

INVESTORS IN PEOPLE ASSESSMENT REPORT



Calow CE Primary School

Key Information

Assessment Type	Review
Investors in People Practitioner	Robert Haywood
Visit Date	19 th October 2016
Assessment Enquiry Number	102179-TLX5F1

Conclusion

This was a successful Review as the client met the Core Standard plus 57 additional Evidence Requirements thus qualifying for Bronze accreditation.

Milestone Dates

Review of Continuous Improvement	19 th April 2018
Date of Next Full Assessment	17 th May 2019

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Investors in People Practitioner

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Executive Summary

Headline Statement

This was a very successful Review assessment with the school gaining 57 additional evidence requirements, marking an improvement over the previous outcome. In serving an area with high social and economic challenges, the school's social responsibility of supporting the local community, engaging with the Church and providing a broad and balanced education for the children, is taken extremely seriously with the full backing of a highly motivated staff team and Governing Body. Staff CPD remains a high priority to support school improvement and generous resources are allocated to it in the spirit of Investors in People.

Assessment methodology

The assessment methodology comprised:

1. Interviews with the head teacher and Chair of Governors.
2. Interviews with a section of the staff team.
3. Scrutiny of some key internal documentation and the 2015 Ofsted report.

Assessment Objectives

1. To ascertain if the school continues to meet the Core Standard.
2. To ascertain if additional evidence exists for re-accreditation at Bronze level
3. To provide feedback on strong areas of practice against the Framework.
4. To make recommendations on potential improvements and future accreditation using the Generation 6 [2015], version of the Standard

This Report

This report is structured against the Principles and Indicators, with summary evaluative comment for each. Quotations from staff are provided in italics.

Feedback against the Framework



**Principle 1:
Develop strategies to improve the performance of the school**

Indicators 1 to 4

1 Business Improvement Strategy

Meeting the Standard

The school was inspected in February 2015, with inspectors acknowledging many good features of the school whilst challenging the school to improve teaching and pupil achievement. The recommendations made by inspectors have naturally informed school improvement planning. The 2016 -2019 Strategic Improvement Plan, for example, shows how the school continues to implement its post-inspection Action Plan with components such as “Success@Arithmetic”, “Teacher assessment of writing in KS2” and “Improve attainment in writing in Y6”, all directed towards ensuring that the new National Floor Standards [KPIs] are exceeded. The School Improvement Plan contains clear objectives and success criteria for each separate component, and staff learning and development programmes and actions are fully integrated to ensure that the success criteria are met. During the development of the Strategic Plan, school leaders have made good use of ex-HMI and Local Authority QDD advisers to inform thinking and get the strategy right.

The interviews confirmed a collaborative approach to improvement planning and the staff team and governors know the annual improvement priorities. Classroom staff, once more, confirmed that they have plenty of opportunities to discuss the development priorities as they go through the daily business of implementation, and staff-room noticeboards provided evidence of on-going discussion. As a result of collaborative development processes, classroom staff remain clear on their contribution to the achievement of the plan, and the mid-day team and office staff described how their work supports children’s learning and development, and the financial and administrative underpinnings of the school respectively.

Additional Evidence

The school’s core values

The school’s aims, values, and ethos are overtly Christian. School leaders, governors, and the staff team continue to take steps to ensure that the core values are at the centre of the school and direct the way that it operates - the values remain shared and heart-felt.

The Ofsted Inspection of 2015 judged behaviour to be good. Inspectors said:

“Pupils’ spiritual, moral, social and cultural developments are particularly good.”

The staff team commented:

“The Christian values of the school are absolutely right for this area...I really believe this.”

“Anyone would say this school has a Christian ethos and values.”

“Helping our children to learn our values means that they will develop into more rounded and better people.”

“Children come to understand Christian charity and want to help others.”

“We are currently consulting on our core values to ensure they remain relevant.”

“Our values promote caring and sharing and being respectful.”

The use of KPIs to improve performance

The school continues to use KPIs from the new national expectations for primary school pupil progress and attainment, government Floor Standards and the Ofsted Inspection Framework to benchmark itself and drive improvement. The school sets its improvement objectives in relation to these KPIs, and these are well known to classroom staff.

Classroom staff are aware of the Ofsted status of the school and know that attainment and progress outcomes must be a priority for school improvement, and they must actively participate in working collectively to achieve the school's targets. Teachers are also exploring how to develop their teaching by improving their marking, challenging higher attaining pupils, and using their developing knowledge of national key stage expectations to plan lessons with progress steps in mind. The teachers also stated that their performance management objectives contain SMART targets relating to pupil progress issues in their class.

Staff said:

“We have KPIs in place for maths in relation to the new national expectations.”

“We have objectives in place for writing across the school.”

“Our performance management objectives link to school improvement objectives.”

“My teaching is changing in light of the Ofsted report and the range of issues that we are facing in primary schools.”

Stakeholder engagement

A wide range of staff confirmed that they are involved in the construction of the Improvement Plan, and subject leaders develop their own action plans. Governors are consulted on the plan's contents and they maintain links with subject leaders to monitor implementation.

Staff said:

“I have a maths subject plan in place that relates to the School Improvement Plan....I put the draft plan together, then the head has a look at it, and I explain it to colleagues.”

“We consult each other on our subject plans and we have staff meetings to review how we are doing with key things such as grammar, punctuation and spelling.”

“Governors are consulted on the main priorities for the school.”

“The School Council are involved in school improvement such as play equipment.”

Social Responsibility

Interview evidence from leaders, staff and governor confirms that the school remains at the heart of the community and acts as a centre for spiritual and social development. The school is involved in the life of local churches and community projects, and pupils are given opportunities to engage in projects such as the House of Commons Speakers Award Scheme [where they have been winners]. At a

practical level, this, and other actions aimed at raising the aspirations of pupils in an area of social deprivation are viewed as integral to its mission and social responsibility. Further examples include drawing in visitors and speakers including the Secretary of State for the Home Office [Theresa May], and ex-Lord Mayor of London for example.

Other facets of the school's social responsibility include:

- supporting the professional progression of TAs;
- offering advice for families who are struggling and signposting learning opportunities for parents;
- ITT placements and the head teacher works closely with Sheffield Hallam University to recruit and select PGCE students;
- continued involvement with intergenerational projects with senior citizens.

Social responsibility continues to be closely linked to the core values and remain culturally embedded within the life of the school, with the staff team, governors and pupils working together to model social responsibility beliefs and attitudes.

Interview and documentary evidence confirms that:

- The Core Standard is met.
- All facets of Indicator 1 are culturally embedded.

Summary

Indicator 1: Maximum number of additional Evidence Requirements	No. Achieved	Running Total
19	19	19

2 Learning and Development Strategy

Meeting the Standard

The head teacher continues to produce a detailed and carefully costed Professional Development Plan each year linked to school improvement priorities and building the capacity and capability of the whole staff team. An example of a major strategy to build capability across the teaching team is the commitment to, and engagement with the NAHT Aspire Programme which lasts for three years and costs £43,300, with the Assessment for Learning Strand costing £16,300 this academic year for example. The other two strands cover 'teaching and learning' and the new primary curriculum. Governors have high expectation of the benefits and outcomes for teachers and pupils of the Aspire programme, and the teaching team are enjoying their first experiences of it.

The production of the PD Plan by the head teacher continues to be informed by discussions with staff and governors about how the School Improvement Plan will be implemented, and interview evidence reinforced the notion that performance management objectives and their associated CPD link to the Plan. Interview evidence confirms that staff are fully aware of what their learning and development should achieve for them and the school, and people spoke about enjoying their training and development and applying it to help the children enjoy their learning and make good progress.

Additional Evidence

Capacity building and a Culture of Continuous Learning

Over the past six years, the staff team have applauded the investment in their training and development, so much so that many believe they are learning all of the time because:

- a) reflective practice is encouraged by the head teacher;
- b) classroom staff in particular speak of the ever changing educational policy landscape, with assessment being a prime example, requiring the need for continuous learning and development;
- c) the historically good investment in training is seen as central to school improvement;
- d) classroom staff are encouraged to experiment with ideas and ways of supporting learning and reporting their experiences to colleagues.

Interview evidence confirms that:

- The Core Standard is met.
- The school has an embedded culture of continuous professional learning and development.
- CPD programmes focus on developing staff to assist the achievement of SIP objectives and national benchmark KPIs.
- The NAHT Aspire programme is a substantial investment and demonstrates commitment to building the capacity of the teaching team as part of the school improvement drive.

Summary

Indicator 2 : Maximum number of additional Evidence Requirements	No. Achieved	Running Total
13	7	26

3 People Management Strategy

Meeting the Standard

Reflecting upon practice that is working well and the sharing of ideas to make incremental improvements to resources, teaching approaches and assessment activities, for example, is encouraged by the head teacher and welcomed by the staff team:

“We share ideas in staff meetings on a regular basis as we discuss improvements or challenges.”

“The head regularly asks us for our ideas in staff meetings rather than telling us what to do.”

“The leadership team has been discussing ideas for how to use ipads for assessment purposes.”

“The new Aspire programme is really good for encouraging ideas.”

Senior leaders continue to recognise the different development needs of various teams and individuals to learn and develop to meet school improvement objectives and these are expressed in the Professional Development Plan. All of the people interviewed stated that they have the

opportunity to learn and develop, are able to take on responsibility and that there are plenty of opportunities to discuss issues during INSET Days, meetings and in day-to-day conversations. Staff re-affirmed that the head teacher's door is always open should they wish to discuss an idea or an issue about their practice.

"CPD has always been good here and we all have opportunities to develop."

"The head has always been very keen for us to develop through CPD."

"Yes, TAs have plenty of opportunities for CPD and we join with the teachers on quite a few occasions."

The head teacher's strategy to distribute leadership and give people the chance to develop in the job and have new challenges, remains as resolute now as it has been over the past 5-6 years. The Aspire programme bears testimony to this as staff will be able to develop ideas and take a lead role through the strands. A number of people re-stated that the school has an open and inclusive culture, and that everyone feels included in the life of the school and has opportunity to develop.

"This school has always felt like a family with us being involved in the life of the school."

"We all get on well, are treated the same and we work well together."

Additional Evidence

Constructive feedback

Senior leaders gave examples of how they maintain an environment where the giving and receiving of constructive feedback is valued. Many examples were mentioned and include:

- constructive feedback from lesson observations, planning and moderation activity;
- feedback gained in both directions from monitoring activity;
- constructive feedback during performance management and 1-1s;
- the use of data to examine the progress of classes, identified groups and individuals;
- evaluation activity with subject leaders;
- exchanges during formal meetings and informal conversations;
- invitation questions – how can we do this better?

"I can certainly say that I get a lot of constructive feedback."

"The feedback that I receive is very helpful to me in developing my teaching."

"Feedback is part of the performance management process when you discuss your achievements."

"We are asked for our views and opinions on a range of things...it's not very often we are told what we must do."

Recruitment and Selection

The school follows the Local Authority guidelines to ensure that employment and safer recruitment laws are met. The head teacher explained how he, and governors' representatives, ensure that the selection process is fair, effective and efficient. All those who are involved in recruitment and selection are required to undertake safer recruitment training and leaders and Chair of Governors confirmed their attendance at such.

Talent development and playing to strength

A number of people feel that leaders recognised their talents and interests and allow them to take on responsibility and support their professional development.

Interview evidence confirms that:

- The Core Standard is met.
- Constructive feedback processes are culturally embedded.
- Staff have many opportunities to learn and develop and they like this aspect of the school's provision for them.

Summary

Indicator 3 : Maximum number of additional Evidence Requirements	No. Achieved	Running Total
24	3	29

4 Leadership and Management Strategy

Meeting the Standard

The quality of leadership and management of the school remains good, and the head teacher has the full trust of his staff team and Governing Body. Governance remains good and was affirmed as such by Ofsted Inspectors in 2015. The Inspection Report in 2015 summarised the leadership of the school in exact accordance with this review:

“The head teacher, with the full support of other senior leaders and staff, is the driving force behind the school’s increasing effectiveness. He has the deserved respect of staff, parents, and pupils and provides an excellent role model for all.”

Leadership and management capability and competence are evaluated against Ofsted criteria for good/outstanding school leadership and management. Senior leaders have consistently agreed on the attributes of effective leadership and management, and interview evidence confirmed them to include:

- having a vision for the school;
- having shared Christian values that guide how the school is led and managed;
- having sufficient up-to-date knowledge of the new primary curriculum and assessment processes in an evolving national context;
- understanding the Inspection Framework and how schools are judged;
- having good evaluative and planning skills and working collaboratively with governors on school improvement and operational matters;
- having good coaching skills and being able to give honest feedback;
- using performance and progress data to drive improvements;
- distributing leadership by providing opportunities for staff to develop leadership and management skills and experience;
- being an effective communicator;

- having good organisation and time management skills;
- having strong interpersonal skills;
- being approachable, a good listener, empathetic and compassionate;
- being passionate about education and the work of the school.

Senior leaders also mentioned the need to agree SMART performance targets with classroom staff to align with the progress and attainment objectives in the SIP. Both teaching and support staff remain very complimentary about the leadership, management and governance of the school, and regard it as strength of the school - as implied by the inspection quote above.

“The head is very approachable, encouraging and supportive...but you know when he is being a bit strict and assertive...but this is because he cares about the school and the children, and getting things right.”

All staff spoke about the great ethos of the school, not just for the pupils, but for them also, and they value the inclusive and collaborative nature of the way the school is led and managed and want this to continue. They said that this makes them enjoy coming to work, feel valued, keeps morale high and makes them want to help in any way they can.

Additional Evidence

Supporting leadership and management development

The Professional Development Plan contains the recently instigated three-year drive to develop leadership and management capability and capacity using the NAHT Aspire Programme. Early feedback from leaders and teachers is that they understand the process and purpose of the programme and the intended outcomes that it seeks to provide in terms of school improvement and performance.

“The NAHT Programme is opening my eyes to different approaches to school improvement used in other schools...it’s a great opportunity to listen and learn from other schools.”

“It’s really good to have development days with advisers.”

“This programme is supporting my role in developing learning environments.”

“This is a very interesting opportunity to learn how to better support staff to make improvements.”

“TAs are involved in the Aspire programme and we will be able to evaluate our role more effectively”

Leadership and Management performance feedback

Performance management is firmly established and draws upon inspection and professional standards. Governors continue to set performance management objectives for the head teacher in the areas of leadership and management effectiveness and pupil progress and attainment. Classroom staff described their performance management process and links to the professional standards, SIP improvement priorities and subject leadership activity. As mentioned earlier in this report, teachers feel that the performance management process is helpful due to the constructive feedback provided and also contains guidance on salary and career progression.

The school also uses LA QDD reviews and consultancy from a retired HMI to provide guidance and feedback on the leadership of school improvement.

Interview evidence confirms that:

- The Core Standard is met

- Staff and governors view the quality of school leadership as a strength of the school
- Inspection has confirmed the capability of senior and subject leaders
- The Aspire programme contains a leadership strand that will help develop leadership and management capability and capacity.

Summary

Indicator 4 : Maximum number of additional Evidence Requirements	No. Achieved	Running Total
10	5	34

Principle 2: Take action to improve the performance of the school

Indicators 5 to 8

5 Management Effectiveness

Meeting the Standard

In the previous Investors in People report (2013), the following comments were made on leadership effectiveness with regard to the provision of constructive feedback:

“Staff spoke with a united voice about the individual feedback provided through performance management reviews, informal verbal feedback, coaching conversations, lesson observations [teachers and TAs], pupil work scrutiny and moderation of assessment activity [teachers], monitoring and evaluation processes. The quality of constructive feedback has had a significant impact upon peoples’ professional development and increasing levels of competence. The quality of feedback has also encouraged people to take on responsibility for development projects and areas of responsibility. Staff team members are able to describe what their leaders/managers should be doing to lead, manage and develop them effectively and gave examples based upon their experience.”

The evidence gathered during this review was entirely congruent with the above, but teachers spoke about being more confident now with subject leadership. In 2013 competence in subject leadership was described by some teachers as ‘developing’ or ‘work in progress’. During this review, subject leaders spoke with greater clarity and confidence about their role in school improvement and reinforced the comments made by inspectors that *“they have clear understanding of where improvement is needed and are well placed to support the drive for continued improvement.”*

Additional Evidence

Culture of openness and trust

It was abundantly clear from the interviews that the school retains its culture of openness, honesty and trust.

“We trust each other here to do the best we can for the pupils.”

“We can talk openly in meetings and with colleagues about our issues and concerns.”

“We have great atmosphere of trusting each other and we can ask colleagues and those with any specialist knowledge for help and support.”

“I certainly have a lot of faith and trust in how this school is led.”

Inspirational leadership and Christian values

Passion is at the heart of inspiration:

“I like to think that people see that I’m passionate about this school and my leadership of it, and that I’m open and honest in a professional way.”

Staff said:

“Martin is very inspirational and passionate about what he does”.

“When I’m in charge, when Martin is out, I walk in his shoes for a day and experience what it involves and I am fully aware that he leads us so well.”

“He leads with his Christian beliefs and values and genuinely cares about his staff”

“He is a role model for our values and he is trusted by the whole staff team.”

“He genuinely cares about the children and the staff as individuals.”

“When I needed some personal help Martin was there for me.”

“There has to be a certain vibe and energy that springs from school leaders that is driven by passion – we have this here as everyone is so passionate about doing the best they can for the pupils.”

Interview evidence confirms that:

- The Core Standard is met.
- Christian values permeate the leadership and management for the school combined with a strong element of pastoral care.
- There is an embedded culture of honesty, openness and trust.
- Staff are passionate about their work and like the ethos of the school.
- There is trust in school leadership across the staff team and governors.

Summary

Indicator 5: Maximum number of additional Evidence Requirements	No. Achieved	Running Total
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21	8	42
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6 Recognition and Reward

Meeting the Standard

Everyone interviewed was able to describe and explain how they contribute to the life and function of the school and to pupil learning and development. Staff remain clear about their roles, responsibilities and accountabilities, and the expectations that senior leaders have of them. For example:

- i) the mid-day team are clear on their role in providing a safe and enjoyable lunch break for pupils, and know how to deal with incidents or accidents;
- ii) TAs know that they have an important role in supporting learning and progress in addition to supporting pupil's wider development;
- iii) The secretary is clear on her role in supporting the financial and administrative functions of the school, in addition to being an important point of call for parents and visitors.

Staff are confident that they are competent in their roles due to the feedback that they receive and the recognition of their contribution and efforts. Staff spoke about the formal feedback received through their performance management meetings, staff/team meetings and periodic 1-1s, plus informal feedback from line managers and peers. All staff mentioned the feedback that they receive from pupils, and said that this is the most rewarding. All those interviewed feel valued for their efforts and contributions, and the fact that a wide range of people give a significant amount of discretionary effort for the wider life of the school bears testimony to this. Morale is good across the school and staff like the collegiate, friendly atmosphere.

Interview evidence confirms that:

- The Core Standard is met.
- Staff feel valued and morale is generally very good.

Your people said:

"I receive plenty of helpful feedback from meetings with my mentor and from lesson observations."

"We all feel valued in our team because we are told we do a good job or handle things well."

"Morale is generally high across the school...it has its blips when the pressure is on during very busy periods, but we all help out."

"We are all here to do the best we can for the pupils and this is what is most rewarding."

"What price a smile and a thank you from a child?"

"10/10 for feeling valued."

"I've give it a solid 9/10 for feeling valued." [the average of all scores = 8.5/10]

"As a team we are helped, supported and feel valued."

Additional Evidence Requirements.

The additional evidence requirements were not tested during this Review.

Summary

Indicator 6: Maximum number of additional Evidence Requirements	No. Achieved	Running Total
16	0	42

7 Involvement and Empowerment

Meeting the Standard

At the time of the last review, the development of subject leaders was described as 'evolving'. The 2015 Ofsted report judged that subject leadership is effective:

“Through checks on the quality of provision in their areas of responsibility, they have a clear understanding of where improvement is needed and are well placed to support the drive for continued improvement.”

This progress is due to the good support they have had to develop their roles, and subject leaders gave examples of how they have/continue to support their colleagues. Those subject leaders new to roles described how they are taking steps to improve their knowledge of the requirements of the National Curriculum.

In the last Review report the following comment was made about how staff are empowered to take shared ownership and responsibility for school improvement:

Partnering the distributed leadership there is a growing culture of involving and empowering people to take responsibility for their performance as typified by, for example:

- *allocating time for people to meet and discuss improvements and developments to practice;*
- *engaging staff in discussions about school and team development planning;*
- *engaging people in decision-making on objectives/targets and their CPD during their performance management dialogues;*
- *engaging people in monitoring and evaluation activity to ensure accountabilities are tied to responsibilities;*
- *governors are integrally involved in strategic decision-making, monitoring and evaluation activity.*

Feedback from interviews revealed that the delegation of responsibilities and the facility to make decisions at team and individual level is embedded, and staff spoke of enjoying the freedom and trust that comes with it. Being engaged in decision-making makes staff feel as though their experience, ideas, opinions and suggestions are valued and this continues to have a positive impact upon performance and morale.

This state of affairs remains strong in school and staff spoke of being encouraged to take a lead in staff meetings and shape the direction of development. Key Stage leaders also described how they run Key Stage meetings and have the facility to make decisions to improve practice and provision.

Additional Evidence

Support and trust for decision-making

Staff in all parts of the school feel trusted to get on with their work knowing that they can ask for guidance and support if required. There is a genuine democratic culture for decision-making in the school and leaders deliberately take the time to talk to staff, consult and engage them in decision-making.

Commitment and pride

The whole staff team remain unquestionably committed to the success of the school and are proud in what it achieves for the pupils and the local community.

A culture of continuous improvement

All of the school's systems and process are well integrated, and along with investment in the staff team to learn and develop, the team collectively have created a culture of continuous improvement. Looking through a different lens, no evidence of coasting or complacency was found.

Interview evidence confirms that:

- The Core Standard is met.
- Consultation and knowledge and information sharing is culturally embedded.
- There is a strong commitment to continuous improvement and success of the school.

Your people said:

"I'm proud of what we do for the children and what they achieve." [common sentiment]
"We have delegated roles and responsibilities and we are trusted to get on with the job of making improvements or implementing changes."
"I'm absolutely committed to the success of the school and everyone here will say the same."
"If you look at the extras we do, I think this is good evidence of our commitment to the success of the pupils."
The culture here is very supportive and encouraging."

Summary

Indicator 7: Maximum number of additional Evidence Requirements	No. Achieved	Running Total
16	6	48



Learning and Development

Meeting the Standard

The head teacher continues to take steps to ensure that school, team and individual learning and development needs are met through carefully integrated planning and systematic monitoring of the Professional Development Plan. At the individual level, the learning and development needs derived

from performance management reviews are collected and collated and feed into the school's CPD Plan. Common needs across the school are dealt with through school INSET Days and development sessions in staff meetings.

Staff described how their learning and development needs are met, and can give examples of what they have learnt and how they have applied it in their work. For example:

"My maths training has made a positive difference to my interventions in that I can help to make better links between the language of maths and my children's languages...bridge the gaps."

"As a result of applying my maths training children in my intervention groups have made 12-18 months of progress in 20 sessions."

"From my CPD, I'm learning to be smarter in my use of data...more formative use not just summative use."

"From a conference I came back with a list of points to check on our PSHE and relationships education."

Those staff relatively new to the school were able to explain their induction and how they were helped to settle-in and become effective as soon as possible. The NQT mentioned that his induction is very good and that he is getting great support from his mentor and his colleagues in general.

Additional Evidence

Enjoying CPD

On the whole, staff in all roles like gaining new ideas and learning new skills, particularly when they have direct practical application, and staff spoke of enjoying the Aspire programme thus far.

A good professional learning culture

The head teacher has long adopted the stance that the development of the staff team through training, discussion, guidance, coaching and mentoring support, and performance management is the only sustainable way to improve the performance of the school. These various systems and approaches are well integrated to form good culture of professional learning and development, which is fully inclusive of the whole staff team.

Interview evidence confirms that:

- The Core Standard is met.
- Staff are motivated to learn and develop and generally enjoy the experience.
- The school has a good culture of professional learning and development

Your people said:

*"We have always had a good attitude to CPD here and training and support is available if you need it"
"Yes, CPD is very good here...it has been for a number of years whilst I've been here."*

Summary

Indicator 7: Maximum number of additional Evidence Requirements	No. Achieved	Running Total
16	5	53

Principle 3: Evaluate to improve the performance of the school

Indicators 9 & 10

9

Performance Measurement

Meeting the Standard

Members of the senior leadership team are aware of the investment of time, money and resources in staff CPD, and how time budgets are managed throughout the year. The implementation of the school's Professional Development Plan is carefully monitored, and evaluation and review processes are used to gather data on the application and impact of staff CPD in relation to success criteria.

The school uses a mix of processes to evaluate the impact of school improvement and investment in staff learning and development such as lesson observation and pupil progress data. Senior leaders draw their evaluation data together into a self-evaluation report which is shared with governors.

The head teacher and staff are able to elaborate upon the aspects of the school's overall investment in learning and development, for example:

- meetings to discuss improvements to practice account for several hours of time each term for teachers and TAs;
- performance management accounts for a significant investment of time from team leaders and job holders, and ever more so since interim progress reviews are now held;
- the budget set aside for external courses such as the Aspire programme at £16,000 per year for three years;
- leadership time has been invested in lesson observations and work scrutiny with additional time added for feedback to each individual;
- moderation activity has been critical to establish agreements on what counts as 'expected' and 'exceeding' progress and age-related attainment;

The head teacher and teachers are able to provide examples of how the investment in staff learning and development has enabled the revised primary national curriculum to be introduced and subject leaders spoke of their role in the process by attending external courses/sessions and reporting back to staff meetings. The same is also true for the development and implementation of new approaches to assessment in a 'life without levels'. Staff spoke of what they have had to come to terms with

assessment and try to make it work within school, noting that the AfL component of the Aspire programme will help to refine the school's processes.

Interview evidence confirms that:

- The Core Standard is met.
- Senior leaders are able to track the achievement of KPIs to staff learning and development activity.
- Staff feel that the investment made in them helps them widen and deepen their knowledge and skills and help develop their careers.

Your people said:

"Yes, I agree, school improvement does not happen by magic...it is because staff develop and become more skilled."

Summary

Indicator 9: Maximum number of additional Evidence Requirements	No. Achieved	Running Total
9	2	55

10 Continuous Improvement

Meeting the Standard

This culture of commitment to continuous improvement in the quality of provision and outcomes for pupils has been mentioned earlier in this report. It is evident in all processes from planning, implementing and evaluating. The same is also true for the way in which staff are led, managed and developed, and governors have the same drive for constant improvement as the senior leaders and the staff team. The school is striving to reach its vision good overall in the first instance given the outcomes of the last Ofsted Inspection.

This commitment to continuous improvement has been a consistent factor in all assessments conducted at the school. Leaders gave examples of the creation of action plans to respond to Ofsted criticism, and feedback from QDD visits, whilst staff spoke of responding positively to lesson observation feedback, for example, to make improvements in their teaching. TAs mentioned that they also receive feedback from lesson observations and they use it to make improvements in the way they support children to learn.

Interview evidence confirms that:

- The Core Standard is met.
- The whole team and governors respond well to external challenges and make improvements to address any weaknesses in provision and pupil achievement outcomes.
- Staff think the school is a great place to work.

Your people said:

"We have such a good team here with great working relationships...why would I want to work anywhere else?"

"I feel lucky that I'm here for all sorts of reasons."

"Working within the pressures and expectations of schools we all want to do what is best for the children as they are our future."

Summary

Indicator : Maximum number of additional Evidence Requirements	No. Achieved	Running Total
12	2	57

Appendix 1 – Continuous Improvement Plan (headlines)

Business Issue - What	Suggested Actions - How	Potential Benefit - Why	Priority - When	Solutions/Support Available - Who
Transition to the new Standard as a school improvement framework	Undertake an audit during a senior team meeting with the support of your assessor.	Explore how the new Standard can improve your leadership and management of the school	Next 12 months.	Your assessor can support this.
18-month intervention	Note that this is a requirement of accreditation	Your assessor will visit after 18 months to review progress	April 2018	Your assessor will lead this.

Appendix 2 – Assessment results summary

The Investors in People Framework

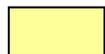
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
2	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓					✓												
3	✓	✓	✓	✓	✓				✓																✓		✓		
4	✓	✓	✓		✓	✓		✓		✓	✓																		
5	✓	✓	✓	✓	✓		✓		✓							✓	✓				✓	✓		✓					
6	✓	✓	✓																										
7	✓	✓	✓		✓	✓			✓						✓	✓			✓										
8	✓	✓	✓	✓	✓	✓						✓			✓														
9	✓	✓	✓	✓	✓		✓					✓																	
10	✓	✓	✓		✓										✓														

The number of evidence requirements met is **39 [Core] plus 57** additional Evidence Requirements from the Framework

Key:



The Core Investors in People Standard



Your Choice from the Investors in People Framework



Not part of the Investors in People Framework