headteacher advised others to see remodelling as 'a way of thinking and a way of life'. He said if people were not thinking in those terms, they would miss out on the benefits. Likewise, the deputy headteacher advised others to link remodelling with the ethos of their school. From the LEA perspective, the adviser recommended that remodelling be made specific to local contexts and be viewed as a collaboration across a school's internal and external community. A strong vision was also needed, as were trust and knowledge of others' capabilities. The school's support manager said: 'Don't offload things on people but try to encourage them and give them the confidence'. Lastly, the school's BIP manager recommended that other schools 'stick with it, and don't be afraid of change'.

6.2.6 Summary

The remodelling programme was complementing the approach of school one. The school aimed to give as much as it could to its staff and pupils, and new facilities and practices were enabling it to realise some of its aspirations. Through a strong vision, commitment and motivation, a more stimulating and positive environment for the whole school was beginning to be achieved. The people working at school one had been excited and enthused by the changes process, and were looking forward to achieving more.

6.3 Case study two

This case study is based on interviews carried out at school two in September 2004. Those contributing to the account were: the headteacher, two class teachers (reception and year six) and a TA who was responsible for line managing other TAs within the school. The LEA's Principle Remodelling Adviser was also interviewed by telephone in relation to the school's remodelling work. The school was identified as being in the 'deepen' stage of the change management process. Its main remodelling issues were: providing ten per cent PPA time, reducing class sizes and managing parental perceptions.

6.3.1 The school

School two is a small primary school located in a semi-rural village in the South East of England. The school serves three nearby housing estates, which are fairly disadvantaged. However, some pupils from more advantaged homes in the 'traditional' village also attend the school. The proportion of pupils known to be eligible for FSM is approximately 30 per cent. Almost all the pupils at the school are of white UK heritage, and speak English as their first language. Within the school, two pupils have statements of special educational need. Until recently, pupils were taught in mixed-aged groups. The school currently employs eight teachers, four TAs and two nursery nurses.

6.3.2 Starting out

In the spring term of 2004, School two became a T1 school. The headteacher, who has worked at the school for a year, explained that involvement in the pro-

gramme had come about for two reasons. First, the school had been identified by the LEA as a 'cause for concern'. The last two Ofsted inspections carried out at the school had raised concerns about the quality of teaching, and also the standard of attainment by pupils. She remarked that the school was 'seen to be festering', and remodelling was identified as a way to move the school forward.

Second, the LEA's Principle Remodelling Adviser had been liaising closely with School two's Advanced Skills Teacher (AST). Along with other ASTs in the county, this teacher had been assisting the implementation of the National Agreement by working with school support staff. Because of his close contact with this teacher, the adviser was particularly familiar with the needs of the school. He thought the initiative would enable the school to change its situation quite significantly.

6.3.3 Strategy and implementation

Forming a strategy

In September 2003, school two was given a new name. The re-naming of the school was seen as a symbol of the school's fresh start – a stimulus for turning the school around. Along with a new name came a new headteacher, who was ready to drive the school forward. She described the school as 'a great big lumpy machine that was trundling along' and had 'lost direction'. From her perspective, staff at the school were 'just working for working's sake'. She was determined to provide a healthier environment for everyone at the school. Her approach was described as: 'working smarter rather than harder'.

The remodelling process

Along with a colleague, the headteacher attended a series of remodelling training sessions provided by the LEA. Her colleague worked within the school as a TA, and also acted as line manager to other TAs within the school. This person was very happy to have been involved in the training; it gave her the opportunity to discuss staffing issues with the headteacher, and also enabled her gain a greater understanding of how remodelling would involve and affect TAs. Following these events, an after-school meeting was held for staff, with food and drinks, to talk through the principles of remodelling and discuss the school's main priorities. The headteacher explained that a 'corporate decision' was made to include all staff in the SCT.

Key initiative and its implementation

The staff at school two identified several remodelling priorities. The first of these related to the school's working practices and its physical environment. In particular, teachers were keen to ensure they received half a day non-contact time per week. They also wanted to work with smaller, single year group classes, to make classroom management easier. A need to limit the use of supply teachers was also identified, as this practice was seen to create a lot of extra work for teachers. There was a feeling that, under the supervision of a supply teacher, children produced work of a lower standard than when they were taught by in-house staff. A room set aside for staff to work in during non-contact periods and after school was also identified as a need.

Another key priority was to manage parental perceptions of the roles and responsibilities of teachers and TAs. The communities served by the school were described as 'rather rigid and traditional', by the headteacher. She said a lot of parents lacked respect for teachers and were perceived to be unsupportive. Many believed teachers should be in their classroom at all times. One teacher said: 'A lot of parents used to come to the school as pupils. That is their perception of education, and they are frightened because education has changed so much.' The headteacher also said many parents thought TAs were 'not up to scratch'. Indeed, a TA remarked:

> *Parents think we just paint boxes and clean brushes. A lot of the TAs here are mums whose careers have developed since joining the school. Some parents cannot perceive that we are more than just mums. They don't really understand our ongoing professional development.*

6.3.4 Outcomes

Changes made

To enhance working practices in the school, some 'quick fire changes' had been made. For example, the caretaker had agreed to switch on the kettle before break times, so staff could have immediate access to hot water. The school had also bought insulated mugs, in order for staff to have a hot drink in the playground. The headteacher described these as being 'micro things', but they were nevertheless of importance to many people at the school.

Another change to free-up teachers' time related to the use of display boards. This issue had been a 'stumbling block' for the school, as some teachers preferred to carry out the task themselves. To resolve the issue, the school decided to use the corridors to celebrate children's work, and use classroom boards as permanent teaching tools. By moving displays out of classrooms, the headteacher said teachers were more willing to release the task to TAs, as corridor spaces were seen as being more communal. Also, by providing TAs with guidance on how best to exhibit children's work, teachers knew the task would be done well.

To help the school resolve its mixed-year group/class size issue, the school had remodelled its budget. The headteacher reported that supply cover money and other miscellaneous monies had been moved into staffing. This allowed the school to employ more teachers, which relieved the school of large mixed-year groups. In the event of teacher absence, classes were combined. These classes were taught by a teacher, and supported by a TA. A work-pack is available for each class to use during the first three days of a teacher's absence.

The working life of teachers was also being improved through the introduction of a 'buddy system'. Each member of the school's teaching staff had been paired up with another teacher, to provide them with half a day of non-contact time per week. The headteacher explained that, while teachers may teach 38 to 40 children for half a day each week, most of the time they are teaching 18 to 20 children – and for half a day per week they had no children to teach!

To enhance the physical environment of the school, a substantial change had been made to its layout (without undergoing building work). The dining hall had been converted into a creative arts space, which could also be used for 'circle time' or special assemblies. To replace the dining hall, children ate packed lunches in their classrooms. One teacher described the old dining hall as 'very busy and noisy', which distracted a lot of children from eating when they used the hall. She said: 'It [remodelling] has been about getting the environment right and understanding what children need.'

The introduction of a creative arts space enabled the school's old music room to be converted into a staff workroom, with computer access, reproduction equipment, planning tools and resource files. The room was also used for collaborative planning sessions, as teachers were now working from a topic-based curriculum. There was shared planning across school years, in cases where pupil groups were comparable, for example, the bottom level in one class and the top level in anoth-

er. One teacher said: 'It's great having the facility in here; everything is much more accessible and central.'

Impact of remodelling

The changes made to the school's space and working practices were seen to be having a positive effect on staff. The headteacher said enacting the changes had showed staff that their views were important and had been taken seriously. As a result of the new developments, she reported that teachers were now 'much better at not taking work home'. She also felt staff were more supportive of each other and were working more collaboratively. A reduction in staff absence was also reported, and the headteacher thought staff felt better about attending out-of-school courses, because they knew colleagues could 'pick up and run with what they had been teaching'.

The headteacher admitted that, at present, the impact of remodelling on pupils had been less marked. However, she was certain that, by no longer employing supply teachers, lessons would be less disjointed and disruptive for pupils. With regard to the school's new physical environment, one teacher thought it was having 'a knock on effect' on the attitudes of pupils. She said: 'They [the pupils] are really starting to value what they have here. They are much tidier in their presentation and appreciate what a nice place this is to work, and with that you get better work.'

By remodelling the school's working practices, the headteacher felt the status of TAs had been raised. The LEA Remodelling Adviser remarked: 'Many support staff have relished the opportunity that this [remodelling] has created.' A teacher at the school described the TAs as being 'incredibly supportive', and said their ability to facilitate classes made teachers' lives much less stressful. From the TA perspective, they felt more valued and involved in the school. One TA said: 'It is important that we are involved in planning and learning objectives so we know what the teacher wants to get out of the children.'

6.3.5 Looking back, looking forward

Key factors in making remodelling work

From the perspective of the headteacher, the training and support provided by the LEA had been extremely helpful in making remodelling work at the school. She

commented that the training sessions had demonstrated techniques for implementing change, and had also enabled her to share and discuss ideas with other schools. Some of the techniques had been brought back to the school and had been 'very successful in moving the culture forward'. With regard to the LEA Remodelling Adviser, the headteacher had found his support to be very effective. Whereas remodelling could have been 'any other initiative', she thought his enthusiasm had driven the county's remodelling programme forwards.

The headteacher felt the SCT had been 'very effective' in helping the school to remodel its workforce. This was because everyone felt able to put their point across and share in the process. She remarked: 'If you have got ownership of the process, you are much more supportive of what is happening. You feel that it is a whole school thing and not top-down.' The staff were very appreciative of the leadership approach adopted by the headteacher. She was described as being 'strong on teamwork' and someone who was very good at 'bringing things back to staff'. A teacher remarked that the headteacher had 'put herself in the same boat as us'. She said: 'There is no hierarchy. We are all working towards the same goal.'

Main challenges

While school two had been successful in implementing changes, some challenges had been encountered along the way. One such challenge had been unwillingness from some staff to change their way of working. The headteacher acknowledged that it had taken some people more time than others to 'get to grips' with the changes. She said: 'People had to reconsider their lives'.

The school was also dealing with time issues. As a teacher explained, in some cases, implementing changes had required a high level of initial input. For example, the headteacher and a teacher had spent three weeks of their summer holiday developing the staff work room and children's library. The issue of time was also affecting TA training opportunities. As a teacher commented, TA training requires time. She said: 'The five minutes before 9.00 am is not long enough to give to people.'

Building better relations with parents was a continual challenge for the school. While parents had been invited to the school for coffee mornings and/or to observe lessons, these invitations were yet to be taken up. A novel approach had been used for a prize-giving assembly, in which staff hired academic gowns. The

headteacher explained this was to show parents that teachers were indeed trained professionals. She said the school would continue reaching out to parents as they 'have an effect on all the things we do'.

Future plans

School two was described by its headteacher as an 'emerging school'. While there was more remodelling to be done, she was confident that staff felt involved and were ready for change. She said: 'A lot of projects start with gusto and fizzle out. I am very keen for that not to happen to this.' To keep staff focused and maintain momentum, developments made in the school were evaluated during staff meetings. The headteacher explained that techniques from the remodelling training were being use to look at 'what has gone well and what can be done to make things go even better'. The LEA Remodelling Adviser felt the school had looked effectively at the change process. He said the school realised remodelling would never come to a definite end, and that they were now keen to support other schools that were beginning to remodel.

Advice for future development of remodelling

From the perspective of the headteacher, the changes made at school two could be achieved in other schools, although remodelling would look different in every school. The success of the programme, however, would depend on how open people were to change. To help schools deal with this issue, a teacher advised other schools to create a vision of what they want their school to be like, and then monitor the progress made towards achieving this. She also recommended that schools should: 'Get staff together. Try to find out what they think and feel. Bring the children in on it as well.' To gain the support of staff, a TA believed they should be approached in the right way. She said: 'It's about making them feel it's their idea and not scaring them. Get them to understand the issues involved and what they are good at.'

6.3.6 Summary

School two had embraced the remodelling programme with great enthusiasm. Its aspirations fitted neatly with those of the initiative, and it was using creative approaches to enhance the working life of staff. By working through the change management process, staff had been encouraged to review the school's working

practices and their own, and suggest ways to change old habits. The remodelling programme had enabled the school to work in new ways, and the whole school was beginning to reap the benefits.

6.4 Case study three

This case-study report is based on interviews carried out at school three in September 2004. Interviews were conducted with the deputy headteacher, an AST, a Year 2 and Year 4 teacher, two teaching assistants (one HLTA) and the school administrator. The school identified itself as being at the third ('deepen') stage of the remodelling process. Issues that faced the school included the introduction of ten per cent PPA time and concerns about the HLTA role.

6.4.1 The school

School three is an average-sized primary school located in a small village in the South West of England. A very small number of pupils at the school are eligible for free school meals (FSM) or have English as an additional language. Very few pupils are from minority ethnic backgrounds. The number of children with special educational needs is reflective of the national average but the number of those with statements is slightly above average. The school has nine full-time teaching staff and 17 TAs.

6.4.2 Starting out

The school became an EA school in January 2004, although it had been working towards remodelling for a number of years. Senior managers had identified pockets of good practice across the school, which they were keen to extend and develop. Remodelling was perceived to be an ideal agenda that would enhance the school's future development. The headteacher was concerned initially that remodelling might encounter some opposition from staff, therefore remodelling was introduced to a few members of staff before the LEA Adviser's visit to the school. In hindsight, the deputy headteacher considered it might have been better to introduce the agenda to all staff so everybody had the same information at the same time.

At the school, staff had faced some challenges in implementing the remodelling agenda. The deputy headteacher felt there was limited information available on

implementing remodelling before the school became an EA school. She explained that the school had been carrying out good practice prior to the initiative, but was unaware this was remodelling-type work because only 'snippets' of information had come through to the school. As a consequence, the school was unclear about how far they had progressed since becoming an EA school. As they had already implemented some changes they felt 'ahead of the game' and as time went on, the remodelling process became clearer.

In particular, the NRT training, and later on, involvement in tranche events, helped to clarify the remodelling process for school three. The LEA Remodelling Adviser visited the school to talk to staff about remodelling and those who attended these meetings felt relatively well informed about the programme. That said, not all staff were able attend meetings because of other commitments, and they did not feel quite so well informed. As the headteacher was keen to ensure everyone got involved in remodelling, minutes of meetings and NRT newsletters were circulated to all staff.

6.4.3 Strategy and implementation

Forming a strategy

As more information about remodelling became available, the headteacher and senior management team decided to focus on addressing the implementation of ten per cent PPA time, in addition to the ten per cent of leadership time teachers already received. At the heart of the senior management team's philosophy was the importance of valuing staff and developing the role for support staff. By introducing PPA time, the headteacher thought this would improve the work/life balance of teachers and also create more professional enhancement for support staff.

The deputy headteacher explained that 'work/life balance is central to the way we want the school to be run… it's important that all staff are valued'. She also explained that remodelling had given the school 'permission' to develop these areas. She said it was reassuring to know that the vision she and headteacher had for the school was where the remodelling agenda suggested the school 'should be going'.

The remodelling process

In May 2004, a SCT was established to develop remodelling within the school. The deputy headteacher described the SCT as 'a way of formulating and communicating opinions and ideas' to all staff. The SCT included: the headteacher; the deputy headteacher; two members of the school's SMT; two teachers; two TAs; a school governor; and the school's secretary (also a member of the school's parent-teacher association). Senior managers, teachers and support staff acknowledged the value of having a SCT that represented all staff across the school. One member explained: 'It's important that the school has a body of people that puts forward everybody's opinions and it doesn't just rest with the senior management …[it] keeps communication going and takes everybody's thoughts into account.'

The SCT role was particularly important as sometimes the headteacher was perceived to be ahead of her colleagues, as the deputy headteacher commented, she was considered to be: '…very enthusiastic and very forward looking and has loads of energy and sometimes she is moving at a speed that is greater that the rest of the staff, so the SCT role has been more of putting the breaks on.' The SCT wished to consult the wider staff about key decisions. They wanted staff to have ownership of remodelling and did not want to seem élitist.

Initially SCT meetings were held weekly. However, some staff felt these meetings lacked structure and, as time went on, SCT meetings took on more shape and direction. Recently, meetings had been taking place once or twice a month, as required. The deputy headteacher explained there had to be time for people to follow up issues between meetings.

Senior managers were mindful that some TAs saw their role as 'a part-time job' and did not necessarily want to change their role. As a result, a clear message was sent to support staff that, if they did not wish to, they would not have to take on extra roles and responsibilities. However, for those TAs who were interested in career development, remodelling would provide them with new opportunities. As the HLTA interviewee explained: 'Opportunity really is the important key word. For a long time there were no opportunities, you could do lots of different training but you never moved forward; now you can.'

Key initiative and its implementation

In order to identify the strengths and skills of staff, each received a questionnaire from the deputy headteacher. Staff members were asked to identify what skills they had, whether or not they would be willing to share these, and also what training they required. A member of the SCT explained that the information gathered from the questionnaires would be used to identify people's strengths and areas for development. The school wanted to work towards a culture where staff shared their expertise with colleagues, and the questionnaire was the first step of working towards this. One of the key messages taken on board by the school was that remodelling was about choices, especially at an individual level, so staff were able to choose whether or not to share their areas of expertise.

6.4.4 Outcomes

Changes made

As school three had been working towards remodelling for some time, a small number of changes had been implemented over recent years. One of the main changes initiated was the introduction of the HLTA role in the spring term 2003. The school's HLTA worked with the deputy headteacher's Year 6 class. The key features of her role included incorporating teaching history into the cross-curricular work. She also conducted Personal Social and Health Education (PHSE) sessions, for example relaxation circles. The teacher explained that having an HLTA in the class had a 'tremendous' impact on pupils. The teacher commented 'she is very enthusiastic and the children love her'. In particular, it was observed that the PHSE sessions had impacted positively on the pupils. The teacher described how the relaxation circle had a calming effect on the children, especially those with emotional and social behavioural problems.

From the perspective of the HLTA , when the Year 6 pupils moved on to secondary school, they would be less daunted by being taught by different teachers as they were used to having different adults lead their class. The deputy headteacher summed up the impact of remodelling for pupils in the following terms: 'The attitude of children is more positive, more relaxed and we are having a lot of fun as well.' Team work was an important and successful aspect of the relationship between the HLTA and teacher. Both felt they worked well as a team and on an equal level.

School three was working hard at improving communication across the school. Historically, communication had been a concern for some staff members, so remodelling provided an opportunity to improve and develop new systems. Communication practices were seen to have improved considerably over recent school terms. Information was being circulated to all staff, and issues were being discussed openly within staff meetings, which gave staff the opportunity to express their opinions and ask for more information if required. The head-teacher was keen to ensure that all staff were invited to staff meetings. One teacher explained that the SCT contributed to improving communication: 'It takes everybody's thoughts into account ... I think they [colleagues] are glad there is one.'

At the school, small but important changes had been made by placing notice boards around the site. Staff were encouraged to write any ideas, issues or concerns associated with remodelling on these boards. The staff felt it was important to have the opportunity to comment on developments, and it was a particularly useful technique for staff who did not want to speak up in staff meetings or who wanted to remain anonymous. Teaching and support staff commented that the boards were a useful way of expressing their views directly to the headteacher.

Teachers had received leadership time at school three for over a year prior to remodelling. This gave teachers time away from teaching to spend on other activities. The school's teachers would take leadership time as and when they could, but it lacked a formal structure, which would ensure that teachers had a solid block of time. This was an area the school hoped to develop in the future. That said, teachers valued their leadership time and several strategies had been put in place to ensure they received it. The school employed its music teacher as 'floating teacher'. This teacher's role had had an important impact on the school. One teacher explained how the children had got a great deal more out of their music lessons with this teacher, than they would have done from being taught by a non-music specialist. This also released the class teacher and gave her extra time to plan, which she really appreciated. Unfortunately, however, due to financial constraints, the school could not continue to fund this post.

Another strategy to release teachers from classroom duties was to use support staff to supervise classes for enrichment activities. One TA explained how she gave singing lessons to pupils on Friday afternoons to give other teachers the opportunity for leadership time. The headteacher and head of music were also

present during these times but it was led by the TA. Similar sessions were led by the school's administrator, who taught ICT to pupils. In addition, a student teacher had fulfilled a similar role. However, as she would become qualified from Christmas 2004, the SCT were looking at new strategies to provide cover to release teachers for leadership time.

Impact of remodelling

All staff interviewed were able to identify positive impacts across the school as a result of remodelling. From the perspective of the school's teachers, they commented that while they had always felt supported by senior management, since the introduction of remodelling, they felt much more supported. One teacher explained that she was more confident to approach the headteacher and ask for help if she required it. The changed ethos of the school had also impacted on teachers. They felt it was now accepted that teachers were entitled to a work/life balance. One teacher said: 'It is very much in the forefront of people's minds not to just accept that things can be hard, but that there might be a way round it. It has been a green light to say "hang on a sec, how do you want things to work in your school? You can make some changes".'

Remodelling had also had a positive impact on TAs, many of whom felt more valued by the school as a result of remodelling. They sensed the school was more interested in their views and wanted to help them to develop their careers. Remodelling was perceived to be an opportunity for professional enhancement and many TAs were excited about the proposed changes. The school's HLTA commented that a few years previously, when the deputy headteacher was called out of lessons unexpectedly, there was concern about who would supervise her class. However, as a result of remodelling, it was easier for the deputy headteacher to deal with such issues because she knew the HLTA would supervise her lessons.

Teachers and support staff explained that their workload had increased in some areas as a result of remodelling. However, even though their work/life balance had not yet been improved, they thought the concept was very real. They felt, in order for their work/life balance to improve in the future, they would have to invest time in the early development stages of remodelling. While remodelling had impacted on certain groups of pupils, its impact on others was less immediate. Nevertheless, the school anticipated that, as the programme was rolled out across the school, all pupils would benefit from the changes.

6.4.5 Looking back, looking forward

Key factors in making remodelling work

The key factors that made remodelling work at school three included: establishing a SCT; developing more effective communication systems; and utilising people's skills across the school. In particular, the SCT was perceived to be very useful for developing remodelling as it kept the agenda moving forward in line with the school's overall aims. It also acted as an effective awareness-raising tool. As the SCT and senior management team were keen to involve the whole school in developing remodelling, they dedicated a lot of time to improving communication and keeping staff up-to-date with developments. Building on the skills of support staff had also been a successful way to free up teachers' time. From the perspective of the school's senior management team, utilising the strengths and skills of staff would enhance teachers' work/life balance, provide professional enhancement for support staff and offer pupils a more positive learning environment.

Main challenges

School three had faced a number of challenges while implementing remodelling. Initially, remodelling was received with opposition and scepticism by a minority of staff. As explained by one teacher: 'At the beginning, we were all a bit cautious and didn't want to rush into anything.' Some TAs were concerned about their changing role and some teachers found difficulty in 'letting go' of tasks for which they previously had sole responsibility. There was also widespread agreement that achieving a more equal work/life balance for teaching staff should not be done at the expense of anyone else within the school.

A small number of support staff felt disgruntled about the role of the school's HLTA, despite her vast experience as a TA. One of the school's TA said: 'I and others who have worked for a long time who have this wealth of experience, that will count for nothing… because you have to have pieces of paper that I could've kept for 23 years, but haven't.' The HLTA herself felt that the new opportunities available for TAs to progress to a HLTA position were not open to all. However, the deputy headteacher was confident these attitudes would be overcome with time and openness.

Some members of staff were also concerned that a 'PPA afternoon' might be implemented too quickly. However, with the creation of the SCT, fears dissipated and staff felt more prepared to work towards implementing the 'PPA afternoon' from January 2005. The deputy headteacher also raised concerns about implementing ten per cent PPA time without additional funding. She commented that, although they were told to be 'creative' with their budget, they were not told how to be creative.

Future plans

The development of remodelling was a key priority for school three. The headteacher was keen to implement ten per cent PPA time and was looking into the possibility of involving artists to provide 'enrichment afternoons' for children. The school had organised for a musician to carry out a ten-week training programme for support staff. It was hoped that, following their training, support staff would be able to provide 'enrichment activity' for KS2 pupils and extend music provision to KS1 pupils in the future. The deputy headteacher predicted that, once 'PPA afternoons' and remodelling more generally gathered momentum, teachers and TAs would begin to see its true benefits and achieve an improved work/life balance.

Advice for future development of remodelling

The interviewees at school three offered several suggestions for schools that were embarking on remodelling. The key message was to establish effective channels of communication. It was advised that remodelling be open and transparent from the outset to avoid problems appearing later. In addition, staff advised other schools not to rush into remodelling, but to think it through thoroughly. They said developments should ideally be introduced to all staff at the same time, thus ensuring that open, honest and frank discussion took place. In addition, staff advised schools to draw on the experiences of other schools that had started to remodel their workforce. While they were keen to emphasise the different ways of approaching remodelling, staff felt ideas could be gained through speaking to other schools, which would help them to move forward.

6.4.6 Summary

As School Three had been remodelling its workforce for some time, a number of

changes had been implemented across the school. By making these changes the school sought to achieve its aims of making its staff feel valued, offering professional enhancement for support staff and achieving a more equal work/life balance for its employees. Through the use of remodelling approaches, the school planned to continue to progress and its staff were eagerly anticipating future developments.

6.5 Case study four

Case-study interviews were carried out at school frour in September 2004 with the headteacher, the deputy headteacher, the AST for support staff, two teaching staff, two senior TAs and the school's LEA Remodelling Adviser. The school identified itself as being somewhere between the fourth ('develop') and fifth ('deliver') stage of the remodelling process, in other words, they had delivered many aspects of remodelling but were still developing a few areas. The biggest issue that faced the school was sustaining the remodelling programme with a deficit budget.

6.5.1 The school

 School four is an infant school located in a relatively affluent village in the South East of England. There are approximately 300 pupils on roll, supported by 15 teachers, ten full-time and 12 part-time TAs. Approximately three per cent of pupils are entitled to FSM, and less than one per cent of pupils speak English as an additional language. Few pupils were from minority ethnic backgrounds. The school receives a great deal of parental support.

6.5.2 Starting out

In 2002, a new headteacher was appointed to the school. At the same time, the school's three-year SIP was due for review. The issues identified by the headteacher as areas for improvement were written into the SIP, and she was pleased her vision for the school was similar to that proposed by the National Agreement. Even though the school was very successful, there were areas requiring development, particularly the career structure for support staff. The support staff were viewed as a large resource for the school, but the headteacher thought they were not being deployed effectively or consistently across the school. An opportunity

arose for the school to appoint an AST. This person became an AST for support staff, with particular responsibility for line managing TAs.

The LEA's adviser for remodelling was also responsible for working with ASTs across the authority. Through his work with the ASTs, it became apparent that School four was looking intensively at the deployment, and roles and responsibilities of teachers and support staff. He soon realised that the school was moving in the same direction as the remodelling agenda, so he invited them to become the authority's EA school. Knowing that the headteacher had recently been appointed, he thought that remodelling was 'a golden opportunity for her to do something slightly different and make a difference'.

As an EA school, school four would be required to promote and support other schools that began the remodelling process. The AST would be required to visit other schools for one day a week. The LEA Remodelling Adviser envisaged that this aspect of the AST role could also be utilised to promote remodelling to other schools across the county.

6.5.3 Strategy and implementation

Forming a strategy

The headteacher at school four had identified the key areas she felt needed improvement. An evaluation of the support staff role was conducted. The AST explained that the evaluation provided a base from which to develop the TA role. As a result of the evaluation, more TAs were employed and the number of hours they worked increased as did their responsibilities.

The remodelling process

When remodelling was first introduced to the school, some teachers and TAs raised concerns. The headteacher explained that these 'reflected national concerns', for example, that TAs might take over the role of teachers. However, apprehension dissipated as staff began to understand the purpose of remodelling and its potential contribution to their school.

Being an EA school, the headteacher attended NRT training with the LEA Remodelling Adviser over a period of five months. The headteacher commented that the NRT's tools and ideas were particularly useful. Following the training, the head-

teacher discussed the next stages of the programme with her colleagues. The AST commented that the headteacher 'spoke with understanding and authority' as a result of the NRT training she had received. Regular meetings provided staff members with the opportunity to raise any queries, ideas or suggestions. The school discovered they were able to implement some changes quickly. However, other aspects of the remodelling programme took more time to discuss and put into practice.

Unlike most schools, school four decided not to set up a SCT. Instead, remodelling activities were overseen and led by the school's headteacher, deputy headteacher and AST. The headteacher explained that the deputy headteacher and AST worked effectively in evaluating the role of the TAs, therefore establishing an SCT would not add anything to the school's current practice. She took this view because the school was seen to be communicating efficiently and, through staff meetings, she thought staff were kept informed of any progress made. Senior managers felt it was important to fully involve TAs in the remodelling programme. As the school's AST remarked 'it was important to bring the TAs in at every stage'.

Key initiative and its implementation

Two key priorities were identified by school four. The first, relating to the restructuring of support staff fed into the second priority, which was to improve the work/life balance of teachers. These priorities were clearly defined in the school's SIP and contributed to the school's overall strategy to improve teaching and learning.

6.5.4 Outcomes

Changes made

A new system was introduced for TAs whereby senior TAs line-managed the other TAs working with the same year group. A meeting system was also introduced. The headteacher and AST met with all TAs once a month. In addition, weekly meetings were held between senior TAs and the teachers they supported, in order to discuss lesson plans. Following these meetings, the senior TAs would feed back to their team of TAs. These brief meetings helped to keep staff informed of progress and provided the opportunity to review and evaluate developments. An additional tier of TA support was set up to help the SENCO. A senior TA was appointed to work with a named child.

The second priority was to improve the work/life balance of teachers. TAs covered lessons and held 'enrichment afternoons' for the children. Time that TAs spent with the children released teachers to focus on PPA within their working hours rather than after school. Training was put in place to provide TAs with information on how to cover lessons. TAs were also given opportunities to practice lesson cover under informal observations by teachers. In addition, TAs were given behaviour management training. The deputy headteacher explained it was important for support staff to be willing, prepared and confident to take on additional responsibilities. She felt TAs had to be set up 'for success not failure'.

In-house training played a key part in the remodelling process for school four. A training session took place one morning each term for TAs. In one session, the SENCO delivered the training and another was led by the ICT coordinator. TAs also trained their colleagues. For example, one TA was particularly good at putting up displays and another was a musician, so they passed on their skills in these areas to colleagues. The AST explained 'some [TAs] have real expertise so it's important to find out, to value and to share that'.

In order to relieve teachers from covering for absent colleagues, and to reduce the need for supply teachers, a cover system was introduced. Senior TAs were trained to cover for an absent teachers. Clear procedures were created in the case of a TA needing to cover a lesson unexpectedly. As TAs were familiar with lesson plans, these were made easily accessible, in order for a TA to use in the case of teacher absence. TAs and teachers commented on the value of having a clear, structured system, which provided reassurance and confidence to TAs.

As support staff developed and took on additional responsibilities, senior managers felt the pay structure needed revising. TAs with additional responsibilities were paid more. If a TA was required to attend a meeting or cover a lesson they were paid double time. Unfortunately, however, the school was unable to pay for support staff to attend staff meetings. The headteacher made it clear that all staff were welcome to attend the staff meetings, and in most case, all TAs attended. Minutes of meetings were circulated to all staff.

Staff felt it was important to involve parents and governors in the remodelling process. Parents were kept fully informed of the school's aims and copies of new policies and procedures were routinely distributed. Parents understood the

purpose of the 'enrichment afternoons' and the new role of TAs. The school held inductions for new children and their parents. At these inductions, the teachers and TAs explained their role and the organisation of their classroom. Parents were aware, for example, that they should inform the TA, rather than the teacher, if their child had a doctor's appointment.

Impact of remodelling

The changes introduced at school four were considered to be having a positive impact on teachers, support staff and pupils. In addition, the LEA Remodelling Adviser explained that the status of the school had been raised across the authority and that staff were contacted by other schools seeking advice on remodelling and leadership.

The remodelling process was considered to have had multiple impacts for teachers, as the target to improve their work/life balance was being realised. The remodelling process resulted in teachers having more time to spend on teaching and learning activities. In the previous term, teaching staff had been released for two mornings to write reports. Teachers valued having another adult in their class and the relationship they had with their TA. The headteacher commented on the benefit of having a 'teaching buddy, somebody that is there to talk to about planning and talk to about how children have learned'.

The staff at school four felt the ethos of the school and team-working practices had been improved through remodelling. They sensed more equality between teaching and support staff, which resulted in TAs feeling more valued by the school. One TA commented: 'I feel great because I feel like I have got a proper job now.' Another explained how satisfied she was with her new role: 'You go home at the end of the day, thinking "I've done that, that was good".'

The remodelling process was also considered to have had an impact on the children at the school. Teachers explained that having two adults in their classroom full-time enabled children to approach either the teacher or TA with questions. Seeing effective team working between teachers and TAs, the headteacher believed, would impact on pupils and would be reflected in their own lives (i.e. their own team working skills). She also explained how classrooms had become more organised learning environments, as a result of implementing a clear structure. She hoped this would improve children's learning.

The introduction of 'PPA afternoon' was expected to have an impact on pupils' learning. As teachers had more time set aside to plan lessons and to discuss lessons with their TA, they expected learning to improve. Teachers explained that having time during the day to plan lessons was much more beneficial than doing it when they were tired in the evening, after a long day working. The 'PPA afternoon' also provided an 'enrichment afternoon' for children, in which they learned new skills in art or music. Support staff and teachers explained how the children responded to these sessions, saying: 'They love it.'

6.5.5 Looking back, looking forward

Key factors in making remodelling work

The interviewees at school four felt that remodelling was now fully embedded within the school. Staff said they would continue to review and evaluate their practice and that any developments would be shared with colleagues. Giving people the chance to voice their opinions and ideas had helped the school move forward and ensured that no one felt excluded or ill-informed about remodelling. In addition, effective leadership was observed to be a contributing factor to making remodelling work, as one teacher said it called for 'strong leadership, not too strong… but an enthusiastic, dedicated and committed headteacher who's prepared to see a way round a problem'.

School four had Investors in People (IiP) status. This status was due to be reviewed in the near future. The deputy headteacher felt confident that the school's IiP status would continue. She also noted how well IiP and workforce reform complemented each other: '… you have to trust and you have got to communicate and you have got to value staff – all of those things we do now'. The headteacher had endorsed the message from the LEA and NRT that 'no one size fits all'. She commented on the importance of this concept in developing remodelling in her school.

Main challenges

The school had faced a small number of challenges in remodelling, the most pressing was trying to remodel within the constraints of a deficit budget. In the first year, the school applied for a Transitional Grant in order to fund its remodelling developments. The headteacher felt that sustaining new structures would

be an enormous challenge in the future without increased funding. She was concerned that redundancies might be contemplated if funding was not sustained.

For some staff members, remodelling had created a great deal of work for them in the early stages of its development. The AST explained 'there has been more work to achieve less in some ways, but I think that is a common thing… so far it has been extremely successful'. Initially, there were also concerns from teachers about the new TA role. They did not want their work/life balance to improve at the expense of an increased workload for support staff. Some teachers described how they had difficulty in letting go of some tasks and trusting support staff to do the job. One teacher explained she used to have responsibility for everything in her class but now it was shared with her TA: 'I would never have expected a TA to put a display up or to give me suggestions on how to do things, and now its lovely that that happens, but it is a very big change.'

Some staff members commented on being confused about the HLTA role when the concept was first introduced to them. Many support staff were keen to work towards HLTA status but, upon further investigation, they discovered they were unable to do so. The messages they received did not clearly outline who was able to apply for the role and what qualifications were required. As the school did not have the finances to pay for support staff to take the necessary qualifications (for example, GCSE maths and English) a HLTA position could not be taken up at the school.

The headteacher and AST said they had visited other schools that were being led by headteachers who were resistant and negative towards remodelling. The headteacher and AST at school four had given these headteachers examples of where remodelling had worked well in their school. The headteacher commented that the LEA Remodelling Adviser had been very good at highlighting the benefits to schools which were doubtful about the programme.

Future plans

Staff members at school four considered how they would like remodelling to develop in the future. The headteacher explained that practices and systems would continue to be evaluated. The school had planned a review process for July 2005 whereby all staff would be invited to contribute. Teachers at the school commented that they would like the school to work towards providing them with more non-contact time. One teacher described how, when she marked pupils'

work, it sometimes became apparent that a child had not fully understood the lesson. She remarked that she would like to spend time with children on a one-to-one basis to avoid the risk of them becoming disengaged. Support staff also looked forward to more training on how best to support children. The headteacher at school four is a remodelling consultant for the authority. The LEA Remodelling Adviser explained that, because of this, remodelling would be 'kept at the forefront and [the headteacher] will keep being asked to be accountable and justify what and why they are doing it by other headteachers'.

Advice on future development of remodelling

All the interviewees at school four thought the achievements made at their school could be achieved in other schools. The staff advised that remodelling be kept open and that all staff be able to express their opinions in an open forum. The AST explained the importance of embracing change and not being frightened of it. In addition, support staff explained the importance of knowing the school's policies and procedures, in order to be equipped to handle situations that may arise. Regarding the future development for remodelling more widely, the headteacher commented on the work of the NRT. She described the language used by the NRT in the early stages as being very beneficial. However, she expressed concern that terminology seemed to be changing from a 'should have' to a 'must have' attitude. She advised the NRT to inform parents about the programme, for example in the form of a press release.

6.5.6 Summary

School four had welcomed the remodelling programme and had started to embed its agenda as part of its culture. Members of staff at the school commented on the positive impact remodelling had had for themselves and their pupils. In the future, the school aimed to continue to develop its teaching and learning practices, the professional development of support staff and the work/life balance of teachers.

6.6 Case study five

This case study is based on six interviews carried out at school five in October 2004. Interviews were conducted with the Assessment Manager (formerly the

Remodelling Coordinator), the AST for history, two class teachers and two associate staff members (secretaries to heads of facilities), one of which was also a staff governor. Three of the interviewees were members of the SCT. The school identified itself as being at the second ('discover') stage of remodelling. The main issue that faced to the school has been implementing the 24 tasks.

6.6.1 The school

School five is situated in a seaside town in the South East of England. It is a large mixed secondary school that serves several nearby villages. The student population is predominantly white, with students with SEN and those claiming FSM slightly lower than national averages. The school currently employs 100 teachers and 20 learning support assistants in addition to faculty and house administrators (known as 'associate staff').

6.6.2 Starting out

School Five had been working towards the remodelling programme for a few years. According to the assessment manager 'remodelling had been growing out of the school for some time'. Each faculty has had an assistant whose responsibilities included undertaking certain administrative tasks, such as writing letters to students and parents. The faculty assistant role has, therefore, helped to relieve some of the administrative burdens on teachers. The school was invited by the LEA remodelling team to become involved in the first tranche of remodelling in the autumn of 2003. The Assessment Manager, who was the Remodelling Coordinator at the time, noted that remodelling fitted in well with the aims of the school which were clearly focussed on improving teaching and learning across the school.

6.6.3 Strategy and implementation

Forming a strategy

Remodelling was a regular topic of discussion at senior leadership team meetings. The headteacher and senior managers were very supportive of remodelling and were keen to start its implementation. Therefore, it was decided that there should be a remodelling coordinator in school and the Assessment Manager, who at the time was also Head of Sixth Form, undertook this role. In order to fulfil the

contractual agreements of the programme, the school decided to tackle each phase of remodelling in the order suggested by the NRT. Therefore, their first task was to address the transfer of 24 tasks to support staff in order to free up time for teachers. From September 2004, the school was beginning to address the introduction of PPA time.

The remodelling process

The assessment manager took part in training provided by both the NRT and LEA, which she felt had helped clarify the remodelling process for her. In particular, the support from the school's senior leadership team and the LEA in developing remodelling across the school had been particularly beneficial. She also felt that articles and pamphlets sent from her union (the National Association of Schoolmasters' Union of Women Teachers) provided useful information about the remodelling agenda.

In common with many other schools embarking on remodelling, School Five established a SCT. This was set up by the spring term of 2004 and included a 'broad representation of staff across the school'. The assessment manager attempted to ensure that the SCT should include a cross section of staff, with varying ranges of experience, who would be positive about remodelling and view it as a way move the school forward. The SCT included a year head, an assistant year head, a faculty head, a secretary, an AST and the site manager.

The broad representation of staff within the change team ensured that each community within the school received feedback from their SCT representative about remodelling developments. The SCT members were aware that all staff needed to be informed of the SCT, its remit, its developments and intentions. As such, once the SCT was established, remodelling was formerly introduced to teachers at a staff meeting. Although support staff were not included in this meeting, one associate staff member commented that they all felt very well informed about remodelling.

An AST (also a member of the SCT) explained that the school liked to fully explore all policies and procedures, adopting those that were most relevant to the needs of the school. She said they discussed: 'How we will format it for our school and how will this work best for our teachers.' Much of the documentation provided by the NRT was used and adapted to fit in with the vision of the school. The SCT looked at alternative ways of implementing the 24 tasks, and identified

the pressure points for teachers and possible ways to reduce these pressures. Even though most of the 24 tasks had been done by support staff for a number of years, a few tasks (such as collecting money and putting up displays) challenged the SCT when they tried to address these.

The SCT met regularly in the summer term of 2004. However, as the school was inspected by Ofsted in autumn 2004, remodelling developments were put on hold. Once the Ofsted inspection was complete, the SCT started to meet regularly and raise the profile of remodelling. One teacher noted that new staff had been appointed to the school since remodelling had been introduced, therefore it was crucial to talk about it again in a staff meeting. This would raise the SCT's profile and give staff the opportunity to express ideas, issues and concerns about future developments of the programme.

Key initiative and its implementation

The SCT were keen to promote remodelling as something over which staff had ownership. They noted the importance of ensuring that staff were kept fully abreast of ideas and developments. It was also felt important for staff to feel that they could make suggestions and, where appropriate, could see their suggestions being taken on board and trialled. The SCT did not see themselves as a group that had all of the answers about remodelling.

6.6.4 Outcomes

Changes made

Despite support staff having carried out most of the 24 tasks for some time, school five had still made several significant developments towards remodelling its workforce. For example, to reduce the amount of time teachers spent covering lessons for absent teachers, and to ensure they undertook no more than 38 hours of cover a year, a 'rota system' was introduced whereby all teachers were timetabled to cover a one hour lesson per week. Teachers who did not work their full contractual hours due to other responsibilities were timetabled to cover more lessons to make up their contract hours. As a result, all teachers covered fewer lessons. Teachers welcomed the new system as it enabled them to know when they would be covering a lesson. As noted by the AST: 'You know that your free [time] is very much sacred … you can plan for it better.'

Another strategy to help with covering lessons was introduced. Four HLTAs (known as senior TAs) were trained at the school. As part of their role, the HLTAs shared 30 hours of lesson cover per week. The teachers who were interviewees noted this had been 'a big help' as it vastly reduced the amount of work teachers had to do. The HLTAs were spread between departments in order to make the most of their areas of expertise. Teaching staff who had not yet worked with a HLTA reported looking forward to having the opportunity to do so in the future.

In addition to the appointment of HLTAs, the school had taken on more TAs. Other new posts had also been created. For example, an IT support staff member was appointed to work part-time as cover manager. He had responsibility for arranging cover and for planning the rota system into teachers' timetables. A non-teaching member of staff was also appointed as examination officer in order to relieve the pressures for teaching staff.

Improvements had also been made by the school to the recording of attendance and assessment data. According to staff, previously they would 'sit in the staff room for ages hand filling in reports' but now this was done by computer. The new system required teachers to give their planners to an administrator who entered the data onto the electronic system, from which updates could be made easily and print-outs could be obtained. As teachers were required to complete their paper-based planner anyway, this system did not create any further work for them. One teacher commented: 'We have made great strides in that respect.' This interviewee clearly felt the new procedure had improved the efficiency of data recording tremendously.

In order to identify the strengths and skills of support staff, the SCT carried out a 'skills audit'. At the time of the case-study visit, responses to this were still being collected. One of the support staff said it was important to realise the skills of others, and establish if they would be prepared to utilise these in order to train other staff and improve procedures in the school. However, she commented that staff should not be forced into doing tasks/training with which they were not comfortable. Teachers also noted the importance of knowing what skills staff had, as it would help to streamline systems and procedures within the school.

Since September 2004, the Head of ICT took over the role of remodelling coordinator from the Assessment Manager. It was felt that, as ICT would be a key feature of remodelling, that having someone with an ICT background would be beneficial to the future development of remodelling in the school. The ICT Man-

ager would be responsible for developing systems and procedures within the school. Another small change, mentioned by the Assessment Manager, was to encourage teachers to take breaks at parents' evenings. These events had been noted as long and tiring for teachers, therefore, refreshments were provided and staff were actively encouraged to take time out.

Impact of remodelling

Remodelling was having a positive impact at school five. All interviewees noted that there was still a long way to go. One teacher commented that the school had started to make 'in-roads but we are very early days. We are on the route and hopefully leading the way'. Although teaching staff still felt over worked and under pressure to carry out multiple tasks, they did appreciate the developments that had taken place. They recognised the benefits of the rota system to provide cover and the new procedures for recording data. These developments had reduced the amount of time teachers spent carrying out such tasks and freed up a small amount of their time to focus on teaching and learning. It was hoped that this would impact on the students although, at the time of the case-study visit, it was too early to judge whether or not this was proving to be the case.

As support staff had been doing many of the 24 tasks for some time they did not feel that remodelling had had a huge impact upon them at this stage. However, they were looking forward to future developments. Support staff at the school were very aware that remodelling was taking place. They reported feeling valued and supported by the school, and there was a greater awareness among them that training and professional development were important aspects to their role and to the future development of the school as a whole. One associate staff member suggested that: 'Remodelling is an opportunity to rethink what you are doing and would like to do, so it stops stagnation. People feel that they are developing themselves… they are getting some enjoyment and challenge out of what they are doing.'

Although a few interviewees thought the SCT had not made a huge impact in the school, in terms of putting procedures in place, they acknowledged it had made substantial impact as an awareness-raising tool. The SCT were keen for remodelling to be discussed regularly at staff meetings in order to give staff ownership and not let it be pushed to the back of people's minds.

6.6.5 Looking back, looking forward

Key factors in making remodelling work

Training and advice from the NRT, the LEA and teacher unions had been key factors in making remodelling work at school five. In particular, the assessment manager noted that the NRT's/LEA's message of 'no one size fits all' had helped the school to look at its practice and think about how best to develop remodelling. Having a broad range of staff involved in the SCT had ensured that all staff communities were consulted and kept up-to-date with remodelling progression. It also ensured that the impact of any developments were explored and examined from the perspective of all staff. Remodelling had been introduced slowly and the school had approached it by looking at the wider school picture. Teaching staff and support staff alike explained the importance of not rushing into remodelling. One teacher commented that remodelling should be seen as a gradual process that could be embedded.

Main challenges

School five had faced some challenges in trying to implement the 24 tasks. In particular, relieving teachers of displaying students' work had caused the SCT some concern. Teachers were unconvinced that support staff could carry out this task, as very few worked full-time and they were also very busy. In addition, one teacher remarked, 'most teachers are not fussed about displays, most enjoy it'. The collection of money had been a second concern for the SCT. Due to the large size of the school, teachers continued to collect money from students, in the majority of cases. This system was seen as being more straightforward than having 1400 students deposit money at the school's finance office. The SCT was keen to resolve this issue, and noted that a house system may be a possible solution.

The SCT wanted to start working on the next priority whereby ten per cent PPA time would be introduced by September 2005. The SCT foresaw that implementing PPA time would be a tremendous challenge, particularly as sick leave and absences increase as the year progresses. The introduction of PPA time was one of the issues that the school planned to address after its Ofsted inspection. In addition, having non-teaching staff take on exam invigilation was identified as problematic by staff. The Assessment Manager thought it would be very difficult to implement as many teachers attended exams in a gesture of support to

their students. Also, there were concerns that non-teaching staff were not used to handling such an environment, and this might impact upon students.

Future plans

School five had made great progress with the first phase of remodelling. In addition to addressing the small number of the 24 tasks that had not yet been implemented, the SCT also wanted to raise the profile of remodelling once again across the school and to start looking at the implementation of ten per cent PPA time. The school hoped to develop the role of faculty assistants, and it was anticipated that these members of staff would contribute more to teaching and learning in future.

Advice on future development of remodelling

In terms of advice for the future development of remodelling, interviewees at school five advised schools embarking on remodelling to contact schools already involved in the programme. This was seen as a good way to gather ideas and consider which aspects of remodelling might work for them. They also suggested that schools consider what they already have, what their needs are, where they want to go in the future and the way they want to develop. The interviewees advised that the remodelling process should be kept open and that all staff be represented. A member of the school's support staff explained the importance of breaking down the attitude of: 'Things had always been done a certain way so why change?'. She also stressed that systems should be regularly reviewed and that changes should be implemented where necessary to ensure that a school is as effective as it can be at improving teaching and learning.

6.6.6 Summary

School five had embraced the remodelling programme and started to make it work for them. The school was confident that it was ahead of the game in terms of relieving teachers from carrying out administrative tasks. Through the remodelling programme, the school had relieved teachers from the pressure of covering lessons, streamlined procedures and had made good progress in freeing-up teacher's time. It was hoped that remodelling would continue to develop at the school and make improvements to the work/life balance of teachers and other staff.

6.7 Case study six

This case-study is based on interviews carried out at school six in September 2004. The main contributors were the headteacher and deputy headteacher, however, valuable information was also provided by: an AST for mathematics, a class teacher, two TAs, the school's Administration Manager and a member of the school's office team. One of the interviewees was also a senior National Union of Teachers (NUT) representative. The LEA's Principal Remodelling Adviser was interviewed by telephone. The school was identified as being in the 'develop' stage of the change process. Its main remodelling priorities were: delivering professional development for TAs and providing a more equal work/life balance for staff.

6.7.1 The school

School six is a medium-sized comprehensive school located in Central England. The school serves an area that is somewhat isolated from the county's main population centres, but it is neither advantaged nor disadvantaged. Less than ten per cent of students at the school are known to be eligible for FSM. All but a few students are of white UK heritage and most speak English as their first language. Within the school, nine per cent of students have statements of special educational need. The school currently employs 61 teachers and 27 TAs.

6.7.2 Starting out

In September 2003, school six volunteered to become involved in its county's first tranche of remodelling. The school's headteacher explained that he was keen to involve the school in the programme because it centred on whole-school improvement. While he saw remodelling as a way to help the school meet new contractual obligations, he hoped his school would achieve much more through its involvement. He referred to remodelling as a 'vehicle for empowering schools' and a way to 'facilitate and grease the wheels of change'. For him, remodelling was an exciting opportunity to take the school forward, and reinforce the school's message of being an inclusive workplace.

6.7.3 Strategy and implementation

Forming a strategy

In April 2003, School Six amalgamated with a local special school and moved into new purpose-built accommodation. While the headteacher was delighted with the changes, the move and merger presented him with some challenging questions. For example, what was the best way to manage the school, how could work practices from the special school be integrated into the new school and how could students' best be supported, with a higher level of provision being given to students most in need? On top of this, the school was running with a large budget deficit. An LEA Remodelling Adviser explained that these issues could have been dealt with in a traditional way, but following discussions with school six's headteacher, it was agreed that the school would engage with the challenges by using remodelling approaches.

The remodelling process

Like most schools involved in remodelling, school six began by establishing a SCT to support the change process. The deputy headteacher explained that she and the headteacher were particularly keen to involve two groups from within the school: the office team and representatives from the NUT. It was felt that involvement by clerical and administration staff would enable the school to move forward on operational issues such as work efficiency. It was important to involve a NUT representative, because this union had not signed the National Agreement. The school's NUT representative said: 'Being a member of the union meant that I might not be positive about aspects, but the deputy wanted to represent all areas of the school.' Altogether the SCT comprised:

- the headteacher
- the deputy headteacher
- two teachers (one of whom worked part-time and one of whom had recently joined the school)
- two TAs (one of whom was a union representative and one of whom was a staff governor)
- a member of the school's office team
- the school's Administration Manager.

In order to deliver the remodelling message, the headteacher decided to close the school early for one day to bring the whole school workforce together for a staff conference. The event was very well attended, which was helped by payment being offered to part-time employees who returned to the school. The school's LEA Remodelling Adviser remarked that, while the school had anticipated a hostile reaction from parents, this did not transpire. He felt that parents recognised the event as being part of the school's development, which would ultimately benefit their children.

A key component of the event was to enable staff to be involved in cross-school discussion groups. Every member of staff was given the opportunity to voice their opinion on issues such as cover supervisors and HLTAs, stating whether or not they thought such approaches would be beneficial to them and the students. However, the headteacher remarked that he had made one mistake in organising the event – only closing one hour early. He said people were so engrossed in their discussion groups that it was difficult to get them to leave!

Key initiative and its implementation

Following the staff conference, the SCT met to follow up on the priorities identified by staff. One of these was to create a more professional structure for the three types of TAs working at the school. These three groups were identified by the headteacher as:

- traditional adult helpers e.g. mainstream classroom assistants
- deliverers of intervention programmes e.g. mentors and after-school leaders
- specialist professionals e.g. physiotherapy and speech/language experts.

A small discussion group was established to move forward on the TA priority, and to feed suggestions back to the SCT. One member of the group explained that to do this, they had reviewed the individual ambitions and abilities of each TA. They looked at what present jobs entailed and where they lay within the new TA structure proposed by the LEA. Another member said the group had considered the school as a whole. She said: 'It's not about putting too much work on the non-teaching areas, and making their workload greater and teachers' workload less.' Instead, the group looked for ways in which the skills and expertise of TAs could be best used within the school.

A second priority for the school was staff well-being. However, the deputy head-teacher admitted to having some difficulties in getting people to join this working group because attendance was seen as contradictory to achieving an equal work/life balance. She explained that SCT was currently looking at ways to move this priority forward. A SCT member also referred to the work/life balance issue. She said: 'People need to come on board with their problems and let us know how they can be addressed. We need a way that people can go to someone in confidence – that is how we can go forward.'

6.7.4 Outcomes

Changes made

Attendance at the working group looking at TA developments was reported to have been high, and the deputy headteacher, who was working with this group, felt TAs were beginning to move forward in the school. A number of TAs had submitted applications for HLTA training, and nine had been successful (the maximum amount possible for the school). Although some TAs may have been disappointed by their unsuccessful applications, the deputy headteacher was confident these individuals thought the school had taken their professional development seriously. In addition, the school had started to use some creative approaches to 'get staff out of the mindset that only a teacher can deliver', for example, by using an aerobics instructor to facilitate PE classes.

In order to create a more balanced work/life situation for teachers, the school had introduced a change to its parents' evenings. Traditionally, these events had taken place between 6.30 p.m. and 9.30 p.m. as this was seen to suit parents the best. However, the headteacher explained that this arrangement resulted in an extremely long day for teachers and many were returning to school exhausted the next morning. After consulting parents, the event was moved to 4.30 p.m. until 7.30 p.m. The headteacher said: 'It [remodelling] was about changing school structures to make teaching a more liveable occupation.'

Impact of remodelling

From the perspective of the headteacher, involvement in the remodelling programme had confirmed to him that the school was more willing to take risks and to do things differently. He thought that staff had begun to question school practices and ask: 'Why do we do that, do we need to do that, what is the

impact?'. The view from the school's LEA Remodelling Adviser was that the school was showing a change in culture and attitude. The Adviser felt staff were starting to feel more involved in their school's development and were more willing to contribute. He thought this would have a positive effect on their work, which would result in a positive outcome for students.

6.7.5 Looking back, looking forward

Key factors in making remodelling work

As explained by the deputy headteacher, gaining perspectives from different staff groups had been 'very, very useful' in making remodelling work at the school. She described the consultation as providing 'a clear steer on the priorities for the school'. A TA involved with the SCT said one initial benefit from the meetings was that they enabled staff from different areas of the school to meet and discuss the remodelling programme together. She said that often these staff members were meeting for the first time. A member of the school's office team also made the following positive comment about the SCT: 'They have offered a lot of guidance and support. They are on hand if you need to go back to them for anything.'

According to an LEA Remodelling Adviser, a positiveness and open attitude of staff to engage had been important factors in making remodelling work at the school. He thought remodelling had given the school a freedom to work in a new way. Whereas some schools preferred to be given parameters to work within, he felt several people at the school were prepared to move beyond such boundaries. He said 'vision, foresight, commitment and willingness' had been the key to their achievements.

The LEA training events for schools were also seen as a key factor in making remodelling work at the school. A TA who attended some of the events described them as 'encouraging and informing'. She said the events had enabled staff to share ideas and progress made by the school with others, and also helped the school to maintain impetus. Similarly, a member of the school's office team said the training was 'very well explained' and had given the school 'food for thought'. However, as the training was delivered in the summer term 2004, there was a feeling this was a little late. Also, as the school was the only secondary school attending, there was a feeling among those attending from school six that the school's priorities were not comparable to others at the event.

Main challenges

A challenge facing the school was to work through the remodelling agenda with little direct support from the LEA. The deputy headteacher explained that while the LEA had kept in contact with the school throughout the year, she would have liked them to have pushed the school harder and helped them to work through their issues. A member of the school's office team also said: 'It would be nice if someone from the LEA came down to give us some guidelines about it. I feel that has been missing.' However, it was acknowledged that the LEA's remodelling team was very small. The school's LEA Remodelling Adviser said he was aware of this criticism and reported that, from April 2005, his role and that of his colleagues would involve more direct challenging and monitoring of schools.

As the headteacher explained, a future challenge facing the school was to build an effective system for support staff. He said, while a 'paraprofessional' model for TAs was beginning to develop at the school, creating a similar structure for other support staff (such as office staff, technicians and mid-day supervisors) would be more difficult. Indeed, the deputy headteacher regretted the school had not 'delivered on professionalisation' for these groups. She described these groups as 'the Cinderellas in all of this [remodelling]', as many of the changes made within the school had been steered towards HLTA developments.

A further challenge facing the school was to assure support staff that the benefits of remodelling would be realised. The school's Administration Manger, who line manages the schools' office staff, said these individuals had feared an increase in their workload and responsibilities due to remodelling. He thought the school should focus more on long-term benefits of remodelling for this group, such as improvements in terms and conditions of employment. While the school's office staff had become more positive about the programme, he felt a greater focus on their training and career development was needed. However, he also said that support staff faced the challenge of becoming more flexible in their working practices, and that a greater appreciation of the curriculum and how it could best be supported was needed from them.

Future plans

In order to continue on its path to remodelling, the headteacher at school six intended to use the SCT much more, and monitor its effectiveness in embedding

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remodelling within the school's culture. He spoke about 'bringing together' the sub-groups within the SCT in order to systematically review the progress being made. A member of the school's office team also spoke about the SCT role saying she would like to see it continue and for more staff to be involved in looking at changes – perhaps even a rotation of SCT members. However, she did regret that it was hard for teaching staff and support staff to be to work together in a meeting situation. She said: 'There always has been this division. It's a different culture.' Despite these differences, there was recognition that debate within the school needed to continue. One teacher commented that, while the school was very good at communicating 'by putting papers into trays', more discussion as a whole staff collective was needed.

From the TA point of view, there was still an element of concern about how much teaching might be done by TAs in the future. One TA felt the school needed to give more clarification on this, as TAs were concerned about the amount of responsibility they might be asked to take on and for what reward. An LEA Remodelling Adviser explained that a competence-based framework for TAs, which the school had been involved in creating, would soon be published. While this framework would not provide job descriptions for TAs, it would set out indicative tasks, which the school could develop to meet different levels of TA responsibility. He was confident that this would help the school to professionalise TA roles.

Advice for the future development of remodelling

The staff at school six made some suggestions of ways in which remodelling may be developed at other schools. To begin with, the headteacher advised schools to 'do it their own way'. He warned against using remodelling as a way to just meet contractual changes: 'If schools just want to address the legislative bits, they will lose the potential of it.' Schools were also advised to appoint remodelling 'champions' and use SCTs to their fullest potential. One SCT member said: 'You have to look at it [remodelling] logically and tick off your achievements.' Other members of staff highlighted the importance of including the whole school in the remodelling debate. As one TA remarked: 'There is very little to be gained form sitting back and waiting to be told what is going to happen. Everyone should be part of the process and have their voice heard.'

6.7.6 Summary

The remodelling agenda was beginning to influence the way school six worked, and form a focal point for its progression. It was still early days, but staff from different backgrounds were starting to work together to address some of the school's key concerns. Some small but significant changes had been introduced to address the issues of work/life balance, and to professionalise the working life of support staff. The school planned to continue using its SCT in order to support the remodelling programme, and ultimately facilitate changes that would enhance the skills and achievements of its staff and students.

6.8 Summary of case-study findings

This section draws on common themes and issues that emerged from the six case-study schools and summarises the main findings. When visited by the evaluation team, case-study schools were at various stages of the remodelling programme (early autumn 2004). As might be expected, EA schools were at a more advanced of development than T1 schools (between stages three and five, while T1 schools were between stages two and four). All case-study schools embarked on remodelling between autumn 2002 and spring 2004. No substantive differences were apparent between EA and T1 schools, or between infant/primary and secondary schools in relation to implementation of the programme.

6.8.1 Starting out

For most case-study schools, the decision to remodel had been influenced by an event or development within the school. For example, school one had been subject to special measures for a few years previous to its involvement in remodelling. The school took this occurrence as an opportunity to re-evaluate its practice. Remodelling was seen as a way to help develop the school and improve the learning environment for its pupils. Other case-study schools (for example, schools two and four) had recently appointed new headteachers. Remodelling was seen to be an ideal opportunity for the new headteachers to move their school forward.

LEAs played an important role in introducing the remodelling programme to case-study schools. In particular, LEA Remodelling Advisers were familiar with

EA schools and their situations prior to involvement in remodelling. LEA Remodelling Advisers viewed remodelling as an ideal opportunity to help develop schools in a way that complemented their local circumstances. All schools found the advice and support offered by the LEA Remodelling Advisers useful.

A common theme emerging from case-study schools was that remodelling was an opportunity for schools to re-evaluate their practice and improve teaching and learning. Many case-study interviewees explained that the philosophy underlying the remodelling agenda complemented their own school's vision for the future. Indeed, some schools had been carrying out remodelling-type activities prior to becoming an EA or T1 school. These study schools shared a desire to improve the work/life balance for staff, offer professional development for support staff and thereby improve teaching and learning.

6.8.2 Strategy and implementation

Forming a strategy

Case-study schools had spent time looking at their practices and thinking about ways to improve them. Half of case-study schools conducted an audit, in the form of a questionnaire to staff, to identify their training needs and other areas that required development. The findings from the audits were used as a base from which to develop practice, policies and procedures.

The remodelling process

Not all case-study schools decided to establish a SCT in the form suggested by the NRT. Schools one, two and four (all infant/primary schools) decided all staff should be involved rather than setting up a smaller working group. A common theme across the six case-study schools was the importance of whole-school involvement in the remodelling process. All groups of staff were represented and encouraged to voice their opinions and concerns.

Where schools did establish an SCT, a broad range of staff were involved, including senior managers, teachers, TAs and caretakers. Schools were keen to represent all staff on the SCT, therefore, wide representation was essential. The SCT in school three was viewed as an awareness raising tool, and as a forum to create and communicate ideas. In school five, the SCT was seen as a developmental group for moving the school forward.

Key initiative and implementation

Schools identified specific areas that they were working towards in the early stages of remodelling. Each case-study school stated the importance of improving the work/life balance for teachers. Other issues identified by schools as high priorities included:

- implementing ten per cent PPA time
- developing TA roles and responsibilities
- improving the physical environment for the school.

In order for schools to implement remodelling, time and effort was required, particularly in the early stages of development. A few interviewees commented that while, in some instances, more time was required initially for new systems, policies and procedures to be established, benefits would be obtained in the not so distant future. The staff in all case-study schools were confident that the time and effort invested initially would pay off in the long-term.

6.8.3 Outcomes

Changes made

Case-study schools made many changes in working through the remodelling programme. Several schools were able to make small changes with quick results. For example, school six had changed the times the school was open for parents' evening which meant teachers did not have such a long working day during such events. All schools, however, realised that most changes and developments would take time and effort to implement.

Common changes across case-study schools were identified. Most schools restructured their system for support staff. TAs were given more responsibility, new roles and opportunities for career development. School four, for example, paid TAs for undertaking additional roles and responsibilities. A new system for covering lessons was introduced in most case-study schools. Schools introduced systems that were suited to their individual needs, for example using TAs to cover lesson or limiting the amount of time teachers substituted for absent colleagues.

Impact of remodelling

At the time of the case-study visits, schools were at the early stages of implementing remodelling. Therefore, interviewees spoke more about the anticipated impact of remodelling in the future, rather than the impact it had had to date.

In the cases where remodelling had already had an impact, this was often related to changes affecting teachers and support staff. Several staff said their school had experienced a culture shift, which resulted in improved communication, the implementation of a career development programme for support staff, and happier, more supported teachers. Support staff in several case-study schools said they felt more valued, appreciated and had greater job satisfaction as a result of remodelling changes. In school one, for example, teacher and support staff relationships had improved. Teachers in school four felt more supported by TAs and appreciated the close working relationships they shared.

LEA Remodelling Advisers associated with two of the schools commented that the status of the school had been raised across the local authority. This was not an intention of becoming involved in the programme but a by-product of it. As remodelling was to become more fully implemented in schools in the future, teachers were confident they would have more time to focus on teaching and learning, which would then have a positive impact on students. One school was certain that by implementing ten per cent PPA time, students would be able to learn new skills during 'enrichment afternoons'.

6.8.4 Looking back, looking forward

Key factors making remodelling work

Three key factors were identified as making remodelling work well in case-study schools: whole school involvement, openness and communication. Schools felt it was vital for all staff to be involved in the programme. They also stressed the importance of openness across the whole school, and the need to keep everyone fully informed. Schools thought all staff needed to embrace change and believe in the remodelling agenda. This was achieved most effectively through clear communication strategies.

Training and resources provided by the NRT and LEAs were regarded as useful in all case-study schools. headteachers found the training and resources to be a helpful base from which to develop remodelling and the sharing of ideas.

Schools particularly liked the message from the NRT that 'no one size fits all'. This enabled them to implement the programme, taking into consideration their individual needs and circumstances.

Main challenges

Common themes emerged across case-study schools in terms of the main challenges they faced. Until they understood its concept and aims, staff working within case-study schools had been somewhat apprehensive about the remodelling programme. Some teaching staff had found it difficult to let go of some the tasks they had been doing for many years. In particular, teachers found it difficult to delegate the task of putting up displays to TAs, as many teachers found this activity enjoyable.

Teachers were concerned that an improvement to their own work/life balance might lead to support staff feeling over worked and under paid. However, fears dissipated as they grew to understand remodelling and as new systems were put into place. For example, in school four, the pay structure for support staff was revised so those with additional responsibilities were given extra pay.

Interviewees from school three and four explained there was confusion surrounding the HLTA role. They did not feel well informed about who could and could not apply to become a HLTA. Some support staff reported being annoyed that their many years of TA experience would not contribute to HLTA status.

Future plans

All six case-study schools were positive about the future of remodelling in their school. They were keen review the impact of remodelling to ensure it continued to complement their school's aims. All case-study schools were confident that once fully implemented, remodelling would improve the work/life balance of teachers.

Advice for the future development of remodelling

The clear message coming from the case-study schools was that remodelling must be introduced to staff in the right way. By this, staff meant that remodelling should be introduced to all staff at the same time, in a forum where an open discussion could take place. Staff needed to fully understand the programme and feel able to ask questions and raise concerns. Case-study schools recommended that remodelling should be introduced in a slow and fully thought-through manner.

7 Key findings and issues for consideration

7.1 Introduction

The NFER evaluation and impact study was undertaken between January and November 2004. The aim of the study was to examine the effectiveness and impact of the work of the NRT in its first year of operation. To achieve this, a combination of methods was used to evaluate each element of the NRT's support and development programme. The evaluation looked at the process and impact of the initiative, taking account of the strategic role of the NRT in setting up, piloting, delivering and designing the roll out of the National Agreement. This chapter provides an overview of the main findings identified by the research. Where applicable, the findings are linked to the evaluation criteria commonly used in research commissioned by NCSL.

7.2 Engagement

7.2.1 Perceptions of needs

The surveys of LEA Remodelling Advisers and SCTs revealed that schools involved in the remodelling programme were beginning to develop perceptions of their own needs. The highest percentage of LEA and SCT respondents (31 per cent in each case) identified their school/EA school as being in stage three – 'deepen'. At this stage, schools have used a number of problem-solving techniques in order for staff to fully understand the extent of the change required. While solutions may not have been identified, there is a clear understanding within the school that change is required

7.2.2 Identifying 'big issues'

In the first stage of remodelling, a school aims to gain agreement on its 'big issues'. A very high percentage of LEA Remodelling Advisers reported their EA school had identified such issues, and the majority had started to address these concerns. From the perspective of most SCTs, the financial implications of

remodelling was the 'biggest issue' facing schools. The ability to provide ten per cent PPA time was also seen as a 'big issue' by over a fifth of SCT members. In some cases, but not all, SCT members connected inadequate finances with this matter. Redefining job descriptions was also seen as a big issue for schools – reported by a fifth of SCT members.

7.2.3 Methods of addressing needs

Working in partnership with a LEA Remodelling Adviser was one way schools were addressing their perceived needs. Over three quarters of SCT respondents reported receiving support from their adviser. However, in contrast to the level of interaction between advisers and school, liaison between NCSL Remodelling Consultants and SCTs was reported to be minimal. The introduction of a SCT was another method being used to address the perceived needs of school. Eighty-four per cent of LEA Remodelling Advisers reported that a SCT had been set up in their EA school, and most said the team held regular meetings. The development of a SCT was identified as a significant remodelling achievement by 22 per cent of LEA Remodelling Advisers.

7.2.4 Quality of programme elements

The NRT programme of support, including resource materials and training, was viewed very positively by respondents. The majority of LEA Remodelling Advisers found the NRT website, training programme, toolkit, and ring binder notes and CD ROM to be either very useful or useful. From the SCT perspective, the toolkit was seen to be of particular use, followed by the Ideabank, case-study reports and directory of useful resources. Similarly, NCSL Remodelling Consultants were also satisfied with the NRT's support programme. Five of the ten consultants described the NRT website and the CD ROM as either 'good' or 'useful', and several said the tools had proven to be useful in their school.

In terms of the most successful programme elements provided by the NRT, LEA Remodelling Advisers mentioned the 'opportunity to meet people' and the 'high quality of training' as being particularly good. Some of the NCSL Remodelling Consultants also commented on training elements. For example, three described the training leaders as 'very good' or 'excellent', two said the links to industry within the training sessions were 'invaluable' and two felt that the trainer to trainee ratio allowed the sessions to be highly interactive. The most useful

sources of support, as viewed by SCT members were:

- regional events for schools – cited by 93 respondents. The main reason, as given by 51 respondents, was because of sharing good practice, experiences and ideas with like-minded schools.

- LEA Remodelling Advisers – cited by 82 respondents. The most frequently given reason was because of the practical support offered.

- school networks – cited by 62 respondents. The main reason, as given by 36 respondents, was the sharing of good practice, experience and ideas.

7.3 Outcomes

7.3.1 Personal outcomes

 The case-study interviews showed that new school practices were having a considerable positive impact on staff. The most apparent remodelling impact, for teachers and support staff, was a greater sense of involvement in their school's development. There were also reports of improved job satisfaction for school staff, and more collaborative working. Several interviewees spoke about the advancement of TA roles, with one headteacher in particular commenting that the TAs in his school were leading the way in areas such as literacy and SEN. A number of support staff spoke about feeling more valued and appreciated by teaching colleagues within their school.

7.3.2 Outcomes for schools

The survey of SCTs revealed that achieving more responsibility and an improved career structure for support staff was the main remodelling outcome, so far. The key factors facilitating these outcomes were: a readiness and willingness from staff to work differently and change their current practices, the availability of funding, and a commitment from support staff to partake in professional development activities. The advancement of TA roles was also viewed as a significant remodelling achievement for EA schools by 51 per cent of LEA Remodelling Advisers.

The second highest percentage of SCT members listed the provision of ten per cent PPA time for teachers as a significant remodelling achievement within their

school. Of the factors facilitating this achievement, the availability of funding was highlighted as the most valuable. Along with 'reviewing and restructuring of school policies', an increased guarantee of ten per cent PPA time was also viewed as a significant remodelling achievement in EA schools by LEA Remodelling Advisers.

7.3.3 Outcomes for students

For some schools involved in the NFER case studies, the remodelling programme was considered to be having a positive impact on students. These tended to be schools which had made tangible changes within their school. For example, a school which had re-designed its layout (without undergoing building work) reported that students were benefiting from the improvements. It was felt that, due to the changes made within this school, students had an improved attitude to learning, were better able to concentrate, produced tidier work and were more appreciative of what the school had to offer. However, in other case-study schools the impact on students had been less marked. In these schools, it appeared that remodelling changes were having a more immediate impact on staff, but the staff interviewed at these schools thought the modifications would result in a positive outcome for students in the medium- and long-term.

7.4 Future development of remodelling

7.4.1 Main challenges for schools

The data collected through the NFER evaluation showed that, within its first year of operation, the NRT had made good progress in introducing the remodelling programme and supporting schools through the change process. Feedback gained from respondents showed that schools had begun to introduce new ways of working, and many 'quick wins' had been achieved. However, it was clear that the implementation of change had not been easy and, in many cases, continued to be difficult. The main challenges for schools, as viewed by LEA Remodelling Advisers, NCSL Remodelling Consultants and SCTs were: insufficient funding and resources, tackling staff cynicism, resistance to change, the ability to provide ten per cent PPA time, conflicting demands, managing parental expectations, and the development of a new TA role.

7.4.2 Maintaining remodelling in schools

By and large, SCT members reported that communication was seen as the best way to maintain remodelling within their school. Just under half of SCT respondents reported that regular remodelling updates were provided to staff through staff/SCT meetings. A quarter of SCT respondents also reported that extensive communication with and the involvement of all stakeholders was needed to maintain remodelling. Focussing on key issues was another way to maintain remodelling within schools, as was the use of improvement techniques.

7.4.3 Suggestions from schools

The interviewees involved in the NFER case studies were asked to suggest ways in which the remodelling programme could best be developed in other schools. A variety of responses were given, a selection of which are shown below.

- Ensure remodelling is consistent with the school's ethos.
- Make sure remodelling is specific to local contexts .
- Involve the whole school in remodelling discussions.
- Create a strong vision .
- Appoint remodelling 'champions'.
- Monitor progress/tick off achievements .
- Don't be afraid of change.

7.5 Issues to consider

The training provided by the NRT seemed to be a particularly successful element of support for all involved. However, ensuring a high standard of training, once its delivery passes to LEAs, is an important consideration for the future. It was also suggested that the training be more adaptable, accessible and practical in nature.

Remodelling Advisers were somewhat cautious when considering which elements of NRT support had been the most helpful to schools. This raises questions about the degree of liaison between some schools and advisers, and also the extent to which schools are accessing the remodelling information available to them.

There is a need for LEA Remodelling Advisers and schools to be able to access more practical information on remodelling. This might be achieved through the provision of information on the NRT website. In addition, practical examples of remodelling could be provided through training activities and visits from/to EA schools.

A main challenge facing NCSL Remodelling Consultants is feeling that their role is unclear. Queries were raised about what the Remodelling Consultant role entails, what is expected of NCSL Remodelling Consultants and how the role fits into the remodelling programme. In order to clarify this, the NRT may wish to consider holding joint training with all remodelling partners.

While the NRT website was seen to provide a useful forum for NCSL Remodelling Consultants to communicate with others, there was a feeling that an additional network would be valuable. The NRT may wish to consider advising NCSL Remodelling Consultants on ways in which they can exchange their experiences and ideas with each other.

At this stage in the remodelling programme, some NCSL Remodelling Consultants felt they were not being fully utilised in their role. This may be because NCSL Remodelling Consultants have encountered difficulties in raising their own profile. The NCSL training programme on NCSL Consultant Leader competencies may need to stress the importance of consultancy skills in carrying out the NCSL Remodelling Consultant role.

The strength of relationships among NCSL Remodelling Consultants, and between NCSL Remodelling Consultants and LEA Advisers, differed depending on the LEA. It appears that LEAs have interpreted the Remodelling Consultant role in different ways and there may be little commonality of practice. The NRT may wish to collate examples of good practice, to show how LEAs might work with NCSL Remodelling Consultants.

Advisers, NCSL Remodelling Consultants and SCT members identified insufficient funding/resources to be one of the main 'within-school' challenges facing schools engaged in remodelling. Therefore, the provision of advice and guidance from the NRT, on remodelling techniques that do not require extra funding, would be of particular use to schools and those involved in supporting them.

7.6 Main conclusion

The responses given by those involved in the NFER evaluation showed they were, in the main, very satisfied with the work of the NRT. Above all, the respondents felt the NRT training and support materials had been particularly effective in preparing them for either their role in supporting the implementation of remodelling, or in their role as an agent of change within a school. The responses gained through the evaluation also showed that, even at a very early stage, schools were progressing through the change programme and making important remodelling achievements.

8 References

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Appendix 1 LEA response by type and region

Table A1   **LEA responses according to type of authority**

Type of authority:	National LEA sample		NFER LEA sample	
	N	%	N	%
English Unitary Authorities	47	31	33	34
Metropolitan Authorities	36	24	26	27
Counties	34	23	20	21
London Boroughs	33	22	18	19
	150	**100**	**97**	**100**

A single response item
Due to rounding errors, percentages may not always sum to 100

Table A2   **LEA responses according to Government Office region**

Type of authority:	National LEA sample		NFER LEA sample	
	N	%	N	%
London	33	22	18	19
North West/Merseyside	22	15	15	16
South East	19	13	13	13
North East	12	8	11	11
East Midlands	11	7	10	10
West Midlands	14	9	9	9
South West	16	11	8	8
Yorkshire and the Humber	13	9	7	7
Eastern	10	7	6	6
	150	**100**	**97**	**100**

A single response item
Due to rounding errors, percentages may not always sum to 100

Appendix 2   School response by type, size and region

Table A3   SCT sample – primary schools

		Total population		Sample	
		N	%	N	%
School type	Infant/First	3326	19	18	18
	Primary/Combined	12392	70	72	73
	Junior	1782	10	9	9
	Middle	131	1	0	0
School size	1 to 187 students	5947	34	13	13
	188 to 280 students	5865	33	39	39
	281 or more students	5819	33	47	47
Type of LEA	Metropolitan	5518	31	46	46
	Non-metropolitan	12113	69	53	54
Region	North	5331	30	32	32
	Midlands	5810	33	24	24
	South	6490	37	43	43
Total schools		**17631**	**100**	**99**	**100**

Since percentage are rounded to the nearest integer, they may not always sum to 100

Table A4   SCT sample – secondary schools

		Total population		Sample	
		N	%	N	%
School type	Infant/First	3326	19	18	18
School type	Middle	265	8	1	2
	Comprehensive to 16	1248	37	20	42
	Comprehensive to 18	1542	46	26	54
	Other secondary	156	5	0	0
	Grammar	161	5	1	2
School size	1 to 786 students	1136	34	9	19
	787 to 1097 students	1120	33	18	38
	1098 or more students	1116	33	21	44
Type of LEA	Metropolitan	1129	33	17	35
	Non-metropolitan	2243	67	31	65
Region	North	982	29	14	29
	Midlands	1161	34	14	29
	South	1229	36	20	42
Total schools		**3372**	**100**	**48**	**100**

Since percentage are rounded to the nearest integer, they may not always sum to 100

Appendix 3   Additional tables

Table A5   Most important aspects of the LEA Remodelling Adviser role

Aspect of role	% of respondents
Offering advice/support/counselling	50
Raising profile of remodelling	34
Disseminating best practice/ideas	25
LEA issues e.g. developing an LEA strategy and capacity building	25
Keeping everyone up-to-date	22
Engaging remodelling in schools e.g. encouraging proactive approaches, facilitating events	18
Providing/supporting training/CPD opportunities	18
Liaising with other organisations e.g. NRT, DfES, trade unions	13
Thinking out of the box/introducing new ideas/risk taking	12
Facilitating networking between schools	10
Capacity building within schools/developing SCT i.e. drawing from and keeping in schools	6
Other relevant e.g. HLTA accreditation, monitoring National Agreement	5
Enabling change with minimum disruption	3
Funding e.g. how to finance the remodelling process, HLTA funding and places	3
Providing strategic direction	3
Linking up with other initiatives e.g. primary strategy, KS3 strategy	2
No response	0

N = 97

More than one answer could be given so percentages do not sum to 100
Source: NFER evaluation of NRT – LEA Remodelling Adviser questionnaire

Table A6   Main ways in which LEA Remodelling Advisers support EA schools

Type of support	% of respondents
Regular contact with schools i.e. keeping schools up-to-date	47
Discussion/consultancy/advice/support/critical friend	41
Attend training/events e.g. NRT events	34
Funding/financial support e.g. for staff release for SCT, HR support on job descriptions	22
Involvement with/attending SCT meetings	19
Sharing/learning good practice/encourage links between schools	16
Accompany schools to and deliver seminars/briefings/training	9
Requires little/no support e.g. culture well established, very independent	5
Celebrating school achievements/making all staff feel valued	4
Liaising/networking with external bodies e.g. LEA and trade unions	4
Advocacy/promote approach	3
Open-door policy	3
Time	3
Allocation of NCSL Consultant Leader	2
Other relevant e.g. involvement in and support of funding bids	3
No response	3

N = 97

More than one answer could be given so percentages do not sum to 100
Source: NFER evaluation of NRT – LEA Remodelling Adviser questionnaire

Table A7   Effective methods of support given by LEA Remodelling Advisers to EA schools

Examples of support	% of respondents
Sharing good practice across schools e.g. visiting a Pathfinder School	21
Advice/discussion of ideas	17
Support staff e.g. advice on salaries for support staff	12
One-to-one meetings with headteachers/SCT e.g. to aid their understanding and confidence	10
Workshop/training/briefings/away days	10
Provision of funds/resources	10
Advice/training in SCT set up e.g. ideas for SCT to work and benefit from Ofsted	9
One-to-one reflection sessions e.g. to check on progress and way forward	9
Working with SCT e.g. attending meetings	8
Networking	7
Teacher/TA/governor meetings e.g. to dispel myths and '24 tasks mentality'	7
Launch event	4
Clarification of issues e.g. 24 tasks	3
Overseeing/carrying out joint remodelling presentations with school	3
Access to NCSL Consultant Leader	2
Disseminating knowledge from events	2
Maintain school motivation	2
Reallocation of responsibility for newly qualified teachers	1
Other relevant e.g. school is sufficient, too early to say	4
No response	13

N = 97

More than one answer could be given so percentages do not sum to 100
Source: NFER evaluation of NRT – LEA Remodelling Adviser questionnaire

Table A8   Most significant remodelling achievements in EA schools, so far

Achievement	% of respondents
Developed the use of support staff e.g. cover supervisors and transfer of tasks	51
Review of school policies	28
Start and development of SCT	22
Increased guarantee of teacher time	18
Shared understanding and support for remodelling	14
Empowered school to bring about change/visionary thinking	9
Increased morale	6
Implementation of National Agreement	5
Integration of school structure	5
Analysis of teacher workload e.g. work at home policy	4
Increased collaboration other schools	2
Appointment of remodelling coordinator	1
Involvement of governing body	1
Too early to say	1
Wider than 24 tasks	1
No response	9

N = 97

More than one answer could be given so percentages do not sum to 100
Source: NFER evaluation of NRT – LEA Remodelling Adviser questionnaire

Table A9   Main 'within-school' challenges, as viewed by LEA Remodelling Advisers

Main challenges	% of respondents
Funding/lack of resources	77
Changing school culture/systems e.g. traditional ways of working, using ICT, perceived roles	32
Resistance/cynicism i.e. from school staff and trade unions	25
Time/conflicting demands e.g. Ofsted and ongoing initiatives	19
10 % planning, preparation and assessment time	18
Support staff e.g. changing roles, pay and conditions, career structure	13
Raising awareness/understanding of remodelling process	12
Issues for small schools e.g. too few staff	9
Seeing the bigger picture/strategic view	9
Supply cover/invigilation	7
TAs e.g. training, pay and conditions	6
Contractual changes e.g. lack of guidance and legal implications of new roles	4
National Agreement e.g. keeping pace with it and meeting statutory obligations	4
HLTA e.g. clarity of role	3
Fear of Ofsted perceptions on 'abandonment'	3
Lack of commitment from school leadership team	3
Recruitment/lack of trained staff	3
Sustaining/demonstrating changes	3
SCT e.g. starting it and believing in it	2
Accommodation issues in schools	1
Maintaining standards	1
Other relevant	5
No response	1

N = 97

More than one answer could be given so percentages do not sum to 100
Source: NFER evaluation of NRT – LEA Remodelling Adviser questionnaire