

# INVESTORS IN PEOPLE REVIEW REPORT

## GARSTON MANOR SCHOOL

## Key Information

Assessment Type	Review
Assessor Name	Robert Thomson
Visit Date	19 January 2012
Assessment Reference Number	ENQ-83078-MFD4XP

## Conclusion

Very good evidence was obtained of **GARSTON MANOR SCHOOL's** conformance to the Standard. The key findings of the Review Assessment indicated that the School continues to meet the evidence requirements of the current version of The Investors in People Standard.

The Appendix 2 – Assessment Results Summary on Page 14 indicates the creditable achievement of the relevant ERs and the 14 Additional ERs for the Indicators linked to the Management of Change Management Theme.

May I also extend my thanks to all those who took part in the assessment process for their open and honest feedback in respect of their experience within GARSTON MANOR SCHOOL. Special thanks are due to the Teaching & Learning/Curriculum Director who coordinated and planned the Review, providing the documentation requested both at the preparation stages and during the Review. It was a very pleasant and enjoyable process.

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Investors in People Assessor  
23 January 2012

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## Executive Summary

Sufficient evidence was obtained to identify the Strengths and the areas for development to be included in the Continuous Improvement Plan. Having conducted the Assessment in accordance with Investors in People UK and Investors in People Central England's guidelines, I am pleased to confirm that Garston Manor School continues to meet The Investors in People Standard and 14 additional evidence requirements linked to the client's selected management theme – Management of Change.

## Feedback against the requirements of The Standard

### Introduction:

Garston Manor School (GM) is a special school which caters for up to 125 secondary-aged boys and girls (11-16 year-olds). Until 2011/2012, when the school was re-designated, students had moderate learning difficulties (MLD) as their main presenting need. The school has been re-designated from MLD to MLD plus Autism (ASD) and Speech & Language/Communication (SLC). An increasing number of pupils are on the autistic spectrum. Re-designation of the school has resulted in a number of significant changes to the school itself as well as the curriculum and the skills required by the teaching and school support staff.

GM takes its pupils from a wide area which extends from Watford to Borehamwood and covers part of Hatfield and Welwyn Garden City. The school shares a very large and pleasant site with three secondary mainstream schools and a mainstream primary. These schools work closely together and share a Campus Policy. The school is well-resourced and bright with a purpose-built science laboratory, technology and design centre, ICT suites, library and well-equipped classrooms.

GM gained Recognition for the Investors in People Standard in June 1999, with successful Reviews at three-year intervals. During this Review, members of the SLT expressed an interest in the Investors in People Health and Wellbeing Award. Copies of the Award's evidence requirements and the Powerpoint Presentation were given to the school for consideration and the assessment process for the Award was explained during the Feedback Session. Until recently, GM was accredited to the Hertfordshire Health and Wellbeing Award.

GM holds the Basic Skills Award, the FMSIS and the Sports Mark: both the Basic Skills Award and Sports Mark were reaccredited during 2011. Since the re-designation, the school continues to be a member of the Watford Strategic Area Partnership and is now a leading member of the Autism Managers Group. Other significant developments since the November 2008 Review include the 'Garston Manor Goes Green Project' and the Pilot Post 16 Unit. To meet the different needs of the pupils, strong partnerships are maintained with West Herts College and local secondary schools for vocational training and local employers for work experience opportunities. GM is recognised by Hertfordshire University for the provision of good teaching practice for PGCE Students.

### Assessment against client objectives:

The purpose of this assessment is to:

Establish whether GM continues to meet all of the evidence requirements (ERs) of the Standard and to provide an Assessment for the school's chosen management theme – Management of Change which includes: the encouragement of constructive feedback; supporting staff to acquire capabilities; development of leadership and management skills at all levels; planning and developing people's careers – succession planning; leading and managing in line with the school's values – maintaining/developing respect and trust and confidence in leadership and management capabilities; focussing on solutions rather than the problems; and achieving improved student performance and progression through the development of teaching and learning skills and management coaching skills.

The opportunity was taken during the Preparation Session with the T&L/Curriculum Director to discuss the New Approach which has been introduced since the November 2008 Review Assessment.

*“The new approach means that the main focus during an assessment is on how you can provide evidence about the business issues, as discussed with your assessor, which are of priority interest to you as a school. This contrasts with the previous approach, where the emphasis was on whether you met the evidence requirements of the Investors in People Standard.*

*The new approach encourages you to look specifically at the evidence requirements that link most closely to your business priorities.*

*The content of The Standard, however, has not changed although the emphasis will be on your specific objectives. The extended Investors in People framework can be used selectively by reviewing your school's priorities with your assessor at the full Review's preparation session.*

*The new approach introduces three additional forms of achievement within the framework: Gold Silver and Bronze recognitions reflect the number of evidence requirements your organisation could meet; which ones those are depends on your needs and objectives.”*

The New Approach was fully understood by the SLT and, although the school has selected 14 Additional ERs towards the 26 required for the Bronze Award, the SLT elected to maintain The Standard because of the additional cost involved.

### Assessment Plan:

The Review Assessment was completed according to the Assessment Plan agreed with the SLT. During the Review, sufficient evidence was also obtained which enabled the school to be credited with an additional 14 evidence requirements from the IIP Framework as detailed in Appendix 2.

The on-site visit was planned for 1.00 days and the interview sample for the Review, including the teacher governor, staff governor and the ex-chair of the Governing Body, was 37.5 per cent of the 41 full and part-time staff employed.

## Strengths of the organisation

### Key Strengths:

- ❖ The increased emphasis being given to succession planning and the improvements being made to the recruitment and selection process. Many of the improvements made have become relevant as a result of the higher quality and more qualified applicants for the LSA vacancies;
- ❖ The Governing Body, SLT and all members of the teaching and support school staff have been very much involved and responded positively to the significant changes being made within the school;
- ❖ high level of forward planning for the school re-designation;
- ❖ Based on the evidence obtained from the interviews with the SLT, middle managers and the staff teams, it was very notable that GM is applying the principles of The Standard in a positive way, enabling it to achieve its "Vision and Aims", ***"To provide opportunities for all members of our school community to achieve their full potential in line with their aspirations and abilities and to encourage and enable each individual to make the fullest contribution possible to their own development and that of the wider society in the present and developing technological world."***
- ❖ The encouragement and support being given to support staff to progress from administration and LSA positions and, in some cases to Qualified Teacher Status (QTS);
- ❖ The culture of continuous learning, promoting the development of skills and knowledge at all levels in the organisation: SLT and middle managers trained in teaching and learning and classroom observation techniques to support their staff teams and peers; adoption of innovative Learning & Development techniques by using internal and external resources; encouraging and supporting staff to gain higher-level qualifications – Masters degrees, counselling qualifications; NVQs;
- ❖ The School Improvement Plan with its main Activities documented under: 'Development Activities'; 'Monitoring'; and 'Policy Review', supported by the whole school and faculty self evaluation and improvement plans are clear and concise which enables them to be used effectively as 'working documents'. The plans are reviewed regularly and progress towards the measurable success criteria are posted on the 'shared' x-drive and reported to meetings of the Governing Body and to school staff at the weekly Briefing Sessions, staff meetings, team meetings, performance management appraisals/reviews and one-to-one sessions. The issues and key business objectives for the following year are based on the discussions and outcomes of those meetings with governors and staff and the specific tasks/objectives for each member of staff are updated.

The Key Strengths identified during the November 2008 Review Assessment are still in place and it was evident that significant improvements had been made on the Suggested Development Areas, with good progress being made on the Ofsted Action Plan.

## Suggestions for Performance Improvement

- ❖ Continue to improve the assessment of the school's overall investment of time, money and resources in learning and development and how this has contributed to improvements in student attainment. This will enable the SLT and managers to improve their evaluation of their investment in learning and development and to develop their strategy for further improvements in school performance;
- ❖ Currently the Headteacher and her SLT share the responsibility for professional development of school staff. Comprehensive records are maintained and shared of all learning and development activities and each member of staff is developing their own CPD/Progress Files. The Headteacher's termly report to the Governing Body summarises the learning and development and its impact on performance. The Administration Manager records money and resources expended on learning and development;
- ❖ To aid this evaluation process, the SLT could consider appointing a senior member of staff to coordinate and collate professional development – one of the new members of staff has expressed an interest in taking this mentor role. The SLT could also consider the benefits of introducing individual/team Action Plans covering the agreement of SMART key objectives to be achieved from the learning and development activities – this would be similar to the methodology being applied by the Shirley Clarke Training Project;
- ❖ Evaluate the implementation of the new Hertfordshire Performance Management process and the assessment of staff against the professional competency standards. As Hertfordshire LEA no longer support the Hertfordshire Health and Wellbeing Award, the SLT could evaluate the benefits of assessing the school against the Investors in People Health and Wellbeing Award. The next Review against The Standard could include the formal assessment for the Health and Wellbeing Award – note that 15 of the Evidence Requirement are common to The Standard and the Award;
- ❖ To supplement the Recognition & Reward techniques being applied, it is suggested that regular summary reports are prepared and publicised of individual and team learning and development achievements with a commentary on how the additional skills, knowledge and experience gained has impacted on the school's achievement of its Goals and key objectives. The reports could be included on the school website, reports to the Governing Body and 'Gossip' - the weekly newsletter to parents.

### Management Theme – Management of Change

GM has been re-designated as a school for students with Moderate Learning Difficulties, Autism and Speech and Language.

In preparation for the school's re-designation, the school has made a number of significant changes:

- ❖ The SLT has been restructured with clear responsibilities for the Head Teacher, Pastoral Director, T&L/Curriculum Director and the Assessment Director and a faculty system has been introduced into the school. The faculty structure allows staff to 'peer support' each other and share good practice. All SLT members and middle managers – faculty leaders, have attended

- an 'Observing lessons in Special Schools' training. Faculty Days are now part of school self-evaluation and enable monitoring and evaluation to take place;
- ❖ Introduction of the new School Day and Curriculum changes to support the changing nature of the students: the new 'school day' has been introduced following full consultation with all members of staff: ICT provision increased; increase in Life Skills lessons; the length of the lessons was changed to ensure students stay focussed and behaviour improvements; increased practical subjects; shorter afternoon session; games afternoon for each year group;
  - ❖ A pilot post-16 unit was introduced in September 2011 and is proposed to run for two years;
  - ❖ The appointment of Family Leaders for each teaching group – maximum of 12-13 pupils per teaching group. Family Leaders are responsible for the pastoral care and ensure that each pupil is benefiting from all aspects of school life. The Family Leaders and the Directors are closely involved with parents. Weekly praise assemblies, led by Family Leaders, are held, linking achievement, good behaviour and standards in the school;
  - ❖ Resilience Training Pilot – a teacher has been trained and is teaching the year 9 group as a trial;
  - ❖ Implementation of a new Behaviour and Achievement Policy;
  - ❖ The development of the Blue Room, September 2010, and the Interventions process and procedures. The Blue Room is seen as a positive intervention;
  - ❖ Speech & Language and a range of Autism Training programmes for teachers and LSAs;
  - ❖ The introduction of Classroom Monitor, the software system for recording individual pupils' achievements and progress towards their learning targets. Reports can be produced to enable reviews of progress at regular intervals and to facilitate the discussion at Parents' Evenings. Staff have been trained in the analysis and use of data to plan lessons and to set challenging targets. Classroom Monitor feeds into SIMS Assessment Manager and the CASPA tracking system;
  - ❖ Leadership & Management training for SLT members and Subject Leaders – middle management;
  - ❖ The focus of the Performance Management process is being revised to give a greater emphasis to teaching/training targets and assessment of professional competences for each staff group – teaching and school support staff.

During the process of reorganisation, the Governing Body and the SLT recognised the need to manage change and to recognise the increased demands and pressure on staff resulting from the re-designation of the school:

- ❖ to further develop the leadership and management skills at SLT, middle management and faculty leader levels: coaching skills; enhanced decision-making; empowerment; engagement and accountability through the support teams; capabilities in competence assessments; feedback and talent development; nurturing and developing unique talent; management focus towards key change priorities;
- ❖ increased focus on classroom observations by SLT members and peers, coaches designated for each member of the teaching team to improve Teaching and Learning, raising the levels of teaching competence from satisfactory to good to outstanding;

This led to the selection of Management of Change as the management theme for this three-year Review Assessment.

### Strengths & good practices:

Considerable emphasis has been given by the Headteacher and her SLT to the management of change within the school: training for greater flexibility; development of transferable skills within and between staff teams; increased emphasis on teaching and learning; revised policies and procedures with comprehensive lists of capabilities required for each position; building partnerships with parents; improving student performance by rigorous reviews of their progress.

It was evident that the progress being made on the 'Managing Change' process has been managed effectively, assessed against the elements of the change process: **Workforce Engagement; Shared Future Vision; Skills & Competences; Empowered Solutions; Recognising Change; and Evaluating Change.**

### Workforce Engagement

- ❖ Staff were fully involved in identifying the need for change: briefings, staff meetings; performance reviews; faculty team meetings; staff surveys; opportunities to suggest ways of achieving change objectives;
- ❖ The Governing Body has supported and driven many changes within the school. Governors have taken a greater role in supporting school improvement and implementing action plans which are reviewed each term. Each governor is linked to a specific school area;
- ❖ Evidence of a culture that encouraged school staff to challenge and give feedback on the SLT's proposals;
- ❖ Staff believe that they had a good level of input into the management of change.

### Shared Future Vision

- ❖ The Headteacher and her SLT provided a clear vision of the future which helped staff to understand and buy into the end result;
- ❖ Staff believed and trusted the SLT during the change process;
- ❖ The plan for managing change was shared with staff and the progress of change was monitored;
- ❖ Updates on why the change is necessary were given regularly;;
- ❖ People believed that the school's leadership have the right skills and personal behaviours to carry out the change management.

### Skills and Competences

- ❖ As part of the change process top management reviewed GM's vision and aims in terms the skills and capabilities needed;
- ❖ Leadership and Development Plans are in place for managers to develop their core competences;
- ❖ The SLT recognises that good management is required to gain feedback and to give support for staff development as part of the change process.

### Empowered Solutions

- ❖ It was evident that the core principle adopted by top management was to engage staff from the very beginning in the development of solutions, new practices and better ways of working.

### Recognising Change

- ❖ The SLT recognise the importance of ensuring that progress in the right direction is acknowledged and celebrated. Setting small milestones on the path to change makes

success more likely and it provides a good opportunity to recognise how they have adapted their behaviour to the new intake of students;

- ❖ ***“Recognising and valuing people’s efforts to introduce change is part of making sure they are motivated and feel positive about the change process.”***

### Evaluating Change

- ❖ The SLT carried out a formal evaluation of the changes made through the “Teaching and Learning Questionnaire” in July 2011. The responses were positive. Where constructive feedback was given, further changes were made. The questionnaire and the weekly debriefing sessions attended by teachers and LSAs, have demonstrated that regular monitoring of progress draws in feedback from staff from all staff groups;
- ❖ Sharing positive messages about the change and demonstrating that the SLT is taking account of feedback should give staff a greater sense of ownership.

### Anchoring Change

- ❖ To ensure that the new core values and different ways of working become fully embedded may require a full review of GM’s policies and procedures and possible revisiting of the targets to ensure that the goals set for staff directly reflect the desired changes. The SLT recognise that “Anchoring Change” should not mean “stopping going forward with the planned changes”.

### Areas to develop

Top Management should continue to address the issues on the elements of the ‘Managing Change’ process: In particular, **Recognising Change** – *celebrating short-term wins and recognising when desired change is achieved* and **Evaluating Change** – *monitoring and adjusting strategies in the light of progress* are at an early stage.

### Quotations from Interviewees:

*“The school continues to have a very clear commitment to foster a culture of lifelong learning for all members of its community.”*

*“ICT Competence of our staff is vital as ICT supports and underpins school management systems and the assessment and management of our pupils’ progress.”*

*“As a result of our improved competence in ICT we have been able to improve our ability to keep parents fully informed about their child’s progress and encourage their involvement in the day to day life of the school. ICT is also making a significant contribution to teaching and learning and raising standards in all aspects of school life.”*

*“In order to ensure succession planning for LSAs with the appropriate skills for needs of the students and school, we have tightened and developed our interview process. As standard, the process includes and ICT competency test, conducting a lesson with a group - following directions and using initiative, and a formal interview. All LSAs recruited have to agree to attend extra training including days which are not normally work days.”*

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improving performance

*“We now have a structure in place which enables school support staff to progress up through the Hay scales, dependant on levels of responsibilities: general support; cover supervisor; senior cover supervisor; HLTA.”*

*“We have developed, in the light of our re-designation, a specialist LSA for SLCN. Currently all staff receive training in both areas. The specialist LSA has attended and completed the training and meets the required standards for the SLCN training and will support the further development of SLCN expertise within the school.”*

*“Good planning outcomes from our weekly meetings and the regular briefing sessions.”*

*“The high level of post-course support from my line manager and experienced colleagues.”*

## Evidence Commentary:

<b>01 Business Strategy</b>
<b>01A Organisation has vision/strategy/plan</b>
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.
<p>The presentation of the School Improvement Plan has been revised in order to sharpen its focus on Key issues for development. Improvement planning is regularly shared with staff and updated based on their feedback and constructive suggestions. Focus areas are highlighted regularly and all self-evaluation and improvement plans are published on the staff shared x-drive.</p> <p>Clear and concise School Improvement Plan, Faculty Improvement Plans including the Ofsted Action Plan. It was evident that the Plan is seen as a good working document with measurable outcomes/success criteria.</p> <p>Progress is reported regularly to staff and the Governing Body. Targets are linked to improvements in Teaching and Learning and student attainments, standards and personal development.</p>
<b>01B People are involved in planning</b>
1.4 MANAGERS can describe how they involve people when developing the organisation's business plan and when agreeing team and individual objectives.
1.6 PEOPLE can explain the objectives of their team and the organisation at a level that is appropriate to their role, and can describe how they are expected to contribute to developing and achieving them.
<p>The SLT and middle managers were able to confirm that their planning was based on regular meetings with their staff, performance management reviews, classroom observations and student progression to learning targets.</p> <p>People confirmed being engaged in planning how each key objective will be achieved, with support from their managers as required, such as coaching as part of classroom observations. They were therefore clear that they understood their own objectives in respect of their specific tasks.</p> <p>Overall, the evidence indicates that people have an overview of the plans at individual, team/faculty and whole school levels and are able to see opportunities for them to contribute to those specific tasks/objectives.</p>
<b>01C Representative groups are consulted</b>
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.
1.5 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 plan.
<p>Union representatives are designated but are only included in the normal staff meetings and communication apart from occasions when strike actions are a possibility or union members may need some support.</p>
1.8 TOP MANAGERS make sure the organisation's strategy is developed through the involvement of managers, people, stakeholders and other sources.
1.20 People can describe how they are involved in developing the organisation's strategy.
<p>It was very evident and it was confirmed during the interviews, that top managers make sure there are constructive relationships with all the staff groups and they are consulted when developing the school's improvement plans and faculty plans.</p>

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.
2.12 People can confirm that their learning and development is planned to build their future capability to contribute to achieving the organisation's vision.
<p>Learning and Development strategy and plans are soundly based on the needs of the school and the individual members of staff and takes account of the individual skills development and new skills required.</p> <p>The SLT and managers confirmed their commitment to the principle that school improvement is achieved through accredited learning. The expertise of other training providers and of staff within the school has been used to develop a more highly qualified staff team: Birmingham University autism courses; Hertfordshire University Counselling; and in-house training for British Sign Language, Recovery Reading, Speech and Language. Development for members of the teaching team is mainly focused on teaching and learning.</p> <p>Management and staff interviewed were able to explain their team and individual learning and development needs, how those needs are being met and the linkage to their team and individual objectives. Learning and development needs and the activities planned to meet those needs are decided during regular team meetings, one-to-one sessions and the annual appraisal;</p> <p>The performance review process and the classroom observations enable staff to be involved in identifying their learning and development needs and how the impact will be evaluated.</p> <p>Two members of the support staff – the Cover Supervisors, have developed a range of flexible skills to enable them to provide cover for part-time working arrangements, sickness and periods of high work levels experienced by colleagues. The SLT and managers were clearly aware of the skills base in their teams at individual level and described the range of learning and development activities to meet goals/objectives.</p>
03 People Management Strategy
People are encouraged to contribute ideas
3.1 TOP MANAGERS can describe strategies they have put in place to create an environment where everyone is encouraged to contribute ideas to improve their own and other people's 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.
3.11 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.
3.26 People believe they are given the opportunity to make the most of their talents within the organisation.
3.2 TOP MANAGERS recognise the different needs of people and can describe strategies they have put 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 their 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.

The Recruitment and Selection procedure has ensured that there is a diverse and talented workforce. The Hertfordshire Healthy Schools Standard was achieved but due to lack of support from Hertfordshire LEA, there are no plans to become reaccredited.

Everyone has appropriate and fair access to the support they need to improve their performance. The SLT are recognised as good mentors and support work-life balance: people were able to describe how they are supported in balancing their work and personal lives. The regular meetings, briefing sessions and the performance management process have created an environment where the giving and receiving of constructive feedback is valued.

The SLT and middle managers are committed to supporting work life balance and maintaining a happy and healthy work environment. The working environment is welcoming and supportive, with a real commitment to team working, sharing good practice, coaching and mentoring and peer support with the clear objectives of improving student attainment and the continued development of the school and career progression of management and staff employed in the school.

#### 04 Leadership and Management Strategy

Managers are clear about the capabilities needed to lead

4.1 TOP MANAGERS can describe the knowledge, skills and behaviours managers need to lead, manage and develop managers 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.

The preferred management style is modelled by the SLT and is documented in GM's "Professional Development Planner". Leadership skills are defined for staff at all levels within the Planner. The following characteristics are included and were discussed during the Review:

- Taking a leading role in developing and implementing workplace policies and practices - Providing vision, leadership and direction
- Knowing how to improve the effectiveness of assessment practice
- Respect for others, celebrate success and accept responsibility for outcomes
- Motivate and work with others to create a shared culture and positive ethos
- Open/ honest/trusting
- Effective management of learning and teaching; implementing appropriate and agreed changes to academic and vocational provision
- Recognise that communication is a two-way process
- Make effective use of a range of monitoring, assessment, observation and recording strategies.
- Evaluate school performance and identify priorities for continuous improvement
- Create a safe and productive learning environment which is engaging and fulfilling for all students.
- Model good behaviours
- Make decisions
- Listen
- Support management and staff

Leadership and Management capabilities are defined. There has already been some management

development and more is planned for the middle managers. The range of national leadership programmes have proved to be an effective means of developing leadership skills. There was consistency in the descriptions of the required capabilities. Managers are reviewed and supported to acquire capabilities.
People know what effective managers should be doing
4.3 PEOPLE can describe what their manager should be doing to lead, manage and develop them effectively.
People described the required leadership capabilities using similar terms as those listed above. Capabilities of the SLT and middle management are understood by all staff.
05 Management Effectiveness
Managers are effective
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.
Managers provided examples of how they lead, manage and develop their people effectively. It was clear that taking the appropriate amount of time for these activities is a recognised and acceptable part of their management role within the school. Activities that they described included: <ul style="list-style-type: none"> <li>• Appraisals</li> <li>• Praise and thanks</li> <li>• Identifying development needs</li> <li>• Asking for ideas</li> <li>• Support (task and personal)</li> <li>• Empowering people</li> <li>• Agreeing objectives</li> <li>• Keeping people informed</li> </ul>
5.11 MANAGERS can describe how they make sure people receive information, advice and guidance to help them plan and develop their career.
All of the managers described the performance management process and the agreement of key tasks, targets and development areas. Classroom observations, mentoring by the SLT and 'Learning Walks'/visits to the classrooms by the Headteacher are used regularly to help staff achieve their potential. Planning and development opportunities are given to further career development.
06 Recognition and Reward
People believe they make a difference
6.2 PEOPLE can describe how they contribute to the organisation and believe they make a positive difference to its performance.
The outcomes from the strategy for reward and recognition include: the level of staff retention with many examples of career progression from support staff, GTP and former NQTs to management levels. <ul style="list-style-type: none"> <li>• All the members of staff interviewed could see how their roles contributed to the success of the school, generally in terms of quality and the improvements in student performance, attendance, behaviour, personal achievements and progress through the school to vocational opportunities, and, in a few instances to employment.</li> </ul>
People believe their contribution is valued

6.1 MANAGERS can give examples of how they recognise and value people's individual contribution to the organisation.
6.3 PEOPLE can describe how their contribution to the organisation is recognised and valued.
Members of the SLT described how they valued people in terms of thanks and praise, and celebrating successes on a regular basis. People's responses confirmed this, with many describing feeling valued by colleagues in their Faculty team as well as regular feedback and praise from the SLT.
07 Involvement and Empowerment
Ownership and responsibility are encouraged
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.
The current focus for the management training for the senior managers and team leaders is towards the development of their observation and assessment skills: the aim being to encourage all members of staff to be involved in developing their problem-solving and decision-making skills thus promoting a sense of ownership and responsibility; Using the techniques of coaching, managers were able to describe how they sought input from individuals within their teams about how tasks are completed and any how problems might be resolved. They clearly respected people's contribution to decisions at task level.
People are involved in decision making
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.
Knowledge and information is readily shared: Inset Days; Teaching and Learning Audit by the School Education Adviser; teamwork in the classroom with teachers and Associate Professionals – Speech and Language therapists are in school two days per week to support teachers and LSAs.
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
People are trusted to make decisions
7.13 PEOPLE believe that the consultation arrangements are effective and allow them to take part in decision-making.
As detailed in the 'Management of Change' section of the report there many examples of staff taking part in the decision-making process. Staff feel proud to be part of the school.
08 Learning and Development
Peoples' learning needs are met
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.

The Headteacher and her SLT are recognised as inspirational and energetic role models and as being open, honest and trusting. Coaching skills are held and applied on a regular basis by the SLT and middle managers which have enabled team members to achieve their potential. It was evident, from the high level of flexibility that people are encouraged to work together and share knowledge and skills within and across teams. All those interviewed confirmed that they are able to give and receive constructive feedback and believe it is well received and acted on;

Managers were able to describe being involved with people's individual development in a number of ways:

- Involvement in identifying individual training needs;
- Delivery of Inset training sessions;
- Support for using newly acquired skills;
- Evaluation after training.
- A range of learning and development techniques are used which match the different individual learning styles and career development aspirations: personal development programmes for each member of staff.

The members of staff recruited since September 2011 confirmed that the recruitment and selection process meets the needs of the school and is fair, efficient and effective

People new to the company and those changing roles described receiving effective inductions and support: in most occasions, staff appointed for September 2011 were included on in-house training sessions and accredited external training before the start-date.

8.4 TOP MANAGERS make sure the organisation makes effective use of internal and external resources for learning and development.

8.9 MANAGERS can describe how they provide learning and development opportunities for people to achieve their full potential for mutual benefit.

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.

It was confirmed that classroom observations with constructive feedback, mentoring and peer support were used effectively with positive results measured by improved performance, development of new skills and career progression.

09 Performance Measurement

Investment in learning can be quantified

9.1 TOP MANAGERS can describe the organisation's overall investment of time, money and resources in learning and development.

Management record the overall investment of time, money and resources in learning and development for specific internal and external training activities. A good record of training activities is maintained by the Teaching and Learning/Curriculum Director who has a shared responsibility for CPD with other members of the SLT. The SLT are fully conversant with the investment in learning and development.

Impact can be demonstrated

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.

9.7 TOP MANAGERS can describe the impact of their investment in people on achieving key

### performance indicators

More emphasis is being placed on measuring the impact of the learning and development activities on school performance: analysis of achievement data for students to confirm the improving levels of teaching and learning in terms of standards of attainment; and evaluating the effectiveness of the improvements being made in Teaching and Learning competences.

Impact is also being measured through the development of the new Performance Management process. The impact on performance of the range of learning and development activities is evaluated by measuring the achievement of the key performance objectives.

The results of the individual and team performance evaluations are discussed and shared at the regular meetings, briefing sessions and placed on the shared x-drive: the emphasis is on immediate feedback rather than waiting for the annual appraisal or scheduled meetings.

Managers provided a number of examples of how learning and development has improved performance. The ability to promote within the school by effective succession planning, thus demonstrating the potential for career development.

### 10 Continuous Improvement

#### Evaluation results in improvements

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.

10.5 TOP MANAGERS can describe how the organisation has used information from external reviews, including the previous Investors in People assessment or review, to improve its strategies for managing and developing people.

Continued improvements were noted from: the progress made from the November 2008, Review; the Ofsted Inspection and Action Plan; working with other organisations within the Watford Area Strategic Partnership; introducing best practice from other schools – through the Autism Management Group and from experienced teachers recruited from other schools.

## Appendix 1 – Continuous Improvement Plan

Business Issue - What	Suggested Actions - How	Potential Benefit - Why	Priority - When	Solutions/Support Available - Who
<b>Management of Change</b>	<b>Continue to address the issues of the process, in particular Recognising Change and Evaluating Change</b>		<b>High priority with progress assessed July 2012.</b>	<b>Self assessment by the SLT. Staff questionnaire could be used to measure progress.</b>
<b>Progress since November 2008 Review</b>	<b>Continue improvements made to the evaluation of Learning &amp; Development</b>		<b>Medium priority with progress assessed, January 2013</b>	<b>Self assessment by the SLT with some input from the Governors</b>
<b>Health &amp; Wellbeing Award</b>	<b>Consider self-assessment against the Investors in People Award</b>		<b>Medium priority, self assessment &amp; accreditation by January 2015</b>	<b>Assessment by the Specialist Assessor, as part of next Review or an earlier Assessment.</b>

## Appendix 2 – Assessment results summary

### The Investors in People Framework

#### The Evidence Requirements

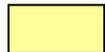
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8	✓	✓	✓	✓					✓							✓													
9	✓	✓	✓	✓	✓		✓																						
10	✓	✓	✓		✓																								

The number of evidence requirements (ERs) met is 37 from The Standard and 14 Additional ERs from the IIP Framework.

Key:



The Core Investors in People Standard



Your Choice from the IIP Framework



Not part of the Investors in People Framework