

Assessment Report

Investors in People assessment report for
Rawdon St Peter's Church of England Primary School

Undertaken by
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On behalf of Investors in People North of England

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Commercial in Confidence

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BACKGROUND

Founded in 1710 by Thomas Layton "The Old Town School" has evolved over three centuries to become Rawdon St Peters Church of England Primary School. Proud of its links to St. Peter's Church and the Christian Values the school continues to provide an excellent learning environment for children.

There are forty members of staff and fifteen governors involved in the development of the school and the main aim is "To unlock every child's' potential".

In June 2013 the school came forward for an Investors in People Strategic Review followed by a full assessment in June 2014. To recognise and celebrate the school's ongoing journey of success, the assessment in June 2014 scrutinised an additional 30 evidence requirements resulting in Rawdon St Peter's Church of England Primary school recognised as a Bronze Investor in People.

The evidence gathering exercise consisted of interviews with 17 people including Governors, Head Teacher, Deputy Head, Middle Leaders, Teachers, Support Staff, Administration team, School Maintenance and MSAs. All interviews were conducted face to face at the school.

In addition to the verbal evidence collected, written and electronic evidence was available including the Vision and Values and School Development Plan with associated action plans.

PRIORITIES/OBJECTIVES

At the planning meeting the Assessor met with the Head Teacher and as a result of discussions the Assessment focussed on the following objectives:

- To assess whether the School continues to meet the Investors in People Standard
- To assess against an additional 30 evidence requirements and achieve Bronze status
- To give feedback on the appropriate aspects of the Investors in People framework that relates to your school's objective : To continue to raise levels of progress, to introduce monitoring and evaluation methodology to capture and review pupil progress, to discuss staff views on the current process and how this is impacting on pupils learning and levels of progress.
- To provide feedback on additional areas within the Investors in People framework that the School may want to look at further to improve performance

CONCLUSION AND RECOMMENDATION

Having carried out the review process rigorously and in accordance with the guidance for Assessors as stated by UKCES, the assessor is satisfied that Rawdon St. Peters Church of England Primary School meets the requirements of the Investors in People Standard including 30 additional evidence requirements to successfully achieve Bronze accreditation.

ACKNOWLEDGEMENT

The assessor would like to thank everyone involved in the Assessment for their infectious enthusiasm and for genuinely sharing their story. The site visit was an absolute pleasure and each individual truly inspirational.

Assessor: Helen Gisbourne

Date: 27th June 2014

EXECUTIVE SUMMARY

Rawdon St. Peters Church of England Primary School is exceptional with a strong sense of purpose. It is a friendly and welcoming school that provides a safe and nurturing environment for pupils.

Success has been driven from the top and motivational leadership is demonstrated by everyone who leads, manages and develops a team. The Head, Deputy and wider SLT are excellent role models, trusted and well respected. They have created an environment that is conducive to job satisfaction as well as work that is exciting and challenging

As a result of excellent leadership and team work the school is focussed on raising attainment levels for all pupils and they work hard to ensure the best holistic learning experience for all children within school. There is a culture that empowers and fires the imagination of everyone to develop and move forward and staff are proud of the reputation and achievements of the school and keen to show parents and pupils that they strive for excellence.

Certainly over the last year there has been a shift in ways of working within school and the need to review pupil progress has driven change by way of capturing data and scrutinising pupil progress. Monitoring and evaluation methodology has been introduced and this has influenced Teachers and Support Staff and the way they work in the classroom. However, in spite of initial reluctance and concerns for some, the team have risen to the challenge and embraced new ways of working. All team members recognise the need for change and are positive about future developments including the new curriculum.

The school works closely with the local community and are involved in many activities that are linked to social responsibility. These activities are included in the strategic school improvement plan. School has created an environment where the Church, parents, pupils and all key stakeholders are seen as part of the team. There are Governors and volunteers including Parent Helpers fully involved in school activities and who are testimony to the school again embracing social responsibility.

Since the last assessment the school remains strong and successful. The change agenda has been seen as an opportunity to develop and grow and Rawdon St. Peters clearly demonstrates:

- A clear purpose and vision
- Strong Christian Values
- Dynamic leadership
- Clear roles and responsibilities
- An outstanding team

- Effective processes
- Solid relationships built on trust
- Good communication
- A positive relationship with the local community and all key stakeholders

Continual training and self-improvement is at the heart of the School and is a hallmark of the success of the team. Much of the learning is team based and school wide and reflects a continual process of improvement. A culture of coaching has supported team members throughout the change process and enabled individuals to feel an increased level of confidence. Whilst class room observations can still create a certain level of anxiety, overall, the team are comfortable with the experience. Collaboration, consultation and team work has supported and facilitated staff adjusting to the change in systems.

It is also important to mention the support from the leadership team and wider team when individuals face difficulties in their personal lives. There are excellent examples of help offered to team members who have experienced problems and challenges and the sense of support and caring for each other is tangible.

As a result of the excellent good practice at Rawdon St. Peter's Church of England Primary School they have achieved a further 30 evidence requirements and are accredited with a Bronze award. The school should be proud of their achievements during a period of change and when the education sector is rising to many new challenges. They have not lost sight of their Values, Purpose and Vision and the quality of the activities required to achieve this vision.

The Assessor encourages Rawdon St. Peter's School to look at the extended Investors in People framework and consider achievement of Silver/ Gold Award.

STRENGTHS

Values

As a Church School there is a distinctive character where Christian Values are promoted in all aspects of school life. They encourage all members of the school community to promote a Christian ethos where care and respect is shown to everyone. There are strong links to St. Peter's Church and the Reverend is a Governor and regularly visits school to support the learning of children. Values act as a guiding beacon that directs the process of school development and growth and they are the key components of school philosophy.

Values influence leadership and team work and shape all school activities including how school interacts with the wider community. They are almost an unconscious competence and fully embedded in the culture of school. They certainly provide stability and support the school in implementing the many changes that is required within Education. These Values will continue to provide a bedrock of stability now and in the future.

Leadership

The Head Teacher demonstrates excellent leadership skills, is seen as a role model and inspires and motivates the team. She articulates a vision that captures the imagination of others and one that is

understandable and engaging. There is most certainly a great deal of trust, respect and admiration for the Head.

The Deputy Head Teacher is also greatly respected and seen as an excellent leader. Visibility and availability of the Head and Deputy is seen as a great benefit to the school and their input and involvement in day to day activity is much valued.

The wider SLT are also respected and valued by teams and make an excellent contribution to the effective delivery of teaching and raising attainment levels.

Leadership style is based on situation, need and expertise and it is recognised by the Head and SLT that there are times when a directive, delegating, facilitating or coaching style of leadership is required.

Rawdon St. Peters Primary School is an excellent and well developed school and this hasn't "just happened". It is the result of strong leadership skills and a Head and SLT that demonstrate confidence, commitment and energy and have insight into the needs of their team. They have developed a culture that empowers and fires the imagination of everyone to develop and grow.

Governors

The profile of governors at school is wide and diverse and individually they bring rich expertise to the governing body. They are dynamic, visible and proud to shape school success and in particular pupil attainment. They are involved in scrutinising data and challenge in a supportive manner that reflects the Values of school.

Team

The team at Rawdon St. Peters School is a strong team who demonstrate exceptional working relationships. They are inclusive, engaged, committed and passionate. People feel connected to colleagues and supported by them. Education can be a tough environment and there is much on-going churn including politically driven change and so relationships as strong as this keep the team engaged even during difficult times. Team members clearly cultivate each other's emotional resilience and this can only benefit the pupils who attend at the School. Team members are of an excellent calibre and live the values of the school by being open, honest, and participative.

There are strong collaborative and collegial relationships and this impacts on a shared understanding across school about what good teaching looks like.

No one is excluded and everyone within school contributes to the successful running of school. This includes the Teachers and all Support staff, an excellent administration team and Care Taker.

Social responsibility

The school demonstrates a high level of activity within the local community. Their involvement in many initiatives is impressive and there is no doubt that this raises their profile and reputation. Many staff lead on specific projects and are all extremely energised by the opportunities this offers themselves, pupils, school, parents, businesses, other schools and key stakeholders. Work with the NWSILC is a priority for

school and there are links with local Care Homes, grandparents running gardening groups, links with other schools, transition strategies with Benton Park, PTA and work with local small business.

Attainment, monitoring and evaluation

Everyone interviewed by the assessor confirmed how they are involved in raising pupil attainment, capturing data, working with pupils and improving learning and teaching. The introduction of Classroom Monitor is welcomed and provides the opportunity to critique pupil progress and all staff describe how they are involved in implementation. Pupil Progress meetings and the involvement of Support Staff is acknowledged as a positive development and an excellent opportunity to review individual pupil achievement. Class room observation and peer feedback is also becoming more “comfortable” and accepted by staff as a valuable form of professional development. The team describe consultation and collaboration as a norm in school and that they are fully involved in shaping use of monitoring methodology and feel able to ask for any support or guidance they may need in interpreting process and procedures.

Opportunities and areas for development

The following recommendations are made in the true spirit of continuous improvement and provide possible solutions to current school challenges. These recommendations are relevant to school objectives and reflect the assessor tailoring feedback to meet school’s specific needs.

Managing change

The team at Rawdon St Peters is relatively static and staff turnover is low however there have been changes in personnel as a result of maternity leave and this has changed the makeup and dynamics of teams. These changes have been accepted and embraced and teams fully functioning. Externally driven change and in particular those relating to pupil attainment, introduction of VLE, increased use of technology, new curriculum, performance related pay (to name but a few) all shake up the environment in which people work. Human response to change is complex and sometimes difficult to interpret and manage and shouldn’t be underestimated in the impact it can have on performance. There are many highly innovative and powerful change management theories which have emerged from Academic studies and may help to inform school’s approach to the management of change.

Coaching and Mentoring

There is a culture of coaching and mentoring within the School and many excellent examples of staff learning from each other. Certain members of the team are formally trained as Coaches and Mentors and provide excellent support to NQTs and colleagues. Whilst there is a culture of coaching this may, at times, be less visible and could be promoted formally as a recognised opportunity for development within school. It may be useful to formalise this approach (to develop a policy/model or discuss in any learning and development strategy) so that it is seen as an effective and integral part of learning and development and given the credence it deserves.

An effective coaching model with skilled and trained coaches could be offered on a wider basis and within the Family of Schools.

Learning styles

Learning style is an individual's natural or habitual pattern of acquiring and processing information in learning situations. The core concept is that people differ in the way they learn and this theory has greatly influenced education and teachers approach to designing classroom activities. In just the same way it is useful to consider the learning styles of the team to ensure training activities and solutions reflect, where possible, people's preferred learning style. It may be a useful activity to profile the teams learning style (Kolb or Honey & Mumford) and use this theory to inform best fit for development opportunities going forwards.

Succession and talent management

The attitude skills and knowledge required of leaders within school are captured in job descriptions and discussed at performance review. Staff are encouraged to consider their career development and again this is encouraged by the Head and discussed at performance review. It may help staff to consider their options if a clear definition of the requirements of leadership were made explicit and shared with those interested. This would inform succession plans and support staff in their career aspirations providing some clarity around what would be expected of them in a leadership role.

Self-belief

School has some excellent individuals who work to an outstanding level of performance and have the relevant skills and knowledge to do a good job. However there is some evidence to suggest people don't always believe in their skills and capability and the "imposter syndrome" may creep in. Staff should be encouraged to celebrate their abilities and be coached to believe in themselves as competent in their job role. This may also be helped by visits to other school and sharing experiences within the team.

Work Life Balance

The school has many areas of good people management practice that are informal and this includes a reasonably unstructured approach to managing work life balance. As in the previous Investors in People Assessment Report, it is recommended to capture the schools policy and practice surrounding work life balance and to embed this into the formal people management processes at school. This will reflect the schools healthy approach to part time working, job share, taking breaks, use of staff room, celebrating success, hours spent at school and work taken home etc. School recognition of work life balance is good and should be promoted as part of the reward and recognition strategy.

Investors in People Silver/Gold Accreditation

There is evidence to suggest the School may currently meet additional evidence requirements over and above the requirements of a Bronze Investor in People. The school may wish to consider additional assessment and recognition.

Broad Feedback against the Investors in People standard including those additional evidence requirements to achieve Bronze accreditation.

The vision of the school is clear and there is a robust planning cycle producing smart objectives that cover a range of topics including continuing to raise pupil attainment levels. There are many activities contained within the Plan that relate to developing leaders and social responsibility. All team members are proactively involved in raising pupil attainment levels within the school year and there are clearly defined targets and monitoring processes in place. All team members confirm the consultation process surrounding planning and development of the SIP.

The Values of the school are based on a strong Christian ethos and these are fully embedded in all school activities. They appear to be an unconscious competence and most people explain they are just part of the way things are conducted within school. Individual's behaviour fully mirror the values and inform the way they approach pupil attainment and the need for their working practices to change to meet the needs of the school improvement plan. Values clearly influence recruitment and selection, leadership and management, induction and learning and development.

All team members can describe with great enthusiasm how they are involved in planning at the School and how they shape teaching and education for the children. Involvement of the whole team is exceptional and everyone is invited to attend meetings where information about school performance is discussed. This is done through Staff Meetings, briefings, Performance Management, Induction, email, minutes of meetings, VLE, texts and through a culture of communication and open door policy. Staff confirm that any changes within school are fully consulted on and in particular issues surrounding the introduction of Class room monitor, recording of data and pupil progress in general.

The school is a key player within the local community and social responsibility is at the heart of the school. Objectives and action plans support strategic plans and resources are allocated and made available. Everyone has the opportunity to participate in school events and no one is excluded. Staff are encouraged to put forward their ideas and they take a great deal of personal ownership when engaging with the community. Activities are planned and coordinated with St Peter's Church and Collective Worship is seen as inclusive and nurturing. The PTA are proactive and successful organising many fund raising events that include the local bakery and tea room. The local Policeman and the fire brigade often visit school to provide valuable input to pupil development. The team are passionate about their involvement with the NWSILC and proud to be affiliated to such an outstanding organisation and group of people.

Learning and development is at the heart of the school ethos and this is extended to every team member. There is an understanding that all learning ultimately impacts on the successful functioning of the team and in turn improves pupil achievement and the requirements of the SIP. Learning needs are captured through consideration of School Improvement Plans, Performance Management Interviews, Observations, Book scrutiny, Induction, Team Meetings and informal discussions. Learning is also driven by the Head to push staff "outside of their comfort zone" and to experiment with new and stretching experiences. Everyone is able to ask for support or a learning opportunity which they feel they need to do a better job and whilst classroom observation can be an anxious time most staff confirm this contributes to their professional development. Resources are available and an annual training budget allocated. Success criteria are built into any learning activity and this is measured by the effect on standards and achieving results. External benchmarking such as Parent/pupil surveys influence learning and development and clearly feedback from Ofsted is paramount in identifying learning and development requirements.

Coaching and mentoring is a key player in school development activities and provides valuable learning. There is further opportunity to develop the coaching offering by formalising and celebrating coaching as an integral part of the learning and development strategy.

Everyone within the team are involved and included in planning, implementation, creativity and development. SLT provide the opportunity for people to be involved through staff meetings, training days, informal discussions, performance management and an ongoing open door policy. The feeling of inclusiveness is tangible and everyone is treated equally and fairly. The current requirement to re-design the curriculum is understood and embraced by everyone and staff spoke positively about how they are involved in the new curriculum. Both teachers and support staff work together to improve performance and provide the children with an inspirational and motivational learning experience. There are some excellent examples of Teacher and TA/HLTAs working in partnership to support learning. Support staff are very valuable members of the team and provide recognised support to Teachers. They are skilled and very capable and their involvement in pupil progress meetings is seen as extremely valuable and ultimately improves the performance of pupils.

The Head and SLT are clear about the capabilities they require to lead, manage and develop the team. Capabilities are defined in the national guidance for the appointment of Head Teachers and local needs are captured in job descriptions. Leadership development is part of the culture at School and team members are encouraged to develop leadership skills if they so wish. This may come in the form of traditional leadership development or less formally through leading a project or multi agency working. The SIP includes a section on Leadership and Management and describes actions that are required including learning walks, staff audits, work scrutiny and paired observations. SLT and middle managers are impacting on pupil progress and this is linked to the formal Teaching Profile.

Head Teacher's performance is monitored by the Governors including reporting at Governor meetings, half yearly updates with performance management sub committees and feedback from parents and staff.

The Head and all members of SLT are excellent role models and demonstrate inspirational leadership that is based on trust and honesty. They are ambassadors for the school and ensure they lead by example working hard to achieve results. Everyone confirmed their confidence and trust in a forward thinking SLT and respect their creativity. As a result of excellent leadership and management practice, information is shared openly across the school and knowledge shared across teams. Everyone confirms they receive the information they need to do their job and if they have any doubts they can consult with the Head, Deputy and SLT.

Governors are seen as proactive and valuable to the school. Both Governors interviewed by the assessor give a significant amount of time and emotional investment and are clearly proud of the schools achievements. They are visible and available and many staff commented on how instrumental they are in shaping school ethos.

The team can describe what they expect of the Head and other members of the SLT including communication, involvement in the planning process, target setting, performance review, information giving, coaching and support. The team confirm the SLT have demonstrated leadership by way of improving standards across the school and in particular those relating to raising attainment levels and

establishing robust evaluation methodology. The team describe the Head and SLT as approachable, supportive, caring, results driven and that the pupils are at the forefront of everything they do.

All team members understand their contribution to the school and its pupils. They are aware of the importance of raising attainment levels and working together to achieve this common goal. When a team are so involved and so committed then they are without a doubt feeling valued. People gave examples of the thanks and feedback they get from the Head, SLT, pupils, parents, governors and each other. Decision making is shared and everyone is involved. Consultation and collaboration are fundamental to how the team operates and this extends to everyone.

All staff can describe the learning and development activity they have received. This includes external training courses, internal learning opportunities, learning from each and sharing experiences, project based learning, cascade of information, mentor and coaching relationships, buddying, shadowing and attending other externally led activities.

Investment in learning is provided through the training budget and it is understood the cost of training is not just the course costs but down time, travel etc. Return on investment is measured through quality of teaching and pupil attainment, evaluation at performance management meetings, discussion at staff meetings, training days, feedback from pupils and parents, feedback from governors, Ofsted reports and other key stake holders.

Evaluation of performance is on-going and the Head and SLT are constantly analysing data and trends. Success against the SIP and in particular pupil progress is constantly scrutinised. Pupil and parent questionnaires are issued and outcomes considered as part of the involvement process. Internal evaluation methodology is strong and the team are constantly considering how to improve performance within school. Measuring results and the quality of those results is all part of the culture of this high performing school. Pupil attendance is high – currently running at 97% and has a direct impact on the achievement of pupils and the school.

The ethos at Rawdon St. Peter's Primary School is one of continuous improvement and the Head and SLT create a culture where everyone strives to improve and move to the next level. School improvements identified by the team include:

- Good pupil progress being made within year
- Excellent team equipped with attitude skills and knowledge to do the job
- New Business Manager
- A cohesive and high performing team including teachers, support staff, administration and care taker
- Pupil Progress Meetings
- Involvement of Support Staff in Pupil Progress meetings
- Improved website
- SLT – distributive leadership
- Classroom Monitor
- Cursive writing
- Improved ICT
- Introduction of VLE
- Good pupil attendance

- Lesson Study
- Pupil premium funding and how this is spent
- Joint observation and joint planning

This is an exceptional school employing exceptional individuals. Leadership is outstanding and as a result the team are motivated, engaged and well equipped to meet the challenges of the future.

The following quotations were gathered by the Assessor and provide further supporting evidence :

“As an SLT we demonstrate distributive leadership – we work independently and yet share expertise”

“As role models we aim to remain calm and professional”

“We have a big commitment to community cohesion”

“Lunchtime staff are acknowledged as having a big influence on how children learn in the afternoon”

“I feel included and understand the vision of the school”

“The Head is very approachable, listens and takes on board what we say”

“Team work here is amazing”

“Team Teach training helped me to manage children’s challenging behaviour”

“I’ve had training in ICT and the VLE”

“It was my idea to review lunchtimes and make changes to how the tables are laid out and who the Servers are”

“Your job role doesn’t make a difference – when I was part time I was treated just the same”

“One to Ones with Caroline are brilliant and very valuable”

“Everything is done under negotiation”

“I’ve coached the team in developing their questioning skills”

“We are a nurturing school with a coaching style of leadership”

“I’ve learnt a lot from working with the Head and in particular how to deal with difficult situations”

“Middle leaders are doing learning walks, monitoring data, book scrutiny and analysing information”

“Pupil progress meetings are invaluable – it is nice to know if a child is getting stuck”

“We are personally involved in carving the Values of school and the ethos statements”

“The Church guides our values and beliefs”

“I had a thorough introduction to school and the induction was comprehensive”

“It was my idea to bring in the Shelter Box Appeal”

“The Deputy is very good at recognising when you are under pressure”

“The Phonics course helped me to consider different ways of engaging with children”

“The session on Guided Reading confirmed I was doing it right”

“Four members of staff walked up The Billing for a brain storming and planning session”

“We are good at letting people set their own goals”

“It’s *THE* team and I do feel really loved”

“We had a fantastic training day, reflecting on the previous SIP and defining the vision going forward”

APPENDIX

INVESTORS IN PEOPLE FEEDBACK MATRIX

Investors in People Indicators

<u>ER</u>	1	2	3	4	5	6	7	8	9	10
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓		✓				✓	
5	✓		✓		✓				✓	
6	✓				✓					
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Continuous Improvement Plan

Rawdon St. Peter's CE Primary School June 2014

All of the recommendations below aim to have a direct positive impact on the Schools objectives.

Business Issue What	Suggested Action(s) How	Potential Benefits / <i>Impact of Taking No Action</i> Why	Suggested Timescale When	Potential Solutions / Support Available Who
Managing Change	<p>Continue to be aware of the ongoing churn of change within school and education and manage responsively providing the opportunity to consult and collaborate</p> <p>Gain a deeper understanding of some of the theories behind managing change that may influence leadership approach and style</p> <p>Share with team to help them to gain a deeper understanding of their own personal response to change</p>	<p>Reflects Christian Values and Beliefs</p> <p>Develops leader, managers and aspiring leaders</p> <p>Shares a deeper level of understanding throughout the team</p> <p>Helps everyone to manage concern and anxieties including those pressures outside of school</p> <p><i>Lack of clarity may impact on performance and pupil attainment</i></p>	Ongoing	Governors, Head and SLT, wider team
Coaching and Mentoring Opportunities (Policy and process)	<p>Promote a shared understanding of coaching and mentoring in school.</p> <p>Promote as a valuable solution to</p>	<p>Enrich existing practice in school</p> <p>These skills may also help with, Cluster/external key</p>	Immediate	Head, SLT and other staff with coaching and mentoring responsibilities

	<p>development and a recognised part of schools learning and development strategy</p> <p>Consider the model of coaching used within school, how we contract and measure performance. Train where necessary.</p> <p>Is there the opportunity to integrate and promote across the Cluster. Could school develop a model of good practice to promote in other schools (could we income generate?)</p> <p>What skills knowledge and behaviours are required of a good coach and how will they impact on teaching</p> <p>Consider provision of external Coaches</p>	<p>stakeholders. Impact on values and Performance Management discussions,</p> <p>Increase staff capability and school performance by promoting a deeper understanding of the power of effective coaching.</p> <p><i>Missed opportunity to formally develop existing skills and the team</i></p> <p><i>Improve performance within school and influence class room observations/feedback etc</i></p>		Support from Investors in People Specialist
Learning Styles	<p>Interpret learning styles of team to inform learning and development solutions</p>	<p>Provide the right form of learning for individuals that has the most impact</p> <p>Resources well invested and spent in the right kind of activity</p> <p>Shape training days and other related learning activities</p> <p>Provide greater insight into self learning for team</p> <p><i>Waste resources on the wrong</i></p>	<p>Immediate – could be done as a relatively “fun” activity at the start of a training day.</p>	Head and SLT

		<i>kind of learning solution/environment (particularly linked to VLE and ICT)</i>		
Succession and talent management	<p>Develop a set of clear leadership capabilities that is separate from job descriptions to share what a good leader/manager looks like within the education sector.</p> <p>Share with team and discuss where appropriate at performance management and 121s.</p>	<p>This will clarify for new teachers the exact attitude skills and knowledge they need to develop if they wish to grow into a leadership role.</p> <p>This is also useful to share with wider team so that they understand some of the details behind what their Head Teach and SLT spend their time on during a working day</p>	Autumn term 2014	SLT
Self-belief	Encourage team to develop confidence in their abilities and to recognise their competencies	<p>Develop people in the round. Increase confidence and belief in abilities.</p> <p>This links well to the coaching offering however will rely on skills of coach</p>	Ongoing	Head, Deputy and SLT
Silver and gold accreditation as an Investor in People	There is evidence to suggest the school is working beyond the standard and may wish to consider assessment at an advanced level	Greater depth of feedback across a range of appropriate and relevant subjects	18 month activity December 2015/ Review 2017	Head and SLT