



INVESTORS IN PEOPLE REPORT

Parayhouse School 2015

Presented by Andrea Defries
Investors in People Specialist
On behalf of Investors in People South of England

25th January 2015
Project no: 14-03297



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Overview of the organisation

Established in 1983 Parayhouse School is a non-maintained special school for students with moderate learning difficulties as well as those with speech, language and communication needs. It caters to a maximum of 46 students from the ages of seven through to sixteen years and students are from across fourteen Local Education Authorities across Greater London.

Introduction to this report

This report provides feedback from the Investors in People Review of Parayhouse School conducted over three days from the 16th to the 20th January 2015. It presents the findings of the assessment, highlighting areas of good practice, areas where there is potential scope for development and some ideas for consideration.

The structure of the report is around the key priorities as agreed during the planning meeting and 17 people were interviewed including staff, governors and trustees.

I would like to thank all those involved in the review for their open and enthusiastic participation and for the kind hospitality shown to me during the days interviewing at the school. It was a pleasure meeting everyone.

A particular thank you also to the headteacher for the provision of supporting documents and planning and organising the interviews. It was a most informative and enjoyable experience.

The model below shows the Investors in People key indicators by Plan, review and do.



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Outcome of assessment

Parayhouse school is to be congratulated for achieving the Investors in People silver accreditation.

All the relevant evidence requirements from the core standard plus 77 of the 80 selected from the wider framework have been met. In order to achieve the silver accreditation all core evidence requirements needed to be met plus 76 from the wider framework.

Executive Summary

Parayhouse is a delightfully engaging and reflective school full of passion, expertise and care where everyone is committed to the mission to ensure that every student reaches his or her full potential.

The headteacher established the school approximately thirty years ago with a vision and passion that created the unique environment that is Parayhouse today. Throughout the many challenges the school continues to thrive and retain its family culture. With students who have increasingly complex needs from fourteen boroughs across London and premises that could be much improved, the school truly delivers on its values.

There is strong school leadership, a knowledgeable and highly effective Board of Trustees and governing body and very caring and skilled staff. Continuous improvement and collaboration is embedded with some brave changes made that have had a significant and positive effect. Notably the new middle management structure and more collaborative practice in the class to ensure each individual student receives the required attention and education.

The focus on the mission and the desire to achieve an outstanding Ofsted report is clear and there is much learning, development and support to make this happen.

Key Strengths include:

- Passionate and highly knowledgeable and experienced leaders
- Caring and highly skilled members of staff
- An active and supportive governing body and Board of Trustees
- An ethos that continually develops people and supports them in their work
- Highly supportive middle managers
- Very strong collaboration in the class
- A culture of continuous learning
- Everyone is committed to achieving the mission
- People have opportunities to express themselves openly
- A great sense of pride and pleasure for the work achieved with the students
- Effective consultation and involvement to support decision making



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Key changes to improve performance during the last 1-3 years include:

- The creation of both a strategic plan and school development plan
- A more collaborative practice within the class
- More clarity, communication and collaboration around the Board of Trustees and Governing Body
- The introduction of board subcommittees
- A new middle management team
- Some teachers have left and new people joined
- The appointment of a finance officer
- The appointment of a lead LSA
- The family support manager role has been established
- A new website and school prospectus
- The school is in the process of attaining the Rights Respecting Schools Award

In the future challenges could include:

- Retaining and attracting talented people
- Meeting regulatory and inspection requirements which can tend to be increasingly demanding
- Finding suitable premises
- Achieving and retaining an 'outstanding' Ofsted inspection.
- Retaining the unique Parayhouse culture should there be any changes in leadership in the future
- Ensuring the school has the required funding to meet its future needs

Key areas for potential development include:

- Clarifying the core 'values' and using this terminology in communication
- Further defining the capabilities required of everyone who manages people now and in the future
- Developing a whole school training plan and spreadsheet including training evaluation and costs
- Ensuring that everyone who leads and/or teaches is confident and capable in all their required activities
- Increasing flexible working with remote access to 'teacher shared'
- Developing an innovative training resource around what 'outstanding' teaching looks like and how to achieve it.
- Creating a management development programme for everyone that manages people, not only managers
- Clarifying 'coaching' and developing 'coaching' skills consistently throughout the school
- Developing a new and exciting vision for the long-term future
- Identifying, capturing and retaining valuable knowledge and information in the school

Review Findings against the priorities.

In line with the preferences of the organisation and the approach agreed at the planning stage, the review was conducted with the intention of both gathering evidence against the Investors in People Silver Accreditation and exploring the key priorities.

The focus of this Review is around the following priorities:

- Is our leadership and management effective?
- Do people feel engaged with the whole school?
- Do staff feel that we provide them with the skills and knowledge to teach at high level?
- Have we retained the family culture?
- How can we retain staff?

STRENGTHS - Do people feel engaged with the whole school?**Employee engagement**

David MacLeod and Nita Clarke are leading edge in the field of employee engagement. Although they state there is no one definition, the description below is included in one of their research reports.

“You sort of smell it, don’t you, that engagement of people as people. What goes on in meetings, how people talk to each other. You get the sense of energy, engagement, commitment, belief in what the organisation stands for,”

Source: Internet – quote by Lord Currie, former Chair of Ofcom

The Board of Trustees and Governing Body

- The role of the Board or Trustees and governing body is to support the development and achievement of the school’s mission and strategy and ensure that standards are monitored and held. There is a close relationship between leadership and the board, however there is clearly objectivity and challenging to drive continuous improvement.
- The relatively recent Chair of Governors has made several significant and positive changes according to the needs of the school. This includes a change in the board’s composition, roles and responsibilities, blend of skills and structure.
- Furthermore four new subcommittees have been created that are focused around the designated areas reporting into the governing body. In addition three members are both trustees and governors. These initiatives have enhanced communication, collaboration and decision-making.
- Several members of staff commented about how they now know who the members of the board are and how they now understand the importance of their role in the school. Consequently there is much appreciation for the support and time given by the trustees and governors.

*‘The trustees and governors are all singing from the same hymn sheet and that’s a big improvement’
‘We have a great Chair and governors are now more visible in the school so we get to know them’
‘Governors ask us challenging questions that make us really think’*



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Mission and Strategy

- There is a clear mission to prepare students for the challenges when leaving school with an emphasis on social, language and thinking skills to enable expression and communication. The strategy to achieve this mission is developed by leaders with a high level of support from the Board of Trustees and governing body, input from staff, parents, external advisers and clinicians; and external reviews in particular Ofsted. It is a highly reflective school with a clear purpose and strategy.
- To improve the strategic planning process there is now a strategic plan and a school development plan. The strategic plan is focused on the longer-term strategic issues and the school development plan is mostly focused on achieving 'outstanding' overall at the next Ofsted inspection. This is because it would be a highly respected external verification that the school is achieving its mission to support each and every student to reach his or her full potential.
- Both plans are succinct and focused with targets that everyone understands and is motivated to achieve. Furthermore they are aligned with board methodology and process and have improved the focus for meetings and making decisions.

'The school is more focused, structured and organised'

Core Values

- The printed displays on the walls around the school state the mission and how the mission is delivered in three essential ways. These are providing a safe environment, creating a highly specialised curriculum and establishing close working relationships between parents, carers, students and staff to support learning.

The word 'values' is not used other than in the prospectus. However it is clear that these essential ways are the values and everyone understands and can articulate them. Furthermore the values underpin the strategy and are integral in creating the Parayhouse culture.

- To improve the working relationships between parents, students and the school the family support manager role was created. It enables parents to easily feedback suggestions and/or concerns, supports student's learning activities at home, can identify problems in the home and address them before they escalate and helps new students to settle into the school. It provides continuity of school and home. It is clear the family support manager with support from senior leaders has developed this role in a way that is highly effective.

Most importantly the values are truly lived and this makes Parayhouse a highly engaging place to work.

'I'm passionate about watching the students be engaged'

'Our students get so much more than an academic experience'

'Parents are so thrilled when their children have friends and are invited to parties'

'Parents are involved in events such as the Thames Mariner day and school disco'

'The family support manager is central to the parent and school relationship'



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Involvement, empowerment and collaboration

- There are a number of formal and informal meetings including Governors meetings, Trustee and subcommittee meetings, staff meetings, leadership team meetings, whole school weekly meetings, best practice meetings, daily planning meetings, key teacher meetings, LSA meetings and informal conversations with leaders who have an open door policy. Hence everyone attends relevant meetings during which they receive communication, input ideas, discuss issues and make decisions.
- People commented that this level of involvement and empowerment for everyone including LSAs is unusual and in the mainstream schools it is unlikely to happen. It also demonstrates there is an environment for receiving information and ideas that inform strategy. Furthermore the collaborative method of practice in the class enables everyone to be involved in supporting the student and is a very effective approach.

'The Ofsted inspector said when they entered the class they were unsure which role people took. We were delighted with that comment because it shows the level of collaboration in the class'

Performance management

- There is an IDP/appraisal at the beginning of term with the line manager to set individual targets aligned to pupil progress and individual needs. These link to the school's top line targets and people's performance related pay. A great deal of support is given to people to achieve targets and this links to achieving the mission and the goal to achieve an 'outstanding' Ofsted report. People feel very supported with performance and if they have any concerns they can speak to leaders.
- The new middle management team have become highly involved in performance management. Furthermore they are usually more easily available than the senior leaders who although have an open door policy have extremely busy schedules. This enables people to get faster feedback to questions and support with issues. It also reduces the dependence on senior leaders.
- The observations and walkabouts provide effective feedback on performance and work extremely well. The walkabouts enabling any member of the teaching staff to observe with a colleague is a creative approach and is clearly proving to be helpful to both people being observed and the observers.
- The observations are very much welcomed and appreciated. People commented that in the past they may have felt anxious about having an observation, however because of the support and positive focused approach to improvement, people are now requesting to have observations.
- A recent change is that senior leaders are getting more involved in the day-to-day workings in the school. In particular the Deputy Head Teacher who is very supportive around enhancing performance and teaching excellence. This is appreciated.

'The headteacher helps you take a step back and is very supportive'

'Its easy to speak to the middle managers and they are always positive, encouraging and supportive'

'I have had a lot of help that's made me more confident and that's really improved my performance'

'The deputy head teacher gives very constructive feedback after observations'



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AREAS FOR POTENTIAL DEVELOPMENT
Do people feel engaged with the whole school?

Define and communicate the core values in a slightly different way

- As mentioned previously the term ‘values’ is not used. However this is a common term that may be helpful when communicating the school’s guiding principles. Furthermore the values are key to the school’s culture and it is the culture that people find most engaging. It is a ‘values’ led school.
- Therefore it is suggested that instead of the current terminology around the ‘three essential ways to deliver the mission’, the term ‘values’ are used instead. Retaining the ‘three essential ways’ to explain the values in more detail.
- This would clearly define the values of the school in a simple way. The values can then be communicated and used across the school including for recruitment, decision-making, leadership development, promoting the school and identifying potential partnerships.
- For instance if a candidate does not share the values then they are not likely to ‘fit’ with the school culture or if a decision is to be made that doesn’t support empowering students to learn and be independent, then perhaps that decision needs to be reviewed?

Here is an example of using the term ‘values’ that can also be recognised by the mnemonic ‘shape’.

Our Mission

We focus our work on preparing students with special needs for the challenges they will meet.....

Our values are

- **S**pecialised, individualised curriculum
- **H**ave close working relationships with parents and carers
- **A** unique collaborative staff practice
- **P**rovide a safe and nurturing environment
- **E**mpower students to learn and be independent

This means (The three essential ways...)

- We provide a safe and nurturing environment where students feel secure and are confident and eager to learn.
- We establish close working relationships between parents, carers, students and staff....

A vision statement could also be created that expresses an exciting view of the long-term future





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STRENGTHS

Is our leadership and management effective?

- There is a common understanding of the capabilities (knowledge, skills and behaviour) expected of people managers including being approachable, visible, open, respectful, accessible and supportive. Feedback stated that managers are able to deliver on these expectations and do so aligned to the values.
- The collaborative practice requires the team to support each another, share learning and resources, respect everyone's strengths and expertise, communicate effectively and ensure the team are focused on the well-being and education of the student. This can be challenging to implement and so managers are involved should there be issues or improvements required. If necessary a manager would change a team, although this would be a rare occurrence. Managers seem to have clarity around how the collaborative practice should work and this is key to the Parayhouse culture and provision.
- The drive to achieve an 'outstanding' overall Ofsted inspection has focused the leadership team on retaining the areas that are currently outstanding, notably behaviour and safety and filling the gaps that need attention from the current 'good' rating which is already challenging to achieve. Clear strategies are now in place around marking, outstanding teaching and advancing more able students progress.
- Mentoring of the middle managers by the external adviser is working very well and managers appreciate the support given. It is helping managers to be more objective and develop effective strategies that motivate people, enhance communication and develop confidence. It is also encouraging managers to be more challenging when aiming to improve performance.
- There were also a number of comments about the school business manager and the level of support given, not only for people's work life but also any personal issues. This is much appreciated.

'The external adviser helps us to be more objective'

'You can talk to the school business manager about whatever is bothering you'

'Managers tend to listen before they judge'

'It's a very stressful job at times, but you have managers you can talk to who help you feel better'

AREAS FOR POTENTIAL DEVELOPMENT

Is our leadership and management effective?

- Although there is a common understanding of what is required of managers it is not clearly stated and communicated. It is therefore suggested that the capabilities required of managers now and in the future are reviewed, defined, captured and communicated. This is particularly important for succession planning, management development, recruitment and the induction of new managers in the future.
- To consider creating a formal management development programme that is directly linked to achieving the mission and an outstanding Ofsted inspection for everyone who manages people including those who are not in the leadership team.



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STRENGTHS

Do we provide staff with the knowledge and skills teach at a high level?

Learning and development

- Learning and development is a major strength in the school and everyone believes there is a culture of continuous improvement. All staff has an IDP where training needs are discussed formally and providing the finance is available and the training is aligned to the targets and mission then it is agreed. In addition people can request training at any time and it will be discussed and considered.
- People are constantly seeking to improve their teaching and this is also one of the areas identified by Ofsted. Hence there is a significant drive to take this to an 'outstanding' level. To address this need there are many initiatives. This includes the middle management structure, visiting outstanding schools, the best practice meetings to share knowledge and experience, the collaborative practice where the team work together to teach the students and also learn from each other, 'walkabouts' where two people who can be in different roles observe a class and provide constructive feedback, support from the external adviser and observations from leaders and managers.
- There a number of people have achieved or are in the process of taking teaching qualifications or higher degrees including Masters. This is very much supported by the school with time off for study leave and exams and in some cases financial help. There is a high degree of academic accomplishment in the school and people consider learning to be highly engaging.
- Learning and development initiatives include training at the Michael Palin Centre and visiting outstanding schools. The training at the Michael Palin Centre included visiting a local cafe and stammering when ordering. This had a significant effect because it enabled the therapist to feel what it is like to stammer, experience the reaction of others and reflect on how it impacts on communication and personal feelings. It was a highly effective and experiential approach.

'CPD is really good here because our staff are the best resource for our students.'

'We try out each other's techniques and share ideas'

'The best practice meetings are very well attended and give us lots of good ideas'

'The deputy head has given me tips about ways to make my teaching consistently outstanding'

'The external adviser is very astute and supportive'



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AREAS FOR POTENTIAL DEVELOPMENT

Do we provide staff with the skills and knowledge to teach at a high level?

Outstanding teaching

- When asking about the definition of outstanding teaching the reply was often how difficult it is to explain. This is because it works on so many levels including the intuitive. However there were comments that people would like to have more clarity around what they are aiming to achieve.

Hence it is suggested that an innovative 'outstanding teaching' resource is created that demonstrates outstanding teaching and provides advice and guidance using a range of resources. This could include best practice videos, role-plays, articles and podcasts, creative thinking sessions, drama therapy, story telling, mindfulness, music, modelling and scenario planning. In addition there could be guidance on how to provide excellent teaching using Maketon, how to manage anxiety in observations and different ways to reflect on what worked well, what did not and how to improve.

This could be developed in-house utilising internal and external resources. It could also be used for additional income and sold to other schools with special needs students if appropriate.

'It's difficult to express an outstanding lessons and that's why it's exciting to see. You get that wow factor from how much the children are engaged with the learning. It might be a small amount but that's very important to them and us'

Coaching

The IIP definition of coaching is:

A formal or informal process that aims to improve the performance, learning and development of an individual through effective questioning and feedback. It is about helping people to think issues through for themselves, rather than about telling or instructing someone.

- Coaching fits very well with the school's culture in particular the collaborative approach and there are examples of highly effective coaching being implemented. However it is not yet consistent throughout the school and some people are unclear of what coaching means.
- In addition some people can lack confidence and the coaching approach can be very effective in this area. Therefore it is suggested that the term coaching is more clearly understood and that coaching skills are developed and used consistently throughout the school.

Mentoring

The IIP definition of mentoring is:

Advice and guidance offered by a more experienced person to develop an individual's potential. Mentoring tends to focus on long-term career goals rather than immediate performance issues, and may be carried out by people from within the organisation or outside it, but not usually by an individual's line manager.

- Mentoring opportunities are available and there are examples of mentoring in the school for example the external adviser mentoring the headteacher and middle managers. In addition people feel if they could request a mentor because the school is open to give people a high level of support. However a more formal approach such as a mentoring programme would be beneficial. This could be a mentor from within the school or perhaps it would be more effective if there could be a shared programme with another school or organisation?

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Teaching resources

- It is apparent that there are a lot of resources in the school, however some people find themselves duplicating efforts and are unable to find the resource they require. It is therefore suggested that in the future there is a Parayhouse online resource centre that everyone can access.

In addition there is a wealth of resources available online and so it might also be helpful to develop a resources project group to do the research, communicate what is available and ensure good resources are easily accessible. This could also form part of the best practice meetings.

External training and development

- There were comments that some people would like to receive more pro-active suggestions for their individual learning and development from managers around training opportunities especially during their IDP.

Observations

- Several people commented they would like more observations from middle managers and senior leaders to enhance their performance.

Learning and development – evaluation and return on investment

- To enhance the management of resources a whole school training plan could be developed with an allocated budget.
- In addition a whole school training spreadsheet could also be developed with reporting of feedback and evaluation as to what training and development is effective and what is not. This would create a more formal structure that will enable more accurate knowledge of the return of investment in training, which is a significant spend in the school.

Retaining knowledge within the school

- It is possible that there is valuable knowledge and information that may not be retained in the school should key people leave in the future. It is therefore suggested that this information be identified and captured so that it can be accessed as required.



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STRENGTHS

Have we retained the family culture?

- When asked about the culture everyone interviewed said the school has a family culture, so feedback demonstrates it has been retained.

*'It's like a family here but there's boundaries between staff and students'
'It's a nice big happy family. Sometimes we fall out but we quickly resolve it'*

STRENGTHS

Have can we retain staff?

- It seems there are staff that stay for over 10 years and some that leave within 3 years. However those that leave appear to do so mostly because of personal circumstances. Examples are people returning home if they are from overseas or having a change in career. Hence it is not considered to be a major issue currently. However this could change in the future and given the disruption to everyone when people leave it is necessary to ensure that good people are retained.
- Recruiting the right staff in the first place is key to retention and there is an effective recruitment process to ensure people are selected who are aligned with the values. It includes shortlisting of CVs by middle managers and senior management comments. If it is a teacher post then they give a lesson which is observed, there is also an interview panel that includes a senior leader and governor. Questions include how prepared people are to attend school trips, how they deal with behaviour and attitudes to collaboration with other professionals. Teachers also have an opportunity to meet the students and class teacher in advance of the application process to see if they feel the school is where they would like to work. Recruitment is a fair and effective process.
- Career progression is another element of staff retention and there are numerous examples of where people have achieved significant career advancement. One example is from working in the office to an LSA to a manager and now to become a teacher. This is an impressive journey and demonstrates how the school supports people to progress.
- The new middle management team has also been a welcome progression and these managers have received benefits including a financial reward, mentoring with the external adviser and learning around managing people and leadership. Middle managers are highly motivated.
- People have a sense of pride in the work they do with the students and feel they are rewarded and valued not just by the school but also the parents. Most importantly they feel they make a difference to the lives of every student. This makes the work feel very special.

'There's a lot of passion and hard work in the school and we all love the children. It's beautiful to see and that's why I am here'

'I enjoy the diversity of teaching'

'We are all massively proud when students progress'

'I never look at the clock, the day flies by'



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AREAS FOR POTENTIAL DEVELOPMENT

How can we retain staff?

- Motivation is a key element of retaining staff and some of the ways to do this are by ensuring people learn and develop, use their talents and share and be respected for their expertise. Currently this is happening, however it would be of benefit to make sure it continues consistently throughout the school in the future. Especially as the collaborative practice requires people to work in teams and everyone has their individual strengths and areas for improvement.
- Although there are many friendships amongst people in the school it was suggested that it would be good to enhance the sense of community within the staff. To achieve this a more formal early leaving day each month for coffee and cake was suggested.
- Work life balance including flexible working can be key to retaining staff, especially for people with families. Therefore it is suggested that remote access to 'Teacher Shared' be implemented so people can work at home when appropriate.

Recommendation and next steps

Having carried out the assessment process in accordance with the guidelines provided for Investors in People Specialists by Investors in People – United Kingdom Commission for Employment and Skills, the Investors in People Specialist is totally satisfied that **Parayhouse School meets the requirements of the Investors in People Silver Accreditation**

Investors in People accreditation is granted indefinitely, with a proviso that an interaction is undertaken within 18 months of accreditation and a full assessment takes place no greater than 3 years apart. Assessments can be undertaken at any time and more frequent assessments are recommended to maintain levels of good practice and continuous improvement.

The organisation should discuss the timing of the next assessment with their Investors in People Specialist, using the Improvement Planning Meeting to agree the best strategy for future use of the Investors in People framework.

Key Dates

- **Improvement Planning Meeting on 3rd February 2015 at 2.00**
- **18 month Review - contact in February 2016**

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Customer Satisfaction Questionnaire

Both the Investors in People Specialist and Investors in People South of England would welcome your feedback on this assessment and you will shortly be supplied with a Client Satisfaction Questionnaire from Investors in People to complete. Particular importance is placed on the feedback given by client organisation's on Specialists, therefore we would very much appreciate it if you would complete the questionnaire.

Promoting continuous improvement

We support organisations at every stage of the Investors in People journey, helping them to realise the power of their people, optimise their performance and achieve their full potential. We see Investors in People as the People Partner for sustainable people solutions.

Please contact your Account Manager Marie O Sullivan, on mobile: +44 (7787) 123617 or email Marie.sullivan@iipsouth.investorsinpeople.co.uk to find out more about Investors in People and how we can help your organisation.

Details of the support available to you can be accessed by contacting Investors in People South of England via: -

T: 020 7728 3456

E: enquiries@IIPsouth.investorsinpeople.co.uk

W: <http://IIPsouth.investorsinpeople.co.uk>



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Outcomes table - evidence requirements framework matrix

Core Standard										
Total number of core evidence requirements assessed - 37										
Total number of core evidence requirements met - 37										
	Indicators									
ERs	01	02	03	04	05	06	07	08	09	10
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	n/a	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓		✓				✓	
5	n/a		✓						✓	
6	✓									

Wider Framework										
Total number of evidence requirements assessed – 80										
Total number of evidence requirement met - 77										
	Indicators									
ERs	01	02	03	04	05	06	07	08	09	10
4	Core	Core	Core	X	Core	✓	✓	✓	Core	✓
5	Core	✓	Core	✓	✓		✓	✓	Core	✓
6	Core		✓	✓	✓		✓	✓	✓	
7	✓						✓	✓	✓	
8	✓	✓			X	✓		✓		
9	✓		✓	X	✓		✓	✓		
10	✓		✓	✓	✓		✓		✓	✓
11	✓		✓				✓	✓	✓	
12		✓			✓		✓	✓	✓	✓
13	✓			✓	✓		✓	✓		
14	✓		✓				✓	✓	✓	
15	✓						✓	✓		
16	✓				✓		✓			
17					✓					
18			✓				✓	✓		
19	✓		✓				✓	✓		
20	✓		✓					✓		
21										
22			✓							
23										
24										
25										
26			✓							
27										
28			✓							
29										

✓ = evidence requirement met x = evidence requirement not met blank = not assessed



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Evidence requirements not met – wider framework

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.
4.9	Managers can describe how they are involved in defining the current and future capabilities all managers need.
5.8	Top managers can describe how they have made coaching part of the organisation’s culture

A summary of recommendations and possible actions within the IIP context

<p>Indicator 1. Business strategy</p> <ul style="list-style-type: none"> Clarify, simplify and communicate the core values Consider developing an exciting vision for the future
<p>Indicator 2. Learning & development strategy</p> <ul style="list-style-type: none"> Review and improve resources with a resource centre and dedicated working group Provide more development ideas for people including external sources Develop an ‘outstanding’ teaching resource Develop a whole school training plan Provide coaching skills to be used throughout the school Further increase the number of observations Identify, capture and retain valuable knowledge and information within the school
<p>Indicator 3. People Management strategy</p> <ul style="list-style-type: none"> Enhance work life balance with remote access for Teacher Shared Further develop the sense of community within the staff Ensure people continue to learn and develop, use their talents and share and be respected for their expertise in the future
<p>Indicator 4. Leadership and Management strategy</p> <ul style="list-style-type: none"> Further review and define the capabilities (knowledge, skills and behaviours) of managers now and in the future. Implement a management development programme that focuses on line management capabilities for everyone that is a line manager, not only those people in the management team.
<p>Indicator 8. Effective Learning and Development</p> <ul style="list-style-type: none"> Develop a mentoring programme, possibly with another school or organisation