

## **BPTAA Strengths identified during verification:**

The head teacher certainly expresses and promotes a clear vision summarised as Learn, Sparkle and Shine, to promote best outcomes for children and for staff to thrive. The committed, experienced BPTAA coordinator has been pivotal in continuing to embed and drive forward approaches and initiatives to support TAs in order to ensure high quality teaching and learning.

The BPTAA has been used effectively as an audit tool to recognise strengths already in operation and areas for development. There has been a strong, strategic approach to BPTAA both as a celebration of existing practice and as a framework to develop this even further and ensure this is sustainable. It has been a positive framework for change.

TAs are clearly valued members of the school team. It was evidenced through the conversations with stakeholders that the TA contribution is vast, 'The teachers are amazing here and they are supported by amazing TAs' (coordinator), 'I genuinely feel we are valued' (TA).

Whilst the learning and progress of all children is recognised as the overall responsibility of the teacher, the TAs are an integral part of driving teaching and learning throughout the school. TAs are accountable with the progress analysed of pupils they support, for example through interventions, to decide next steps.

There is a clear staffing structure; with Line Managers managing TAs working within their specialism e.g. SEND, EYFS and the BPTAA Coordinator takes a lead role. This ensures clear lines of communication, support and professional development and TAs have clear job descriptions.

The skills and interests of TAs are very much recognised and utilised throughout the school. For example, the BPTAA Coordinator teaches and inspires Art throughout the school and has shared her expertise with other schools and other HLTAs/TAs specialise in Modern Foreign Languages and behaviour. This is well supported through the staffing structure.

All professionals are treated equally and given opportunities to develop. Personal and professional development is strongly encouraged and supported. All TAs have a performance management review annually with their relevant line manager and supported with CPD and qualifications.

TAs are well prepared for their classroom practice. They are informed about the curriculum, the needs of the children and their role in lessons. For example, curriculum maps, class plans and Individual Learning Plans are shared with TAs. There are daily opportunities for talking to teachers, plus cohort/class meetings and there is an emphasis on consistency and collaboration between teachers and TAs.

There is excellent communication to ensure TAs are fully part of the life of the school, for example through emailed weekly bulletins and newsletter and being part of a WhatsApp group. The LPPA Coordinator is professional, approachable and has built excellent relationships with staff and this was clearly during the verification visit.

Overall it is recognised that St Peter's has dedicated, motivated and knowledgeable TAs. All professionals are treated equally and a sense of 'team' was very evident, 'We work together in class and that's how it works across the whole school' (TA), 'They are a team in their own right and a team within the classroom' (LPPA coordinator).

The pupils value that TAs help them to be confident, help them understand work more clearly and keep them safe. Pupils explained that TAs are there when they need them both for learning and pastoral support, 'Whenever we feel sad they are there so we can speak to them' and 'They tell us how to do it, but they don't tell us the answer. If they told you, you would not learn anything' (pupils).