

INVESTORS IN PEOPLE ASSESSMENT REPORT



Key Information

Assessment Type	First Time Assessment
Investors in People Specialist Name	Robert Haywood
Visit Date	29/09/14 – 2/10/14 (inclusive)
Assessment Enquiry Number	ENQ-94010-CQF13F

Conclusion

The school met all 39 evidence requirements of the Core Standard and 144 additional evidence requirements thus qualifying for Gold accreditation.

Milestone Dates

Review of Continuous Improvement Plan	April 2016
Date of Next Full Assessment	1 st October 2017

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Executive Summary

Headline:

The Duston School meets the requirements for Core plus Gold accreditation in that it embodies the good practice specified in the Core Standard and the Framework. The school has a strong strategic vision and mission, supported by shared values and a very positive orientation to inclusive staff professional development. Over the past 6 - 8 years school leaders, with the support of the staff team and Governing Body, have demonstrated relentless determination to improve the quality of provision and outcomes for young people and gained 'Outstanding' in its recent inspection.

Assessment methodology

The assessor visited the school on 30th June 2014 to discuss the Framework and the approach to assessment with the members of the senior leadership team and senior administrative staff. The assessment visit dates were agreed and some objectives identified for the assessment.

The main sources of evidence used during the assessment were:

- A wide range of high quality documentary evidence to exemplify leadership and management activity;
- team interviews with members of the Leadership team;
- paired and individual interviews with a cross-section of staff from the school;
- an interview with 2 governors
- 72 people were interviewed from 206 giving a sample size of 35% that is well above national sampling guidelines but generated secure evidence to underpin the Gold accreditation judgement.

Assessment Objectives

The following objectives were agreed:

- does the school meet the requirements of the Core Standard?
- does the school meet sufficient additional Evidence Requirements from the Framework for Gold accreditation?
- to provide evidence for on-going self-evaluation and continuous improvement based upon upward feedback from the staff team.

The school has returned to the Standard after a short lapse due a high volume of strategic development activity around the time of the three-year review date, including substantial building work, preparing a Free School bid and acquiring Teaching School Status.

Feedback against the Framework



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

Indicators 1 to 4

1 School Improvement Strategy

Documentation scrutinised:

- i. Development Planning May 2014
- ii. Development Planning June 2014
- iii. Development Planning September 2014
- iv. The Ofsted Inspection Report November 2013
- v. The Self-Evaluation Form – September 2014
- vi. The Self Evaluation from June 2014
- vii. Behaviour and Safety – Team Plan 2014
- viii. Presentation – KS4 Outcomes 2014
- ix. Respect Planning

Narrative against the Framework

The Duston School has a clear **vision**:

“To move beyond outstanding in everything we do”

The improvement **strategy** of the school is complex and includes:

- having an on-site primary school to provide ‘through education’;
- achieving Teaching School status;
- forming a Multi Academy Trust [MAT];
- hard federation with a nearby secondary school;
- be a core maths lead school for the DfE;
- supporting under-performing schools in the locality;
- bidding to establish a Free-School in Northampton.

The Executive Head Teacher describes the strategy as extending ‘**The Duston Brand**’ in order that a wider range of students can receive higher quality education and raise attainment in the local area. The school’s internal improvement strategy is articulated in the “**Development Plan**” which is prefaced by the “Golden Circle” of driving **values**, whilst the objectives and operating detail are produced under the four sections of the 2012 Ofsted Inspection Framework. For example, in the ‘Leadership and Management’ section:

Priority - Governors and SLT to have a relentless drive to improve standards to at least national average, and to meet the challenge of the new threshold measures.

Objective [Intended Impact] – All subjects meet at least national average in KS4/5.

The operational processes, including staff learning and development activities are very detailed and the same is the case for Standards, Learning and Teaching and Behaviour and Safety components of the Plan. Subject/faculty teams produce their 'equivalent' plan using the same format and support staff teams, such as ICT, have plans to support the school's Development Plan and develop their own practice. The Development Plan is produced by the SLT in collaboration with faculty/subject leaders, support staff team leaders and governors. The majority of people therefore engage in the detail of school improvement planning at team level and interview evidence demonstrated that people have a good oversight of the overall strategy, whilst fully understand the development priorities and actions of their teams. Members of the SLT have links with subject/faculties to ensure the alignment and full integration of school and team planning in order that the vision is shared and energies are invested in common **key performance indicators** [KPIs].

Additional Evidence:

Key Performance Indicators - KPIs (1.9, 1.15, 1.21)

School leaders, governors and subject/faculty teams use local and national performance benchmark data to analyse the school's performance and identify areas for improvement in core, foundation subjects and vocational areas to set improvement targets. This KPI analysis enables the school to show a climbing trend in GCSE 5 A*-C EM for example through to 2013, but a dip in 2014 has triggered careful analysis and corrective action planning. All stakeholder groups understand that performance data is a critically important measure for the school to evaluate the success of teaching, and leadership alongside associated management actions. Other KPIs are stated in the Ofsted 2012 Inspection Framework such as pupils' spiritual, moral, social and cultural development and safety and wellbeing and, again, the school uses the criteria for outstanding provision to shape its development and delivery agendas. The school is focused on the core KPIs and the wider KPIs associated with its broad strategy – clarity of focus is a strong characteristic of leadership behaviour.

Vision and Core Values (1.7, 1.11, 1.13, 1.17, 1.19, 1.23, 1.24)

The school's core values have recently been reviewed. Prior to the 2014-2015 Development Plan they were:

- uncompromising expectations
- rigour and challenge
- innovation
- corporate consistency
- positive mind-set
- outcomes

These values served the school well and provided the lens through which to become outstanding. These values are implicit in everything the school does and people spoke about them during their

interview. However, the recently revised values are uppermost on peoples’ minds and they mentioned RESPECT and their awareness of them:

- R - resilience
- E – environment
- S – safety
- P – pride
- E – engagement
- C – community
- T - tolerance

Framed into a ‘Golden Circle’ the values provide the core of all development planning and people spoke of how they must connect their subject/faculty plans to them. All people can give examples of how the new core values are beginning to drive the work of the school in terms of the qualities and behaviours they want the students to aspire. At the point of assessment, the legacy of the ‘old’ values and the visibility of the new values became a point of interest and the ‘WHY’ ‘HOW’ and ‘WHAT’ of the Golden Circle was made very clear in SLT interviews for example.

Social responsibility [CSR] (1.10, 1.12, 1.16, 1.18, 1.22, 1.25)

The Duston School is generous in how it supports learning in the wider community by offering a range of opportunities. It provides/supports, for example:

- teacher training placements through School Direct as a source of potential new recruits
- work experience placements for local school pupils;
- apprenticeships placements;
- trial placements for people thinking of coming into teaching or working in schools;
- a large amount of charity work whereby the students select the charities to support;
- being a responsible employer and exercising its duty of care for its people.

These elements are embedded within the culture of the school and the SLT claim a number of strategic benefits such as stronger community partnerships, more varied experience for pupils to develop their social and communication skills, and, adding to the sense of purpose that the whole staff team has in being a nucleus of care and support.

Another dimension of CSR is linked to the strategy of expanding the **Duston Brand** to influence a wider range of students through federation, Training School status, the formation of a MAT, primary school provision and outreach support work with local schools.

Summary

Indicator 1: Potential number of Additional Evidence Requirements	Number Achieved	Running total
19	19	19

2 Learning and Development Strategy

Documentation scrutinised:

- i. The Duston School PPD Calendar 2014-2105
- ii. Personalised Professional Development: September 2013 – July 2014 - Policy and Practice Guide
- iii. PPD Budget Statement 2014-2015
- iv. CPD Professional Support Programme: 2013 – 2014 (largely for support staff)
- v. Faculty/Department CPD Plan – Proforma

Narrative against the Framework

The school operates from Investors in People principles in that it believes in order to achieve its vision and objectives it has to invest in its whole staff team and it does this with exceptional insight, rigour, skill and exemplary organisation.

The school's learning and development strategy is a hybrid model drawing upon the following strands:

- a) Low cost/in-house including:
 - IRIS connect – video camera based self-observation;
 - reading and research – use of journals;
 - peer observation – drawing upon the Directory;
 - team teaching – from coaching conversations;
 - training from an internal expert;
 - peer planning.
- b) Moderate cost / in-house including:
 - lesson study – triad development;
 - VLE modules covering for example, AfL;
 - shadowing – for emergent leaders;
 - mentoring programme.
- c) Higher cost – external interventions including:
 - external consultants;
 - external courses;
 - External programmes.

For 2013 – 2014, the CPD strategy included:

- internal PPD – a comprehensive programme drawing upon needs identified from performance management and school/development plans – this is a menu-based system enabling staff to personalise their programme;
- Professional Support Programme – especially for support staff but open to teachers;
- Bright Sparks – action-research projects;
- IRIS connect – recording and analysing practice privately or with a coach;
- external courses – quality assured providers only;
- TIPP – a 30 day challenge programme using leaders to help colleagues develop key aspects of teaching;
- supporting Middle Leaders – a suite including NPQML, Internal MLDP programme, TLR Breakfasts – supporting staff new to middle leadership, supporting career progression and aspirant middle leaders;
- performance management using the Teachers’ Standards;
- succession Planning and Talent Development – using internal professional coaches;
- TLR3 action research and internal development programmes;
- NPQSL – for senior leaders and aspirant senior leaders;
- School Direct ITT programme;
- NQT programme;
- faculty PPD.

Internally published programmes, coupled with guidance from leaders, enable all staff members to consider the best PPD options for them – to personalise it and receive mentorship on career development. In addition to the above strategy, staff also spoke of informal learning and development in team meetings and daily conversations and ideas sharing with colleagues. Senior leaders carefully cost the elements of the CPD programme and set a generous budget. For example, scrutiny of the projected spend for 2014-2105 shows an allocation of £88,344 with a £4,000 contingency. Senior leaders are aware for example that the NPQML programme accounts for 18% of the budget and IRIS Connect accounts for 5%, described the impact sought from each programme.

All staff are able to describe how they are involved in identifying their learning and development needs through appraisal/performance management, team plans and feedback through lesson observation for example. In performance management meetings discussion on needs and application of the learning take place so that individuals are clear on how they might apply their learning and be able to evaluate the impact for them, their team and the school [as appropriate]. A very common comment on this issue is illustrated by this quote:

“In your performance management you talk about your training and development needs, the benefits of it, and how it can be applied. You also need to say what impact you hope it will have.”

An exceptional aspect of provision at the school is the TIPP Professional Progress Record whereby teachers can use the Teachers’ Professional Standards and the school’s 9PF development areas to strengthen the quality of their teaching with coaching support. This programme enables the weaker aspects of teaching to be addressed in a structured way, but also enables teachers to move from ‘good’ to ‘outstanding’.

Additional Evidence:

Capacity Building (2.5, 2.8, 2.9, 2.12)

Senior leaders are acutely aware of the need to invest in building the capacity and capability of the staff team to ensure high standards are maintained, and that sustainability is achieved. Building the capacity and capability of middle leaders has been, and remains, a development priority for the school and the investment in middle leader and specialist qualifications bears testimony to this. The investment in middle leadership, judicious use of TLRs and the comprehensive PPD programme has been a successful strategy thus far to ensure that responsibility is distributed to improve school performance against KPIs. This strategy has the full support of all leaders and staff who share the ambition and vision of the school. Identifying and developing talent is a central strand of SLT thinking with activity ranging from the recruitment of teachers from the School Direct programme, accelerating the progression of NQTs and RQTs through personalised PPD and coaching support, supporting professional qualifications [teaching and support staff], and offering opportunities to aspirant middle leaders. People said:

“This is a place where talent development is encouraged.”

“If you show commitment, show you want to progress and get involved you will be recognised and supported.”

Personal responsibility (2.16)

In addition to the school’s commitment to the learning and development of its staff, a number of people stated that they believe that individuals also have some responsibility for their own development.

“Ultimately we have to take responsibility for our own CPD and career development.”

“I’ve put myself forward for a range of CPD and it has helped my career.”

“I’ve had to put quite a lot of my personal time and effort into the qualification but it is for my benefit as well as the school’s...”

“The way that CPD is organised here...with the range on offer...encourages you to take personal responsibility for your training.”

Culture of continuous learning (2.6, 2.7, 2.17, 2.11)

It is clear from what staff said at all levels and in all functions of the school that the investment in learning and development, the range and flexibility of approaches used, and the level of development activity confirm that there is a strong culture of professional learning. The school embodies the Standard and it is evident that learning and development is embedded, not only within the procedural fabric of the school, but is central to people’s thinking – it is cultural. People said:

“We definitely do have a good culture of training here.”

“The PPD offer here is huge.”

“The culture of ambition here requires continuous improvement and lots of CPD.”

“We are learning and developing all the time.”

“You learn something new here almost every day.”

“Developing our people has been at the heart of how we got the school to where it is.”

Leaders and managers continuously, and visibly, engage with learning and development activity and share this with the staff team and in so doing, are good role models for the process of development and many staff commented that people got to senior positions in the school through investing in their CPD.

Innovative methods of developing people are also used, as part of the PPD offer, and 'IRIS Connect' is one such example providing in-classroom video technology for teachers to analyse and reflect upon their practice, with or without a coach. This technology has broken down some barriers to critical self-review and the impact data on improving teaching is encouraging.

Team Learning and Development (2.13, 2.14)

Members of faculty/subject teams are fully aware of team learning and development needs and examples provided such as dialogic marking and formative assessment processes [Ofsted action point], and the impact that it has on student progress KPIs, is well understood. The same is also the case from support staff teams keen to engage in the Microsoft Office certificated programme to broaden their skills and become more efficient in the use of core office applications, and to keep abreast of SIMS development.

“We have been working in our faculty on formative assessment as we know that it helps pupil to make better progress...and we are all interested in this as it will help us meet our targets.”

“We have talked about the Microsoft Office training in our team meeting and we can see many benefits from doing it...it will make us more efficient as we will be able to do more tasks on our own.”

“In our team we share our skills in using SIMS.”

Summary

Indicator 2: Potential number of Additional Evidence Requirements	Number Achieved	Running total
13	11	30

3 People Management Strategy

Documentation scrutinised

- I. Equalities Policy – Respecting Diversity
- II. The Inclusion Quality Mark Report

Narrative against the Framework

There is an approved “Equalities Policy – Respecting Diversity” with an overarching positive ‘mind-set’ and strategy to ensure that equal opportunities to learn, develop, participate in, and feel included in the full life of the school, is based upon a set of entitlements*, namely:

- legally compliant, fair and safer recruitment and selection processes;
- an induction when people join the school which includes safeguarding and health and safety training;
- encouragement to learn and develop to be the best people can be through varied strands of PPD;
- feedback on performance through performance management/appraisal, discussion, observation and quality assurance processes;
- career development conversations and mentorship;
- support to gain qualifications where appropriate;
- a flexible and sensitive approach to work-life balance issues and personal wellbeing.”
- open access to staff and team meetings to discuss practice and ideas;
- coaching support;
- opportunities to lead on aspects of practice and/or provision;
- invitations to social events and engage with fund –raising.

All people interviewed confirmed these opportunities exist and described their experience of them:

“You are encouraged to develop here....we all are really...I don’t know anyone who hasn’t”

“Everyone has an induction, performance management, training, and is involved in team meetings...”

“Diversity is respected here ...gender and ethnicity particularly so.”

“There’s more women than men in senior positions here.”

“We have a diverse group of staff here which is great for a whole range of reasons.”

“We are culturally sensitive and have provided a prayer room for our Muslim staff for example.”

A broad range of staff described the range of strategies that the school has in place to encourage people to contribute their ideas using processes such as performance management, meetings and informal day-to-day discussions. The culture of the school includes the invitation and welcoming of ideas and staff spoke accordingly:

“Our ideas are asked for and welcomed in briefings and TLR breakfasts.”

“We bounce ideas around in our team meetings.”
“Just about all of our meetings contain a discussion of our ideas.”
“We pool experience and ideas in team meetings.”

People also spoke of opportunities to contribute ideas to improve both individual and team performance. For example, TAs mentioned how they had discussed and tried out their ideas to make a range of support processes for pupils more effective. People questioned about their performance management also mentioned ideas that they had proposed to develop aspects of their practice and improve their performance in their jobs.

Senior and team leaders clearly recognise the different development needs of various groups of staff and individuals to learn and develop to meet the improvement needs of the school, and assist individuals with gaining new skills and qualifications. All people interviewed could give examples of recent learning and development and confirmed that equal opportunities to learn and develop exist in the school. When questioned on the commitment to training and development, staff indicated that their needs are met. People said:

“All of my development needs have been met...we are most definitely encouraged to develop as well.”
“Training and development is so well organised...it’s brilliant here.”
“I’ve worked in other schools and the CPD here is way ahead of anything I’ve experienced before.”
“Amazing CPD opportunities here...you can do as much as you want...”
“I know that everyone here has access to a wide range of CPD...this is true for teaching and support staff...all the opportunities are well publicised.”

Equal access to learning and development opportunities was noted in The Inclusion Quality Mark (2014) report: *“The school includes staff as well as students and support staff are valued and included in all aspects of school life including Professional Development and Performance Management.”*

Additional Evidence:

Work-life balance (WLB) and staff wellbeing (3.8, 3.13, 3.18, 3.16, 3.21, 3.24, 3.29)

This issue links to the Equalities Policy and core values of the school. Senior leaders understand that people are not one-dimensional human beings, and have families who may present periodic difficulties, and who themselves, may have personal health issues. The prevailing attitude amongst senior leaders is that staff morale and wellbeing are connected to the core values of the school and, indeed, are vital to staff performance, attendance and retention – meeting the needs of the people equates to meeting the performance needs of the organisation.

“If people are struggling with their workloads we discuss the issues, ask how we can support them and work out a plan with them.”
“Sensitive and flexible approaches to staff facing personal difficulties and challenges is important for their wellbeing, morale and their performance...it’s a win-win scenario.”

In their interviews, people gave some compelling examples of how they have been supported through difficult times and that they were not made to feel guilty about having time off work for a range of reasons (some are too confidential to mention in this report). People said:

“The school has been brilliant with me...so supportive...I could not have wished for more...I feel valued as a member of staff.”

“Of course it’s fair for staff to have time off to attend important events at their children’s school...we arrange cover for the work and we help each other out.”

If discretionary effort is an indicator of high morale and people feeling valued then **The Duston School** has many things right. Senior leaders achieve this through, for example, funding the Westfield Health Programme for staff so that they can get rapid medical support and personal guidance from financial and other professionals. Staff value this provision, and they are reminded to make use of it for themselves and their families. This is also true for a number of WLB actions such as:

- professional associations meet with HR every half term to discuss workloads;
- professional association representatives sign off the school calendar for 1256 directed time hours issues;
- ‘rarely cover’ is respected;
- teachers teach 43 hours over the two week timetable cycle - equates to a small teaching reduction;
- two days awarded to teachers for writing new National Curriculum programmes of study.

Such considerations contribute to staff wellbeing and generally high morale that people freely spoke about during their interviews.

Recruitment and Selection (3.6, 3.11, 3.14, 3.19, 3.22, 3.27)

Senior/faculty leaders, HR staff and governors were questioned on recruitment and selection processes and practice within the school, and the construction of job descriptions, person specifications, short-listing and interview-scoring processes were described. Senior/faculty leaders and governors also spoke about how recruitment and selection is linked to school improvement strategy to ensure that a talented and diverse workforce is maintained.

Some managers/team leaders and team members spoke of being involved in the selection of people to their teams:

“As faculty leader I have been involved in selecting new recruits to my team.”

“When I interview people to join my team I’m interested in their people skills and I always ask my team for feedback on potential new recruits.”

“I ask my team for their impressions of potential new recruits.”

A number of people who are relatively new to the school were questioned on their recruitment and selection experience and they confirmed what senior leaders had said, stating also their belief that it was a fair and transparent process:

“The process that you have just described matches with my experience.”

“My experience suggests it was fair. Yes, I got the job but I won it in competition and we all had the same process to go through.”

“I’m not sure if other people were called to interview but I know that I was asked questions based upon the person spec.”

“Yes it was fair as we all had the same tasks to do on the day.”

Giving and receiving feedback (3.9, 3.17, 3.25)

There is a culture of giving and receiving feedback via number of structural processes such as:

- performance management
- lesson observations in their variety of guises;
- planning scrutiny;
- meetings;
- coaching and mentoring programmes;
- TLR breakfasts;
- frequent staff surveys using Survey Monkey;
- informal discussion with SLT.

People at all levels and in all functions of the school mentioned that feedback was both ‘upwards’ and ‘downwards’. People feel that they are able to voice their opinions and ideas and be supportively critical of each other. Part of the SLT’s mind-set is to welcome upward feedback, and ideas/proposals are treated with great interest and are carefully considered. Some SLT proposals are rejected because of staff feedback and a good example relates to the proposed alteration to the timings of the working day – upward feedback led to abandoning the proposal due to the family and childcare conflicts that it would cause.

Structure and Talent Management (3.10, 3.18, 3.20, 3.26)

The SLT distribute leadership and management as widely as possible to enable people to grow and develop in their roles and responsibilities. This is reinforced by the opportunities provided by the hard federation with another secondary school, and soft federation support programmes that members of the staff team provide, giving a wide range of opportunities to grow professionally.

The recognition and development of talent is a strong feature of the school and a range of examples provided included:

- cover supervisors training to be teachers;
- the specialism leader promoted incrementally from an apprenticeship;
- appointing young teachers to become subject leaders based upon their natural abilities and interests;
- the rapid promotion of teachers to middle leadership posts such as Directors of Learning;
- talented NQTs being coached to take on responsibilities;
- becoming a Core Maths pilot school for the DfE.

People said:

“I think the school is very good at spotting and developing talent in all areas.”

“I’ve been promoted quite quickly....I like to think this is due to my talents as a teacher.”

“My individual talents have been recognised and used to help improve outcomes in our faculty.”

“I have been given plenty of opportunity to use my talent in developing xxx.”

“My talents have been recognised and I’ve been encouraged and promoted to use them more widely to support teachers.”

*Covers 3.7, 3.12, 3.15, 3.23

Summary

Indicator 3: Potential number of Additional Evidence Requirements	Number Achieved	Running total
24	24	54

4

Leadership and Management Strategy

Documentation scrutinised

- i. Subject Leader Handbook 2014 – 2015
- ii. NPQML – NCTL Handout

Narrative against the Framework

The SLT are united in their drive to continue to improve pupils’ progress and ensure that their broader personal development is enriched. They have also been very deliberate in their steps to distribute and develop leadership at all levels. Each person in a leadership role has a job description which specifies their role and responsibilities and the SLT are clear on the knowledge, skills and behaviours that ‘middle leaders’ need to lead, manage and develop people. These qualities and attributes are addressed in the internal Middle Leader programme, and the ‘Subject Leader Handbook’ provides a concept map/framework of outstanding leadership with four main aspects:

- Great people developers;
- High accountability and authority;
- Walk the talk;
- One body thinkers and actors.

Great people developers embraces:

- ✓ Desire for own learning – role modelling
- ✓ Induct and continuously develop
- ✓ Support and foster innovation
- ✓ Generate new leaders

Senior leaders are also mindful of the criteria for ‘good’ and ‘outstanding’ leadership and management as specified in the 2012 Ofsted Inspection Framework, and internal Middle Leader development

programmes and NPQML accommodate these criteria. Performance management dialogues cover leadership functions, and on-going learning and development needs are discussed. Consequently, interviews with senior, team and subject leaders revealed that they feel that they have a good knowledge and understanding of what is required in their role(s), and that they are aware of further development needs – this is particularly true of newly appointed leaders. The same people also gave examples of their delegated responsibilities and accountabilities.

When questioned on the effectiveness of middle leadership, post holders mentioned that they have to be knowledgeable in the use and interpretation of performance data, curriculum design and effective teaching and learning. They also mentioned that they have to have good people skills and be able to motivate and lead teams, be able to hold difficult conversations if need be, be passionate about their subject and teaching and to be a good/outstanding teachers themselves. Support staff leaders have the same degree of clarity and acumen with regard to their roles and responsibilities and understand how their work and that of their team is linked to the quality of provision and outcomes for the pupils.

Staff are able to describe what their leaders/managers should be doing to lead, manage and develop them effectively. People said they should...

- *“be approachable and a good listener providing advice or support.”*
- *“recognise contributions, efforts and achievements...say thank you if people go that extra mile.”*
- *“help team members to develop... and help them overcome any weaknesses.”*
- *“help people out if they are struggling with something.”*
- *“be knowledgeable and have the confidence to take things forward”*
- *“be a good communicator and keep the team informed”*
- *“treat people fairly...”*
- *“be passionate and committed to what the team are striving to achieve.”*
- *“have a clear vision for the subject.*
- *“live and model the values for staff and pupils*
- *“challenge people in a constructive and fair way.”*

A good cross-section of the staff are highly complementary about the leadership and management of their role, and interviewees stated that leaders have taken very positive steps to develop and encourage them. Staff also like the fact that the SLT has a clear vision for the school, is determined, passionate about what they do, work very hard to achieve improvements and, consequently, are prepared to trust their judgement on a wide variety of issues. People understand that school leaders set the tone, climate and ethos of the school so that they enjoy their work, actively engage with the life of it and gain a real sense of the value of their contribution.

Additional Evidence

The defining, planning and acquisition of management capability (4.4, 4.6, 4.7, 4.8, 4.9, 4.12, 4.13)

The acquisition of leadership and management capability continues to arise from the demands of inspection, self-evaluation of school effectiveness, feedback and review, performance dialogues, PPD, coaching and mentoring and learning walks. Senior leaders work closely with subject/faculty leaders to evaluate their practice, and in so doing, refine their capability to meet the continuing challenges of school improvement. Subject/faculty leaders involve their teams in the self-evaluation

dialogue and impact statements to ensure that they develop a deeper understanding of their responsibilities and accountabilities.

Senior leaders also encourage a wide range of people to develop leadership capabilities and support them to become effective through, for example:

- encouraging staff to lead on projects/action-research inquiry;
- awarding TLRs and coaching staff to develop in the job role;
- working with a senior leader acting as a coach;
- encouraging staff to attend the leadership and management development programmes such as Future Leaders, NPQML, NPQSL;
- supporting development work in other schools.

This broad and substantial investment in leadership and management development is part of the SLT's strategy to build capacity, capability and sustainability as a key element of its strategy. The wide distribution of leadership and management responsibility, accompanied by SLT encouragement, has created an environment where people believe the opportunity to develop leadership and management competence is open to all. Several people spoke of such opportunities to develop as leaders and managers of areas or projects during their interviews and SLT described how integral this is to talent grooming – building future leaders.

Feedback and Review on leadership and management capability (4.5, 4.10, 4.11)

Feedback is provided through seven main channels:

- performance management/appraisal;
- leadership team meetings;
- school self-review processes
- impact analysis of subject/faculty plans
- reviews of performance data;
- coaching support;
- informal day-to-day feedback.

There is a clear cascade process in place for performance management in line with the school's policy. Leadership posts attract performance management objectives related to the designated role and responsibilities and leaders are held to account. Performance objectives are also accompanied by agreements on the support required to make good progress - this was confirmed during the interviews with leaders at all levels. As a result of the feedback via the seven channels, leaders have a well-developed sense of their competence and capability, and where they need to develop their practice.

Development Point: Leadership and Management capability is not currently defined with the same ‘scientific precision’ as teaching competence for example, and the school might benefit from a progressive competence framework so that leaders/managers have greater clarity over what constitutes good and outstanding leadership. Such a model would aid manager induction, coaching, performance management, PPD etc.

Summary

Indicator 4: Potential number of Additional Evidence Requirements	Number Achieved	Running total
10	9	63

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

Indicators 5 to 8

5 Management Effectiveness

Documentation scrutinised

- i. Ofsted Report 2013 – pp6&7 Leadership and Management Effectiveness
- ii. Subject Leader Handbook 2014-2015

Narrative against the Framework

In November 2013, Ofsted judged the leadership and management of the school to be ‘outstanding’. They report stated:

“The Principal has been unrelenting in her efforts to make the school successful...she has built a highly effective and talented senior leadership team who share the same drive and ambition to make the school ever more successful.

“The leadership of teaching is exceptional....”

“Teachers are continually working to improve their performance and are supported by a very impressive programme of training and development opportunities.”

“The governing body is efficiently organised ...and has been very influential in the success of the school and its transformation.”

Leaders/managers at all levels are able to explain how they believe they are effective in leading, managing and developing staff. For example, senior leaders, subject leaders, administrative and TA team leaders gave numerous examples of how they lead and support staff by:

- gaining commitment to a vision of excellence [beyond outstanding] in everything that the school does;
- being passionate about what the school should be doing and is doing;
- working with staff to make improvements in rates of pupil progress and improve attainment;
- having very high expectations of everyone;
- devising a distributed leadership strategy and associated structures;
- delegating responsibilities to middle leaders to develop practice within the school;

- providing advice on effective teaching and learning using its '9 Point Framework'
- using pupil progress data to help improve teaching and learning;
- providing feedback from classroom observations to improve teaching and learning skills;
- the use of meetings and briefings to keep staff well informed of developments / administrative points / day-to-day information needs;
- running a comprehensive in-house PPD programme;
- investing in high quality training programmes such as NPQML;
- giving staff the opportunity to support the development of practice in other schools to broaden their experience;
- using the specialist status to enrich the learning experiences of students;
- creating an inclusive and collaborative culture where all people feel valued;
- making performance management/appraisal a positive and developmental experience on the one hand, and a challenging process on the other;
- coaching and mentoring colleagues to develop their practice;
- having a talent management process in place to build leaders of the future.

Staff consistently confirmed these leadership attributes and actions during their interviews throughout the assessment period. Many staff spoke of the inspirational leadership of the school and could not think of any improvements to the way that the school is led and managed:

"The SLT are passionate about what they do and are so committed to the school."

"I can't readily think of any improvement points."

"What a good question...I can't think of any improvement points...I know it seems a bit lame, but I can't."

"If I think of one whilst you are here, can I come back to you?" [he didn't come back]

People freely mentioned that they received sufficient feedback on their work and have a good sense of how they are performing. People said:

"I'm constantly getting constructive feedback... and as a consequence I know I'm doing a good job, and this is motivating."

"I am very confident that I'm doing a good job from the feedback that I get..."

"I get very helpful feedback in my performance management."

"I get helpful feedback quite frequently and always in my performance management."

"This is no doubt that I've improved my teaching as a result of helpful feedback."

"There is a good culture of constructive feedback and praise here."

People made frequent reference to their performance management as a formal vehicle for receiving feedback in addition to the frequent informal feedback on their efforts and contribution. There is a very strong culture of feedback in the school using a wide variety of channels such as:

- staff briefings
- team meetings;
- lesson observation and data analysis;
- informal conversation;
- feedback on the KPIs from the SLT
- feedback from students and parents;
- feedback from Quality Mark assessments

People therefore not only have a good sense of their own performance, but also that of their team and the school.

Additional Evidence

Role Modelling and coaching (5.5, 5.6, 5.7, 5.8, 5.12, 5.25)

Senior leaders referred to their leadership styles on a number of occasions and these can be grouped under the Hay Group model:

Visionary: creating a strong vision of an outstanding school has been a strong driver in school improvement.

Pacesetter: having an unrelenting drive for rapid progress in student attainment and using data to challenge all subjects/faculties.

Democratic: engaging members of the staff team in decision-making and adopting inclusive approaches to school improvement;

Affiliative: being attentive to staff motivation, morale and wellbeing;

Coaching: developing people through high levels of investment in CPD and coaching activity.

Directive: over the years reducing the extent to which autocratic or top-down judgements have been made as the staff commitment to the vision, systems and improvements has continued to rise.

Senior leaders explained that they have to role model the behaviours that they wish to see in others:

“Being transparent, passionate and working very hard on what we want to achieve.”

“We also strive to be beyond outstanding ourselves in everything we do.”

“Showing that we work effectively as a team and work in partnership with colleagues.”

“The SLT are role models in driving the school improvement agenda.”

Leaders described how they have worked hard to try and make coaching part of the school’s culture – to become a natural way to support improvements and focusing on the key issues of classroom practice. In several interviews, people confirmed that they believe that coaching is part of the organisation’s culture, and is a core method used to support and develop each other.

“We assign senior leaders as coaches to middle leaders as part of the improvement strategy.”

“Coaching is very strong here...I’ve been coached and supported to make a range of improvements.”

“I think the coaching approach to improving aspects of teaching is the best way forward.”

“Definitely a coaching culture here.”

Trust and confidence in school leadership (5.7, 5.21, 5.22, 5.24)

The visionary and confident leadership styles of the Principals and SLT holds the confidence of the whole staff team and governors, and they trust them to do the right things for the school. People said:

"I have absolute trust in the Principal and the leadership team."
"The track record of the SLT is proof enough to gain our trust and confidence."
"Most definitely...without question."
"Without doubt...every respect for the SLT."
"Complete trust and faith in the leadership team."
"Most definitely...I trust and respect the Principals and SLT."
"They are brilliant...passionate about their job...of course I trust them."

Governors and staff also talked about the open and honest relationships in the school, and how open they find the senior leaders in all of their dealings with them. Trust in senior leaders is high and staff openly stated that the school has a culture of openness and trust – a culture that people like. People said:

"Yes, I think the school has a culture of openness and trust."
"The SLT has a good track record of taking this school in the right direction and this inspires confidence."
"There is most definitely an open culture in this school."
"The school operates in an open and trusting way."
"Yes, it's very open here....things are talked about openly."
"Yes....a very trusting culture here...I feel trusted to do my job too...I'm told this."
"Yes I feel trusted to do my job and I trust the SLT to do their job as well as they can....they have a good track record as Ofsted said."
"You have no uncertainties here about the views of SLT!"

Inspirational leadership (5.7, 5.14, 5.15, 5.23)

Leaders and managers at the school have a natural modesty when asked about how they try to inspire their people: they believe that the commitment to "beyond outstanding" is in itself inspirational.

People said of the SLT:

"The passion and drive of the SLT to be better than outstanding is inspirational."
"The strategy of helping other schools in our area by using our expertise and skills is very motivating...quite inspiring!"
"The vision, challenge and foresight is exciting and motivates me."

Subject/faculty and support staff leaders also explained how they try to be inspirational in their roles:

"I hope I inspire my team by working hard...being driven to make things better."
"I strive to be an inspirational teacher...this is the best way to inspire your team...I think..."
"Involving my team, having confidence in them...supporting them...having high expectations is quite inspiring."
"I believe you have to be passionate about your area of responsibility...I hope this inspires people."
"I think being passionate and committed to improving things for students is what inspires most people in schools...that's what we came into the job to do."

The inspiration reported by many members of subject/faculty teams is summarised by the following quote:

“She is passionate about teaching and learning and the quality of what the students receive...this is inspirational.”

Leading and managing in line with the school’s values (5.5, 5.9, 5.16)

The pre-September 2014 values are strongly embedded, and it is clear that leaders and managers operate this way without thinking – this can be described as unconscious competence – it is just the way things are done, and people gave numerous examples that have been captured in several parts of this report. The reorientation towards the new values is underway and leaders gave examples of how they shape their behaviour and the wider role modelling being adopted by staff.

Career Guidance and advice (5.11, 5.18)

This is a very strong aspect of the school’ culture and practice. Numerous examples of supporting, mentoring and coaching people in all functions, including the practical action, were cited during interviews, including:

- the School Direct programme for ITT provision;
- the NQT mentorship programme;
- TAs qualifying to become teachers;
- teachers attending the NPQML and internal middle leader programmes;
- teachers attending the NPQSL;
- support staff provided with the Microsoft Office certification programme;
- individual cases such a progression to become the Specialism leader.

“Succession planning and capacity building is a key aspect of our leadership of the school...we want people to feel that they are progressing in their careers.”

“Being able to support improvements in another school is certainly helping my career.”

“Attending the middle leader training programme is good for my career.”

“We are certainly developed to achieve our potential...and it seems that this is what everyone wants for each other.”

Knowledge and information share and bi-directional feedback (5.10, 5.13, 5.17, 5.20)

Knowledge and information sharing both within and across subjects, key stage and administrative and business function teams is highly developed. People gave examples of having to provide feedback from attending courses and sharing knowledge and information arising from their areas of responsibility/specialism. In terms of upward feedback, the consultation processes used are an excellent example of how feedback is sought and acted upon, and this is true for the results of latest Staff Questionnaire. People frequently said that they have a voice and that senior leaders listen to them and act upon ideas, suggestions and feedback. Knowledge ‘share’ is well developed through channels such as:

- staff leading on PPD sessions to share their experience;
- the expertise Directory where staff are listed for their expertise and willingness to share such;

- TLR breakfasts where subject/faculty/pastoral leaders can meet with SLT to share knowledge and provide feedback;
- Staff briefings;
- Staff questionnaires.

Governors also confirmed that knowledge and information is shared with them through Governing Body and Committee structures

Summary

Indicator 5: Potential number of Additional Evidence Requirements	Number Achieved	Running total
21	21	84



Recognition and Reward

Documentation scrutinised

None

Narrative against the Framework

Leaders and managers use performance management, observation, work scrutiny, team meetings and frequent rigorous self-evaluation as the major structural vehicles for providing feedback on performance: this is supplemented by informal conversations and coaching interventions. The style and tone of feedback in the school is ‘constructive’ with people’s efforts and contribution being recognised, and as the organisation has matured under the current leadership, the need to utilise competence procedures has almost completely evaporated. A senior leader indicated the culture shift in the school:

“We try to catch people doing things right and recognising it.”

All of the staff interviewed are very clear on their roles and contribution to the school and what is expected of them in terms of work performance and job impact. Given the range of feedback mechanisms and clarity of job purpose all the staff interviewed feel valued for their work and spoke with confidence about their impact on the school’s aims and objectives. People spoke about their morale and that of others – morale at the school is very high. People consistently made responses such as:

“I feel valued for my contribution and it’s probably the same for everyone here.”

“I feel highly valued...we are good at saying thank you to people...”

“Morale is very high here and part of this is due to people feeling valued and their efforts being recognised.”

“It’s very hard work here but I feel valued because of the helpful feedback that I get.”

“I know that I’m good at my job and I feel valued because of the positive feedback that I get.”

Additional Evidence

Reward, recognition and benefits strategy (6.4, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.15, 6.16, 6.17, 6.19)

When the school joined an academy trust, all teaching staff were ‘TUPE’D over’ and retained under the School Teacher’s Pay and Conditions of Service Document and support staff under GLEA Scales and Terms. The Academy Pay Policy, approved by the Governing Body, reflects these national arrangements and performance-related pay has been implemented.

The arrangements are:

1. Teachers

M Scale progress – performance management and overall impact is used for teachers pay progression and people can double jump for exceptional performance.

Performance threshold – applications must be supported by 2 years performance against the national criteria.

Upper Pay spine – wider and sustained contribution informed by performance management and staff must be professional coaches

TLRs - are used to reward leadership and management responsibility and TLR 3s are used for short-term larger action research projects. There are 30 current TLR post-holders.

Leadership Spine – progression is awarded on the basis of performance management and wider contribution. External advisers are deployed for the Principal’s performance review.

“I think that it’s right and fair that we are paid on the basis of our performance.”

“I agree, there is not necessarily a link between experience and performance...I agree that we should get pay progression as a result of our performance management.”

“I think the TLR3 is a great idea for rewarding a time-limited research and development project.”

“There are pay scales for support staff and once you reach the top of your scale you have to take on more responsibility and move onto a higher scale if you want to earn more money.”

2. Support staff

Pay scales are used along which staff can progress based upon performance outcomes and contribution, up to a ceiling. Of noteworthy recognition is that senior leaders and governors decided that support staff salaries should be maintained following the national job evaluation process and this was very well received by all members of the support staff teams – they feel that the school values them, as colleagues in other schools suffered salary losses from the evaluation.

3. Benefits

These include:

- the school pays for all members of staff to be covered by a private Health Benefits scheme;
- careful and considerate deployment of the sick pay scheme for staff with serious illness.

Other reward evidence provided was:

- Social functions;
- Staff Fund deployment;
- TLR breakfasts;
- Free meals for staff on ISET days;
- Celebration events at the end of term.

These rewards were confirmed by staff in their interviews who could readily describe the various strands of the strategy and how they are recognised and rewarded by it. There are also some standard processes for recognition of professional progression for support staff such as NVQ qualifications and national qualifications for teachers supported by school funding such as NPQML.

“Gaining a qualification is a reward as it can help with career development.”

Staff also mentioned how they are involved in celebrating the achievement of people’s efforts and contributions through simple gifts and public ‘thank-you’ gestures. The school Newsletter is also used for the public celebration of peoples’ achievements. Many references were made to the strategy being cultural and fairly applied - the following comment was typical:

“My sense is that people feel recognised and valued here.”

The SLT and governors see this level of reward and benefits as building loyalty to the school, making people feel valued and investing in the future discretionary effort invested by employees for which the school’s enrichment programme depends.

Summary

Indicator 6: Potential number of Additional Evidence Requirements	Number Achieved	Running total
16	11	95



Involvement and Empowerment

Documentation scrutinised

- i. Development Planning May 2014
- ii. Development Planning June 2014
- iii. Development Planning September 2014
- iv. The Ofsted Inspection Report November 2013
- v. The Self-Evaluation Form – September 2014
- vi. The Self Evaluation from June 2014

Narrative against the Framework

In addition to SLT and Governing Body meetings, school leaders and subject/faculty and support staff team leaders have put a range of mechanisms in place to enable people to participate in discussion and decision-making, such as:

- staff briefing meetings
- team meetings;
- line management meetings and conversations;
- INSET days;
- performance management;
- TLR breakfasts;
- staff surveys;
- coaching processes;
- one-to-one meetings between team members/subject leaders and line managers.

The SLT and governors take the lead on strategic planning and decision-making, and subject/faculty and team leaders engage with strategic planning at TLR breakfasts and during line management sessions with their SLT link. Subject/faculties and teams align their development plans with the Strategic Plan (as explained in Indicator 1 above), so the great majority of people get involved in discussions and decision-making at team planning level. Subject leaders for example, spoke about the delegated freedoms and powers they have to develop their subjects in the school and work with their teams to develop their practice. Through such inclusive practice, and formal process such as performance management, staff understand their responsibilities and the accountability that comes with them. As a consequence of this culture of delegation and personal accountability, staff feel trusted to do their job(s), whilst knowing that they are responsible for the quality of their work. People said:

“Through the delegation system we feel empowered to develop our own solutions with support as required.”

“Involvement in decision-making enables staff to own the decisions and this gets buy-in.”

“We are consulted, involved in decision-making and feel empowered to take actions to improve the quality of what we do for students....then it’s down to results and impact of course.”

“We should be held accountable for our decisions and actions...the support is there if we need it.”

Having said this, people feel able to consult senior leaders and ask for advice about their work, problems they are trying to solve, or on their thinking about how they can make things better. People said:

“The SLT are very approachable and always have time for you.”

“You get listened to here if you have any issues or a problem to discuss...and this is very supportive.”

“My line manager will offer ideas and suggestions to help me solve a problem.”

“My manager does not take the problem off me...rather she advises me and make suggestions...this is better for me and my confidence in the long run.”

The devolvement of leadership is woven into the performance management system and training/development systems, so that performance and practice issues are addressed in a focused

and structured way. Consequently, staff are able to describe how they have taken more ownership and responsibility for a range of issues and could link this to their team/area of work and school improvement priorities.

Additional Evidence

Internal Communication and knowledge sharing (7.5, 7.10)

Senior leaders described the internal communication systems in place within the organisation to share knowledge and information:

- the standard channels of email, internal telephone calls, daily conversations, Newsletter and staff briefings;
- staff meetings and team meetings;
- External CPD course ‘knowledge shares’;
- PPD events led by people who have developed their practice;
- The expertise Directory;
- Published internal reports.

People confirmed that these structures and process are used and everyone said that they were sufficient for them to ‘*know what is going on*’ and that knowledge and information is freely shared across the school – all for the core purpose of improving provision and outcomes for the students.

Consultation, ownership and involvement (7.6, 7.9, 7.12, 7.13, 7.14, 7.15)

As indicated earlier, the SLT ensure that a range of mechanisms are in place to enable staff to participate in discussion and decision making - consultation and involvement are part of distributed leadership and are culturally embedded. Meeting structures and procedures are democratic and people naturally feel that they have the necessary support and encouragement to make decisions. People said:

“Consultation and involvement is how we work here.”

“Everyone has a voice here.”

“Yes, we are encouraged to make decisions, particularly within our team...I feel involved in the improvements that we are trying to make.”

“It would be difficult not to be involved in discussion and decision-making here!”

“The coaching process we use helps us to make decisions for ourselves.”

The nature of debate at the school and the sharing of information enable people to make decisions that can improve their own performance and that of their team. Governors mentioned they are consulted by school leaders through committee structures and school improvement planning and self-evaluation processes.

The climate of the school and the styles of leadership enacted by the SLT have created strong feeling amongst the whole staff team that they feel trusted to do their jobs:

“Yes I feel trusted to do my job.”

“One hundred per cent trusted...”

“I feel utterly trusted to do my job.”

“I feel that the SLT trust me to do my job...they don’t interfere...they ask how things are going....they also monitor and ask questions...nothing much gets past them!”
“We are encouraged to experiment and take risks with new ways of working or try ideas...this is great as it shows that there are no fixed ways of doing things here.”

Commitment and pride (7.16, 7.19)

It is abundantly clear that all staff are very committed to the success of the school and many spoke with enthusiasm and pride about their work, and how they are constantly trying to improve provision for students. Staff said:

“I think we are all one hundred per cent committed.”
“We have a very good reputation in the community and this makes us proud of what we have achieved...it was once very different.”
“I think that our involvement in extra-curricular activities demonstrates staff commitment over and above.”
“I think that we are proud to work for the school because of what it stands for and what it provides for the children.”
“This is a brilliant school and so, yes, I’m proud to be associated with it.”
“It would be easy to say yes because we are an outstanding school, but our support for other schools is more likely to make me feel proud.”

Commitment to continuous improvement (7.8, 7.11, 7.18)

The commitment to continuous improvement is self-evident and people feel able to question the way things are done, and governors feel similarly able to act as the ‘critical friend’. The open culture of the school means that people do not feel defensive about their practice. Senior leaders have set the tone and climate that enables the free and open exchange of ideas, experimentation without blame...all grounded in the mission to improve beyond outstanding

Summary

Indicator 7: Potential number of Additional Evidence Requirements	Number Achieved	Running total
16	14	109



Learning and Development

Documentation scrutinised

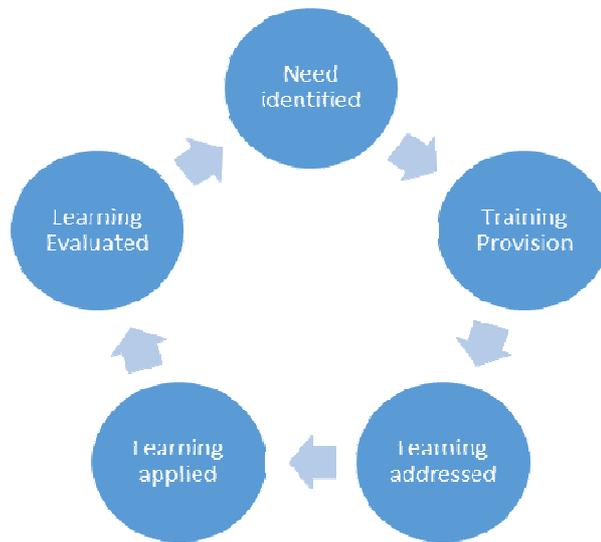
- i. The Duston School PPD Calendar 2014-2105
- ii. Personalised Professional Development: September 2013 – July 2014 - Policy and Practice Guide
- iii. CPD Professional Support Programme: 2013 – 2014
- iv. Faculty/Department CPD Plan – Proforma
- v. Sample Individual PPD records
- vi. NQT Handbook
- vii. Staff PPD Attendance Log

Narrative against the Framework

Learning and development activity is afforded high priority by the leadership team and they have created a positive learning culture and climate for it. The range of learning and development activities cited in Indicator 5 above was confirmed by staff interviews.

Performance management records contain entries for learning and development and senior leaders keep these under review. The leadership team also respond positively to additional requests for training or when important events become apparent during the course of the year – there is flexibility and responsiveness built into the thinking and decision-making on extra spending on courses for example. Internal sources for meeting learning and development needs are achieved through staff events, one-on-one support or school PPD sessions, internal experts or coaching interventions. In addition, collaborative work with local schools adds to the development of the staff involved in it.

During their interviews staff were able to provide examples of the 'Training Cycle':



People are able to describe their learning, how it is being/has been applied and what impact it is having/has had. After staff have attended a significant learning event such as an external course a follow-up conversation happens with their team leader or link member of the SLT in the case of middle leaders, and discussion takes place on how to disseminate it and how the learning can be applied and what the expected impact might be. There is a proforma to record the application and impact. Sample documentation illustrated how individuals receive coaching and training to suit their context, the development actions taken and the impact that this investment has had. In some examples, professional accreditations such as SLE were gained as an outcome of the support programme. Staff attendance at PPD sessions is logged and tracked throughout the year to ensure that staff needs are met, and that staff take the opportunities provided to do so.

ITT, NQT and general Induction

Staff who are relatively new to the school are able to explain their induction, how they were helped to settle-in and become effective as soon as possible. Recent inductees said:

"My induction was excellent....it fully met my needs."

"The NQT mentorship programme is excellent and I felt very well supported....much better than a friend in another school has received."

"The induction was well thought through and lasted quite a while – I was not bombarded with information all at once...this makes sense."

"I think there is a common induction for all support staff and this is supplemented by the team you join...everyone was very helpful and made me feel welcome."

"I was made to feel welcome from the beginning and the atmosphere in the team is much better than in my previous job...I feel much more valued and I enjoy being here...I've landed on my feet..."

The Newly Qualified Teacher Induction programme is properly structured, well supported and implemented to meet national requirements and young teachers who have experienced this programme were very complimentary about the support they received. NQTs receive a very useful Handbook to support their induction and mentorship programme. NQTs and RQTs are of the impression that hard work and personal investment in their development, demonstrate dedication and that ambition is noticed and rewarded...and this can lead to rapid career progress.

Similarly, people new to role, particularly new leaders and TLR post-holders, mentioned that have been/are being well supported with guidance, coaching and internal middle leader training as necessary and certainly not left to struggle. .

Additional Evidence

Learning and development resources (8.4, 8.5, 8.6, 8.9)

Senior leaders explained how good use is made of internal and external resources and expertise to support learning and development at all levels in the school and include, for example:

- national training providers;
- National College programmes;
- local School Partnerships and Clusters;
- university and college courses;
- visiting other schools;
- internal Directory of Expertise;
- IRIS Connect;
- internal Leadership Programmes.

Senior leaders demonstrated on numerous occasions that they have created a culture where learning and development is valued, and high quality documentary evidence added weight to the evidence base. Interviews with staff in all functions and levels of responsibility confirmed very high levels of personalised investment.

“Amazing CPD here...I have been invested in...more than I expected.”

“If you want CPD here, you can have as much as you can cope with!”

“I’ve made rapid professional progress here partly as a result of the CPD.”

The weight of evidence gathered over the four days in the school confirmed a very strong culture of learning and development and that the school is flexible in meeting the needs of individuals and groups. Several people mentioned that they had received opportunities that had ‘stretched’ and challenged them, encouraged by senior leaders:

“I have been encouraged very strongly to develop my career and gain new qualifications...this is motivating and my morale is very high...it’s a great place to work.”

“Members of the SLT believed in me and encouraged me to do xxx.”

“I have been coached to help develop much faster than I thought I could go.”

Motivation to learn and its celebration (8.10, 8.11, 8.12, 8.14, 8.15, 8.17, 8.18, 8.19)

Many staff spoke with great enthusiasm about their learning and development activity and mentioned how much has been invested in them. The interview process confirmed staff’s willingness to learn and that people like learning new skills. Teaching staff in particular spoke of being encouraged to try new ideas and approaches to teaching and learning, sharing their successes, reflecting upon, and adapting things that did not work as well as expected. Many people mentioned that they seemed to be learning and developing all of the time:

“There is so much development happening here you feel that you are learning all of the time.”

“You never stand still here, there is always something new to think about and try.”

“I think I learn something most days.”

“The investment in the staff here is very high...lots going on all of the time.”

Senior leaders believe that the school’s coaching programme, running alongside the wide range of provision for staff learning and development, ensures that daily opportunities exist, and this was confirmed by a wide selection of the staff team. People also mentioned that learning achievements are recognised and celebrated in staff briefings and school Newsletter. Examples of how people have been, and continue to be supported in their personal development activities readily emerged from interview conversations and included, for example:

- leadership development programmes;
- formal professional qualifications.

Mentoring (8.7, 8.20)

Senior leaders have ensured statutory NQT mentoring process have been in place and updated to meet shifts in requirements: NQT mentors have been trained to facilitate the mentorship process. NQTs and RQTs spoke positively of their programmes and the high level of support and guidance provided. Informal mentoring is also in place to support career progression and for ‘people to bounce ideas off’ leaders and managers, and people gave some examples of how this has been helpful to them. The progression of TAs and Cover Supervisors to become teachers are also prime examples of effective mentoring actions.

Knowledge sharing (8.8, 8.13, 8.16)

Senior leaders ensure that learning and development is tied to the achievement of academy-wide, team and personal objectives and where appropriate this is disseminated to key staff. Learning from courses is shared through course feedback forms, inputs into team meetings, discussions with line managers and presentations in PPD sessions

Summary

Indicator 8: Potential number of Additional Evidence Requirements	Number Achieved	Running total
17	17	126

**Principle 3:
Evaluate to improve the performance of the school**

Indicators 9 & 10

9 Performance Measurement

Documentation scrutinised

- i. Professional Development Opportunities and the Impact on Teaching and Learning
- ii. Flipped Lesson Observations Evaluation – July 2014
- iii. Individual PPD Records – Investment, Action and Impact Evaluation
- iv. Internal Training Programme – Course Evaluation Forms
- v. Duston School Self-Evaluation Reports

Narrative against the Framework

The school's impact evaluation of its investment in PPD is exceptional and is worthy of national dissemination as a model to other schools. For example, the document entitled '*Professional Development Opportunities and the Impact on Teaching and Learning*' has the following structure:

Type of Training	Details	% Total of Staff Engaged	Impact
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Title:	Wednesday CPD Sessions		
Details:	45-60 minute sessions led by the L+T Team or outstanding practitioners		
Teachers:	100%		
Impact:			

- Improvement of 13% of students attaining 5 + GCSES at A*-C (or equivalent in cudinf English and maths)
- Increase to 93.8% of students with L3+ qualifications - well above the national average
- Increase in 60 APS points per students between 2012 and 2013
- Increase of 20% in the quality of teaching which is judged as as good or better from September 2012 to September 2013
- Increase of 9% of the quality of teaching which is judged as outstsing
- Lesson observation evidence revealing the learning being applied from the training sessions
- Increased staff confidence with Ofsted criteria

The are 20 such sections in the doucment showing the detail of impact evluation which includes improvements against national KPIs, internal objectives and the softer measures of attitudes and confidence levels. In addition to the main evaluation strategy, the introduction of 'Flipped Lesson

Observations' has been evaluated in detail as it was introduced as an improvement to previous practice. This document uses a 'What went Well' and 'Even Better If' analysis concluding with seven recommendations for continuous improvement such as 'Refine Guidance on the use of 9PF – ticks not required.'

Additional Evidence

Impact upon KPIs (9.6, 9.7, 9.8, 9.11, 9.13, 9.14)

The SLT described how they measure the impact of its investment in learning and development against school improvement objectives and national benchmarking KPIs, and how their leadership and management strategy is ensuring that the school remains outstanding in all four areas of the 2012 Ofsted Inspection Framework. High quality documentary evidence illustrates the detailed self-review and impact measures. Subject/team leaders are aware of the school's performance against the KPIs and members of classroom-based staff teams are aware of the trends in the school's performance data and can attribute it to the priorities for staff development. The transparency and availability of evaluation and impact data across the school (and for use by governors), ensures that people are clear on what the school has achieved, what their team has achieved and how they contribute to the overall success.

Career prospects (9.12)

A substantial number of people gave examples of how their career prospects had improved whilst working at the school due to investment in their learning and development and opportunities made available to them. This aspect of the school's practice is motivational and encouraging for a wide range of people and is one of its many strong features.

Reporting Return [RoI] (9.9)

Senior Leaders report on the RoI of training and development activity to governors. Successful achievements in staff learning and development are also reported to staff in briefings and in the Newsletter. Subject leaders also report to governors on improvements in their subjects, and combined with their monitoring, governors have a good understanding of the school's improvement agenda, current performance levels and its achievements.

The transparency and availability of evaluation and impact data across the school (and for use by governors), ensures that people are clear on what the school has achieved, what their team has achieved and how they contribute to the overall success.

Summary

Indicator 9: Potential number of Additional Evidence Requirements	Number Achieved	Running total
9	8	134

10

Continuous Improvement

Narrative against the Framework

SLT's commitment to continuous improvement is a shared driver of school improvement and culturally embedded. Staff at all levels can provide evidence of how the school has modified and improved a wide range of people processes over the past three years, including for example:

- the core values have been revised from September 2014 to RESPECT;
- the overall strategy has developed to widen the school's sphere of influence and thus providing career development opportunities for a range of staff;
- recruitment and selection has been improved to meet new safeguarding and safer recruitment legislation and inspection requirements;
- an improved structure for PPD;
- the TLR breakfasts for engaging middle leaders;
- NQT training has been modified to meet the new standards;
- the school has responded well to changes in supporting ITT students;
- teachers' performance management makes use of the revised Teachers' Standards;
- the new national appraisal and performance related pay regulations have been implemented with the school devising its own career stage-related progression criteria;
- lesson observation processes have been revised to include 'Flipped Lesson Observations' and more action-research based activity draws lesson observation for developmental purposes;
- subject leaders have been developed to increase ownership, responsibility and accountability;
- governors are appraising their practice against the requirements of the 2012 Inspection Framework.

"The commitment of the SLT to make continuous improvements in what we do is culturally embedded here."

Additional Evidence

Self- review and benchmarking (10.4, 10.5, 10.8)

The school responded positively to the Continuous Improvement Plan in the previous Investors in People report and to the recent Ofsted Inspection action point. It has consistently used self-review techniques against the 2012 Ofsted Section 5 Framework, Raise Online and benchmark KPIs, and its own review tools to improve its strategies for leading, managing and developing its people and benchmark its journey towards and going beyond outstanding.

"We frequently and rigorously self-review against the major KPIs."

Use of feedback (10.6, 10.7, 10.12, 10.14)

Feedback from professional association meetings, evaluation activity, Survey Monkey Consultation processes and TLR breakfasts combined with informal exchanges via email and direct conversation, ensure that people are consulted on improvements to the way they are led, managed and developed. The fact that practical improvements are made from feedback by SLT ensures that staff treat feedback both respectfully and seriously. For example, SLT recently instigated a consultation on their proposed changes to the timings of the staff working day – feedback revealed that there was no appetite for this and people raised objections largely on work-life balance issues. SLT rescinded their proposal based on feedback and several people commented on this during their interview:

“The SLT do listen if we voice our views and opinions in surveys...not implementing the proposed changes to the school day is a good example.”

Great Place to work (10.9, 10.13, 10.15)

The SLT can give examples of how they monitor people’s views about they lead, manage and develop them through appraisal feedback, staff surveys, team meetings and individual conversations. Staff believe that the SLT are committed to improve the way that they lead, manage and develop them.

This clear commitment by the SLT and governors to improve the school and drive for outstanding practice and outcomes has contributed to the high morale and full commitment of the staff team to the academy. The overwhelming view of all sections of staff is that **The Duston School** is that it a great place to work. People said:

- “I love coming to work.”*
- “Best place I’ve ever worked in....much, much better than my previous workplace.”*
- “I love it here...can’t see myself ever leaving.”*
- “The school has given me lots of opportunities and it’s great for your career here.”*
- “I love coming to work...can it get better than that?”*
- “By far the best school I’ve worked in.”*
- “It’s brilliant it is to work here...much better than my last school.”*

It was clear from the interviews just how the school’s values, leadership styles and its ethos have created a climate where people feel valued, work incredibly hard for the students, enjoy their work and feel that it is important, remaining eager develop and are proud of the students’ achievements.

Summary

Indicator 10: Potential number of Additional Evidence	Number Achieved	Running total
Requirements	12	10
		144

Appendix 1: Summary Chart of evidence status against all Evidence Requirements in the Framework

Key

Evidence Requirement Met	Evidence Requirement Partly met Development Issue	Evidence Requirement Not Met Development Issue	Strong Evidence Found

ER No.	Indicator and Evidence Requirement	2014 Rating	Strength
1.1	Top managers make sure the organisation has a clear purpose and vision supported by a strategy for improving its performance		
1.2	Top managers make sure the organisation has a business plan with measurable performance objectives		
1.3	Top managers make sure there are constructive relationships with representative groups (where they exist) and the groups are consulted when developing the organisation's business plan		
1.4	Managers can describe how they involve people when developing the organisations business plan and when agreeing team and individual objectives		
1.5	People who are members of representative groups can confirm that top managers make sure there are constructive relationships with the groups and they are consulted when developing the organisation's business		
1.6	People can explain the objectives of the team and the organisations at a level that is appropriate to their role and can describe how they are expected to contribute to developing and achieving		

	them		
1.7	Top managers make sure the organisation has a clear set of core values that support its purpose and vision		
1.8	Top managers make sure the organisation's strategy is developed through the involvement of managers, people, stakeholders and other sources		
1.9	Top managers make sure the organisation has key performance indicators to improve its performance		
1.10	Top managers can describe how social responsibilities are taken into account in the organisation's strategy		
1.11	Top managers make sure the core values are at the heart of the organisation's strategy and govern the way it operates		
1.12	Top managers can describe how social responsibility is part of the culture of the organisation		
1.13	Managers can describe the organisation's core values and what this means to the way they are expected to manage		
1.14	Managers can describe how they are involved in developing the organisation's strategy		
1.15	Managers can describe the key performance indicators they use to improve the organisation's performance		
1.16	Managers can describe the organisation's social responsibilities and what this means to the way they are expected to manage		
1.17	Managers can describe how they make sure the core values are at the heart of the way the organisation operates		
1.18	Managers can describe how they make sure social responsibility is part of the culture of the organisation		
1.19	People can describe the organisation's core values and what this means to the way they are expected to work		
1.20	People can describe how they are involved in developing the organisation's strategy		
1.21	People can describe the key performance indicators used by the organisation to improve its performance		
1.22	People can describe the organisation's social responsibilities and what this means to the way they		

	are expected to work		
1.23	People believe the core values are at the heart of the way the organisation operates		
1.24	People believe in and share the organisation's vision and values		
1.25	People believe that social responsibility is part of the culture of the organisation		
2.1	Top managers can explain the organisation's learning and development needs, the plans and resources in place to meet them, how these link to achieving specific objectives and how the impact will be evaluated		
2.2	Managers can explain team learning and development needs, the activities planned to meet them, how these link to achieving specific team objectives and how the impact will be evaluated		
2.3	People can describe how they are involved in identifying their learning and development needs and the activities planned to meet them		
2.4	People can explain what their learning and development activities should achieve for them, their team and the organisation		
2.5	Top managers can describe the learning and development strategy they have in place to build the organisation's capability to achieve its vision		
2.6	Top managers can describe how innovative and flexible ways of developing people are identified through internal and external sources, and how these are included in the organisation's learning and development strategy		
2.7	Top managers can describe how they have created a culture that encourages continuous learning and promotes the development of skills and knowledge at every level		
2.8	Managers can describe the plans they have in place to build their team's capability to contribute to achieving the organisation's vision		
2.9	Managers can describe how they involve people in identifying the learning and development needs of their team and the activities planned to meet them		
2.10	Managers can describe how they take account of people's different learning styles when planning learning and development		
2.11	Managers can describe how they act as a role model for continuous learning		
2.12	People can confirm that their learning and development is planned to build their future capability to		

	contribute to achieving the organisation's vision		
2.13	People can describe how they are involved in identifying the learning and development needs of their team and the activities planned to meet them		
2.14	People can describe what team learning and development activities should achieve for the team and the organisation		
2.15	People can confirm that learning and development takes account of their preferred learning style		
2.16	People believe they have a responsibility for their own learning and development		
2.17	People believe that continuous learning is at the heart of the culture of the organisation		
3.1.	Top managers can describe strategies they have in place to create an environment where everyone is encouraged to contribute ideas to improve their own and other people's performance		
3.2	Top managers recognise the different needs of people and can describe strategies they have in place to make sure everyone has appropriate and fair access to the support they need and there is equality of opportunity for people to learn and develop which will improve the performance		
3.3	Managers recognise the different needs of people and can describe how they make sure everyone has appropriate and fair access to the support they need and there is equality of opportunity for people to learn and develop which will improve their performance		
3.4	People believe managers are genuinely committed to making sure everyone has appropriate and fair access to the support they need and there is equality of opportunity for them to learn and develop which will improve their performance		
3.5	People can give examples of how they have been encouraged to contribute ideas to improve their own and other people's performance		
3.6	Top managers can describe strategies they have in place to make sure recruitment and selection meets the needs of the organisation and is fair, efficient and effective		
3.7	Top managers can describe strategies they have in place to promote equality and manage diversity in the workplace		
3.8	Top managers can describe strategies they have in place to support work-life balance to meet the needs of the organisation and its people		
3.9	Top managers can describe how they have created an environment where giving and receiving constructive feedback is valued		

3.10	Top managers can describe how the organisation's structure is designed to achieve its strategy and make the most of people's talents		
3.11	Top managers can describe how the organisation's recruitment and selection strategies are linked to its business strategy and are designed to make sure there is a talented and diverse workforce that is able to achieve the organisation's vision		
3.12	Top managers can describe how the organisation's equality and diversity strategies are linked to its business strategy and applied throughout the organisation		
3.13	Top managers can describe how the organisation's work-life balance strategies are linked to its business strategy and applied throughout the organisation.		
3.14	Managers can describe how they make sure recruitment and selection is fair, efficient and effective		
3.15	Managers can describe how they value people's differences and how they are effective in promoting equality and managing diversity in the workplace		
3.16	Managers can describe how they make sure work-life balance solutions are effectively put into practice		
3.17	Managers can describe how they encourage people to give and receive constructive feedback		
3.18	Managers can describe how they make sure people are given the opportunity to make the most of their talents within the organisation		
3.19	Managers can describe how they play an important role in recruiting and selecting people with values that match the organisation's values		
3.20	Managers can describe how they value diversity and create an environment where people can use their unique talents and achieve their potential		
3.21	Managers can describe how they value work-life balance strategies and apply them creatively to benefit individual. Teams and the organisation		
3.22	People believe recruitment and selection is fair		
3.23	People believe managers value people's differences and can give examples of how they promote equality and manage diversity in the workplace		
3.24	People can describe how they are supported in balancing their work and personal lives		
3.25	People can describe how they give and receive constructive feedback to improve performance		

3.26	People believe they are given the opportunity to make the most of their talents within the organisation		
3.27	People can describe how their views are taken into account when recruiting and selecting team members		
3.28	People believe everyone in the organisation values diversity		
3.29	People believe work-life balance is valued and part of the culture of the organisation		
4.1	Top managers can describe the knowledge, skills and behaviours managers need to lead, manage and develop people effectively and the plans they have in place to make sure managers have these capabilities		
4.2	Managers can describe the knowledge, skills and behaviours they need to lead, manage and develop people effectively.		
4.3	People can describe what their manager should be doing to lead, manage and develop them effectively		
4.4	Top managers can describe how they define the current and future capabilities managers need in line with the organisation's purpose, vision and values		
4.5	Top managers make sure managers are regularly reviewed against the capabilities and receive constructive feedback on their performance		
4.6	Top managers make sure managers are provided with the help they need to develop the capabilities		
4.7	Top managers can describe how the organisation's leadership and management strategy is linked to its business strategy and takes account of external good practice		
4.8	Top managers can describe how they create an environment where everyone is encouraged to develop leadership capabilities		
4.9	Managers can describe how they are involved in defining the current and future capabilities all managers need		
4.10	Managers can confirm that they are regularly reviewed against the capabilities and receive constructive feedback on their performance		
4.11	Managers can confirm that they are provided with the help they need to develop the capabilities		
4.12	Managers can describe how they encourage everyone to develop leadership capabilities		

4.13	People can give examples of how they have been encouraged to develop leadership capabilities		
5.1	Managers can explain how they are effective in leading, managing and developing people		
5.2	Managers can give examples of how they give people constructive feedback on their performance regularly and when appropriate		
5.3	People can explain how their managers are effective in leading, managing and developing them		
5.4	People can give examples of how they receive constructive feedback on their performance regularly and when appropriate		
5.5	Top managers can describe how they act as role models when demonstrating leadership and management capabilities in line with the organisation's values		
5.6	Top managers can describe how they act as role models when working as a team and sharing knowledge		
5.7	Top managers can describe how they act as role models for inspirational leadership and have an open, honest and trusting management style		
5.8	Top managers can describe how they have made coaching part of the organisation's culture		
5.9	Managers can describe how they lead, manage and develop people in line with the organisation's values		
5.10	Managers can describe how they encourage people to work together and share knowledge within and across teams		
5.11	Managers can describe how they make sure people receive information, advice and guidance to help them plan and develop their career		
5.12	Managers can describe how they use coaching skills to help people achieve their potential		
5.13	Managers can describe how they act on feedback from all levels in the organisation to improve the way they lead, manage and develop people		
5.14	Managers can describe how top managers inspire them to lead, manage and develop people effectively		
5.15	Managers can give examples of how they themselves act as inspirational leaders		
5.16	People can describe how their manager leads, manages and develops them in line with the organisation's values		
5.17	People can describe how they work together and share knowledge within and across teams		

5.18	People can confirm that they receive information, advice and guidance to help them plan and develop their career		
5.19	People can describe how their managers use coaching skills to help them achieve their potential		
5.20	People can confirm that they are able to give constructive feedback to their manager, and believe it is well received and acted on		
5.21	People can confirm that they respect and trust their managers		
5.22	People can confirm that they have confidence in the leadership and management capabilities of top managers		
5.23	People can describe how managers inspire and motivate them to achieve their full potential		
5.24	People believe the organisation has a culture of openness and trust		
5.25	People believe that coaching is part of the organisation's culture		
6.1	Managers can give examples of how they recognise and value people's individual contribution to the organisation		
6.2	People can describe how they contribute to the organisation and believe they make a positive difference to its performance		
6.3	People can describe how their contribution to the organisation is recognised and valued		
6.4	Top managers make sure the organisation has a clear and fair reward and recognition strategy which is used to motivate people to improve the organisation's performance		
6.5	Top managers can describe how they involve representative groups (where they exist) in developing the organisation's reward and recognition strategy		
6.6	Top managers can describe how the organisation's reward and recognition strategy is linked to its business strategy and externally benchmarked		
6.7	Top managers make sure the organisation has a forward-thinking benefits strategy with policies that go beyond legal requirements		
6.8	Managers can describe how they are involved in developing the organisation's reward and recognition strategy		
6.9	Managers can describe how they apply the organisation's reward and recognition strategy fairly		
6.10	Managers understand what motivates their people and take account of this when recognising and rewarding them		

6.11	Managers can describe how they reward and celebrate individual and team successes and achievements		
6.12	Managers can describe how they involve people in developing the organisation's reward and recognition strategy		
6.13	Managers can describe how they encourage people to recognise the contribution their colleagues make to the organisation		
6.14	People who are members of representative groups can confirm that that the groups are involved in developing the organisation's reward and recognition strategy		
6.15	People can describe the organisation's reward and recognition strategy and what they need to do to be valued, recognised and rewarded		
6.16	People believe the organisation's reward and recognition strategy is fair and can give examples of how they are motivated by it.		
6.17	People can describe how individual and team successes and achievements are rewarded and celebrated		
6.18	People can describe how they are involved in developing the organisation's reward and recognition strategy		
6.19	People can describe how they recognise the contribution their colleagues make to the organisation		
7.1	Managers can describe how they promote a sense of ownership and responsibility by encouraging people to be involved in decision-making, both individually and through representative groups, where they exist		
7.2	People can describe how they are encouraged to be involved in decision-making that affects the performance of individuals, teams and the organisation, at a level that is appropriate to their role		
7.3	People can describe how they are encouraged to take ownership and responsibility for decisions that affect the performance of individuals, teams and the organisation, at a level that is appropriate to their role		
7.4	Top managers can describe the consultation arrangements they have in place to encourage people to take part in decision-making at both an individual and a representative level		
7.5	Top managers make sure the organisation has effective internal communication systems to		

	encourage knowledge and information to be shared throughout the organisation		
7.6	Top managers can describe how consultation and involvement is part of the organisation's culture		
7.7	Top managers can describe how they involve people in designing consultation arrangements		
7.8	Top managers can describe how they have created a culture where people aim for continuous improvement		
7.9	Managers can describe how they make sure people receive the support they need to make decisions that affect the performance of individuals, teams and the organisation, at a level that is appropriate to their role		
7.10	Managers can describe how they encourage knowledge and information to be shared throughout the organisation		
7.11	Managers can give examples of how they have created an environment where people aim for continuous improvement and openly challenge the way the organisation works to improve performance		
7.12	People can give examples of how they take ownership for decisions that affect the performance of individuals, teams and the organisation, at a level that is appropriate to their role		
7.13	People believe that the consultation arrangements are effective and allow them to take part in decision making		
7.14	People can confirm that they have access to the knowledge and information and receive the support they need to make decisions and improve performance		
7.15	People believe their managers trust them to make decisions that improve performance		
7.16	People can confirm that they are committed to the success of the organisation		
7.17	People can confirm that they are involved in designing consultation arrangements		
7.18	People believe they can challenge the way the organisation works to improve performance and can give examples of how they or others have done so		
7.19	People can describe what gives them sense of ownership and pride in working for the organisation		
8.1	Managers can describe how they make sure people's learning and development needs are met		
8.2	People can describe how their learning and development needs have been met, what they have learnt and how they have applied this in their role		

8.3	People who are new to the organisation, and those new to a role, can describe how their induction has helped them to perform effectively		
8.4	Top managers make sure the organisation makes effective use of internal and external resources for learning and development		
8.5	Top managers can describe how the organisation is flexible in the way it develops people, using innovative and cost-effective solutions that meet learning and development needs		
8.6	Top managers can describe how they have created a culture where learning is valued		
8.7	Top managers can describe how they make sure mentoring opportunities are available		
8.8	Managers can describe how they make sure knowledge and learning is shared across the organisation		
8.9	Managers can describe how they provide learning and development opportunities for people to achieve their full potential for mutual benefit		
8.10	Managers can describe how they recognise and celebrate learning and development achievements		
8.11	Managers can describe how they make sure learning and development is an everyday activity		
8.12	Managers can describe how they support people in their personal development activities and encourage them to broaden their knowledge and skills through learning		
8.13	People can confirm that knowledge and learning is shared across the organisation		
8.14	People can describe how they are encouraged to try new approaches and learn from their efforts, mistakes and successes		
8.15	People can confirm that they are motivated to learn and enjoy putting their learning into practice		
8.16	People can confirm that they are well supported after learning and development activities, and have clear objectives for putting the new skills and knowledge into practice		
8.17	People can describe how learning and development achievements are recognised and celebrated		
8.18	People can confirm that learning and development is an everyday activity		
8.19	People can describe how they are supported in their personal development activities		
8.20	People can confirm that mentoring opportunities are available		
9.1	Top managers can describe the organisation's overall investment of time, money and resources in learning and development		

9.2	Top managers can explain, and quantify where appropriate, how learning and development has improved the performance of the organisation		
9.3	Top managers can describe how the evaluation of their investment in people is used to develop their strategy for improving the performance of the organisation		
9.4	Managers can give examples of how learning and development has improved the performance of their team and the organisation		
9.5	People can give examples of how learning and development has improved their performance, the performance of their team and that of the organisation		
9.6	Top managers can describe how the organisation measures and evaluates how its strategies for managing people contribute to the organisation's performance		
9.7	Top managers can describe the impact of their investment in people on achieving key performance indicators		
9.8	Top managers make sure the organisation has a flexible and effective approach to measuring and reporting the return on investment on its people strategies		
9.9	Top managers make sure that the return on investment in its people strategies is reported clearly to all stakeholders		
9.10.	Managers can describe how they are involved in measuring and evaluating how the organisation's people strategies contribute to its performance		
9.11	Managers can give examples of improvements in the performance of individuals, their team and the organisation as a result of people management activities		
9.12	People can describe how their career prospects have improved as a result of their learning and development and the way they have been managed		
9.13	People can give examples of improvements in the performance of the team as a result of people management and development activities		
9.14	People can describe how the organisation's investment in people has improved its performance		
10.1	Top managers can give examples of how the evaluation of their investment in people has resulted in improvements in the organisation's strategy for managing and developing people		
10.2	Managers can give examples of improvements they have made to the way they manage and develop people		

10.3	People can give examples of improvements that have been made to the way the organisation manages and develops its people		
10.4	Top managers can describe how the organisation has used self-review techniques to improve its strategies for managing and developing people.		
10.5	Top managers can describe how the organisation has used information from external reviews, including previous Investors in People assessment or review, to improve strategies for managing and developing people		
10.6	Top managers make sure effective feedback methods are used to understand people's needs and expectations and to highlight improvements needed to the way they are managed and developed		
10.7	Top managers can describe the range of measures used to monitor and understand people's view of how they are managed and developed		
10.8	Top managers can describe how the organisation has used Internal and external benchmarking to review and improve its strategies for managing and developing people		
10.9	Top managers can demonstrate an improvement in people's views of how they are managed and developed		
10.10	Managers can describe how they review and evaluate people management and development and use this learning to shape future activity		
10.11	Managers can describe how they involve people in identifying improvements to the way they are managed and developed		
10.12	People can give examples of how they are involved in identifying improvements to the way they are managed and developed		
10.13	People believe that managers are genuinely committed to improving the way they manage and develop them		
10.14	People can describe improvements that have been made, as a result of their feedback, to the way the organisation manages and develops people		
10.15	People believe that the organisation is a great place to work as a result of on-going improvements made to the way they are managed and developed		

Appendix 2 – Continuous Improvement Plan

Business Issue - What	Suggested Actions - How	Potential Benefit - Why	Priority - When	Solutions/Support Available - Who
Federation Ambassador	To stimulate interest in IIP in federated and partner schools.	Hard and Soft Federation accreditation	When opportunities arise	The school has the capacity to undertake this
Leadership and Management Competence Framework	Consider Developing a Leadership and Management Competence Framework which specified the requirements for good and outstanding leadership so that people understand the progression and can self-review against the performance criteria	To stimulate discussion and understanding of progression in key leadership and management competencies. Improve leadership and management effectiveness in Duston and federated schools.	12-24 months	Your assessor can provide an example from a Gold Secondary School who responded to this suggestion.
18 Month Intervention	The SLT and governors are aware that this is now a requirement	Review the school against the Standard and Framework	See Page 2 of the Report	Your assessor will visit for 0.5 day to conduct this with the SLT

Appendix 3 – Assessment results summary

The Investors in People Framework

The Evidence Requirements

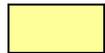
The Indicators	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29			
	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓							
	2	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	✓	x	✓	✓														
	3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	4	✓	✓	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	✓				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

The number of evidence requirements met is **Core (39) + 144 Framework Evidence Requirements**

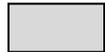
Key:



The Core Investors in People Standard



Your Choice from the Investors in People Framework



Not part of the Investors in People Framework