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INVESTORS IN PEOPLE REVIEW REPORT

Coopers Technology College

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On behalf of Capital Quality Limited

25th March 2010



IMPROVING PERFORMANCE THROUGH PEOPLE



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■ Introduction

Coopers Technology College has experienced significant change in the period since the last assessment, including the appointment of a new Principal, a change to two form entry and a radical re structure of the leadership team.

Among the many improvements during this time, notable is a renewed investment in skills and resources to support teaching and learning and additional investment in behaviour with the development of a 'Behaviour Code' and 'Learning Code'.

The College is also currently restructuring its support staff group, introducing additional layers to support appropriate performance management linked to the college development plan, and, appointing more line managers with an aspiration that no support staff line manager should have more than 3 subordinates.

A further significant change in the pipeline is the introduction of vertical tutoring, extensive consultation has already been undertaken and plans are in place to roll it out.

It was evident that throughout this period the new Principal has provided strong leadership and management, supporting and guiding her staff to implement the changes necessary. All those interviewed agreed that Coopers Technology College had undergone a 'Sea Change', resulting in the raising of standards as well as improved results. This was tangibly endorsed by the recent Ofsted inspection at which their rating improved from a 3 to 2.

It is accepted that there are still many challenges ahead, but there appeared to be a strong belief among the staff group that the College could develop still further and attain an outstanding rating in the not too distant future.

The Principal Shirley Puxty and Vice Principal Sue Wood were keen to utilise the Investors in People Review as a means of securing useful information to support implementation of the on going change process as well as achievement of the Ofsted recommendations. They also considered it important that by way of providing balance to the identification of work needing to be done, that current good practice and success in the areas of learning and development were acknowledged, and, that this performance was measured against the Investors in People requirements. The following areas were identified as key priorities:

- Raising standards in teaching and learning
- Recommendations relating to the support staff structure

To support these priorities, in addition to the core standard requirements, further evidence requirements were included in the scope of the assessment, this covered the following topic areas:

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- The structure makes the most of people's talents
- What motivates people is understood

The guidelines set out by IIP UK; indicate that for organisations with 242 people in scope, a sample percentage of between 10% and 17% of the people should be interviewed.

After reflecting on the current organization structure and taking into account the specific objectives of the assessment, a sample at approximately the mid point of this range was chosen (13%), requiring 32 people to be interviewed.

The selected sample includes a range of people from across the College and also those people who have joined the College within the past year or whose role has changed, reflecting the split between support staff and teaching staff: Additionally, two members of the Governing Body were interviewed.

The principle mechanism used to conduct the assessment was a series of face to face meetings over a three day period from Friday March 12th to Wednesday March 17th 2010.

As part of the methodology used to conduct the assessment and collect the evidence, supporting documentation on College policies, practices and processes, as well as communication pieces were provided at the planning meeting and during the site visit. Additionally, a pre planning questionnaire, providing further detail about the College's processes and procedures as well as the key issues currently challenging them, was completed by Shirley Puxty and Sue Wood.

These contributed context and provided a useful foundation for individual discussions with people about what actually happens within the College

The Assessor would like to thank all of the Coopers people she met for the open and constructive way they responded to her questions and their flexibility in accommodating the assessment. It was a pleasure to meet a team of committed people who are clear on what they are trying to do and how they plan to go about it.

Particular thanks and acknowledgement should go to Sue Wood in respect of her support and focus in organising the assessment and the quality of the supporting documentation and additional information she provided to the Assessor.

■ Executive Summary

Coopers Technology College is a welcoming friendly school, impressively self aware and focused on the future. The first impression one has of the College is that of an orderly and industrious environment. When signing in and waiting in reception the Assessor was impressed to observe the consistent approach to College uniform rules and lateness. It was obvious that all



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members of the College; teachers, support staff and pupils were clear regarding what is expected in relation to discipline, behaviour and standards of dress.

During the on site element of the assessment, it was a pleasure to have the opportunity to observe the level of commitment to continuous improvement in evidence and the integrity of the whole College approach to managing the changes necessary to take it forward successfully, and, accordingly raise standards in teaching and learning.

It was clear to the Assessor throughout the assessment that a lot has been achieved in a short period with significant results, particularly in respect of the belief and confidence of the staff and that much more work is in progress.

Compared to the culture evident at the last assessment three years ago, the marked difference was the sense that one was engaging with a much more dynamic team, all of the senior and middle leaders interviewed conveyed a sense of moving forward and were justifiably proud of the recent Ofsted rating, outlining the many changes already in place to support further improvements in teaching and learning.

Many of the senior leadership team (SLT) were singled out as role models and it was clear that whilst changes in the structure to the SLT and unplanned staff movements, have been painful at times, the new culture resulting from the leadership offered by the Principal and the excellent performance management and CPD structure, are encouraging a more self motivated and innovative team, keen to try out new ideas and focussed on performance improvement.

Nearly all of the of the people interviewed acknowledged the effectiveness of these changes, appreciating the Principal's commitment to drive through the changes necessary to move the College on and commending her for her forthrightness and clarity of vision.

The Principal was generous in her praise of her leadership team and acknowledged how fortunate the College was in respect of the calibre and commitment of its Governing Body. She also acknowledged that many staff contributed to supporting achievement of the improvements in results, however, she views this progress as very much the beginning of their journey with much more work to do.

It is acknowledged that work to structure roles and responsibilities to enable raising standards in teaching and learning is on-going. Implementation of the plans outlined by the Principal and her SLT in respect of learning and development will support this.

Alongside significant developments, such as 'vertical tutoring' which will provide stretch and positive change to pupils as well as staff, the appointment of two non – teaching Vice Principals is testament to the Principal's desire to ensure that the contribution support staff make, in achieving teaching and



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learning aims as well as the success of the school generally, is viewed as important as the contributions of the teaching staff group.

The complexity of the plans and the pace of change required are undoubtedly challenging, but the desire of the College team and those that support it to drive through the necessary changes, appears to be equal to it. A demonstrable indication of this was the consistent management approach to discipline, as well as recognition of the importance of achieving improvement in community cohesion, which will in turn further support the work being done by the College.

The College continues to evolve its management and leadership culture, improving the way people are led, coached and managed, to bring about the best results for its pupils. All of the senior and middle leaders interviewed conveyed a sense of moving forward and were optimistic that under Shirley Puxty's leadership, the College would go from strength to strength. People were able to outline the many changes already in place to support further improvements in teaching and learning. The introduction of the Inclusion Unit was singled out as a huge boost to staff morale by more than one interviewee

With the main thrust being a commitment to teaching and learning, there is recognition that the learning of staff is therefore also really important. Many members of the support staff group spoke of the range of opportunities now on offer to them. Across the board, opportunities to take on new or extra responsibilities are clearly providing stretch, and, a continued focus on coaching ensures more personalised approaches to learning and CPD are not lost.

Many staff gave very positive feedback about CPD. In particular the support staff group felt that the College was now investing in their careers and as a result they felt much more valued.

The opportunity for staff to be involved with the on-going plans to move the College on further, via 'working parties' was mentioned by many of the interviewees, however, it was felt that these should be scheduled at different times, so that an even wider group of staff could benefit from them.

At the end of the onsite activity the Assessor was very pleased to be able to inform the Principal Shirley Puxty and Sue Wood Vice Principal, that Coopers Technology College had successfully evidenced sufficient practice against the Investors in People Standard to continue to be accredited as an Investors in People Organisation.

■ Feedback against specific Review objectives

The Principal Shirley Puxty and Vice Principal Sue Wood were keen to utilise the Investors in People Review as a means of securing useful information to further support raising standards of teaching and learning and to test out if support staff felt valued and were clear about the vision of the College.

The following areas were identified as key priorities:

- Raising standards in teaching and learning
- Recommendations relating to the support staff structure

1. Raising standards in teaching and learning

Without exception all people interviewed during the course of the 'on site' assessment were aware and focussed on the need to raise standards in teaching and learning. It was clear from the planning meeting, desk review and interviews that there are numerous plans in place to tackle this area and whilst these have predominantly been implemented, the impact of the activities have not yet been realised.

It is also noteworthy that the Principal and her SLT welcomed the Ofsted feedback because of the opportunity it provided to support and enforce the plans they already had in place to improve on last years results

Feedback from the review and the analysis of the Assessor identified:

- Support for teachers to improve standards is good, the performance management process incorporating lesson observation and assessment is managed consistently. It was agreed that objective feedback is provided across the board and most middle leaders provide additional coaching as required outside of this process, either to support an identified need or at the specific request of the teacher. It was also acknowledged that scope for extra support when needed was often picked up through the peer group within the team.
- Middle Leaders are fully supported by the SLT and held accountable for standards in their departments, however, because of the amount of change on-going both to structure and systems, there is a danger that priorities may become blurred and the need to fulfil process may override team time/interaction. This is valuable time that could provide a 'more than the sum of the parts' perspective and support a more qualitative and innovative approach to raising standards and developing capability.
- New systems and practices to support CPD were described in detail and clearly appreciated by staff. It was clear from those interviewed that all teaching and learning staff were encouraged to continually stretch themselves and their pupils, through continuous assessment and through finding new and better ways of teaching. However, there was some

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feedback to suggest that more flexibility regarding timing of twilight sessions to suit part timers would be appreciated.

Suggested Action

1. Consideration should be given to identifying current best practice and supplementing this with additional twilight sessions to explore effective team meetings in support of raising standards and to better accommodate part time workers.

- The NQT Mentors were singled out as excellent, however, there appeared to be a discourse between the quality of support offered via the Mentors and the actual NQT programme and NQT management framework. It was clear that the programme covered all the bases and there was nothing missing, but opportunities to harness the enthusiasm and creativity of this group may be missed.

Suggested Action

1. Consider reviewing of how the NQT framework is managed. NQTs are the future of the College and should be encouraged to consider themselves as such.
2. The size of the college may mean that some NQTs do not feel as supported as they might feel in a smaller environment. It may be worth introducing an NQT + 1 programme for those teachers just finishing their NQT year. This could be a diluted version of NQT support, perhaps offering less contact with a mentor but still providing additional support or stretch.
3. NQTs are relatively fresh and can offer many new and innovative ideas. At the risk of generalising, they tend not to have the preconceptions shared by the more experienced teachers and staff. The Principal and or SLT may wish to consider having a quarterly NQT lunch to discuss what ideas they may have and encourage them to take some of these forward.

- NQTs and their peer group (GTPs etc) should be considered as 'Agents for Change'. In order to harness this possibility it would be helpful to provide opportunity for this group to learn from each other, which would in turn facilitate cross fertilization of team groups and establish important relationships from the outset of their College life, all of which would support embedding cultural change.

Suggested Action

4. Consider widening current NQT programme to encourage explicit cross fertilisation of teams.

Recommendations in relation to the support staff structure.

- Nearly all of the support staff interviewed were very clear where they fitted in relation to where the College needed to go and provision and access to CPD for this group had clearly undergone a step change. Many of the people interviewed mentioned that under the new leadership they felt much more valued and were given much wider opportunity to be involved in decisions that affected them and their colleagues. Comments such as *'Before I felt I was in my place and that was where I should stay, but now I feel involved'* were not unusual.
- The drive to raise standards, coupled with the resulting restructure has undoubtedly had an impact on the perception of whether staff are treated equally and indeed many of the support staff interviewed felt that the focus of the SLT tended to be on the teaching staff, because of the importance of raising standards of teaching and learning. When pressed however, most felt that they were treated fairly and that teachers and managers were on the whole supportive.
- There was some acceptance that stress levels were particularly high at times due to sparse coverage in some departments and the need to act on the numerous changes imposed by the SLT to drive up standards. Accountability is on the whole good, due in the main to the prescriptive nature of the support staff duties. Many of the support staff interviewed explained that performance management had just been introduced for them but was still work in progress, so clearly there is an expectation of being held accountable, even if individuals are not necessarily self managing in this respect.

Suggested Action

1. Consider how diversity training could be utilised to support the teaching staff group to appreciate the validity of the different staff groups and where they fit in terms of the success of the College. This would also support the wider aims to involve more of the College staff in the drive to improve Community Cohesion
2. Consider a whole college session to review Cooper's values as a precursor to the development of a corporate identity for all staff. This would ensure an 'us and them' culture does not develop

- People were encouraged by the appointment of the two non teaching Vice Principals and saw this as a positive step in acknowledging the diversity of the staff group and the strategic importance of the non teaching staff to the future success of the school.
- One area where ownership and engagement of the support staff could be improved is in relation to broader development. There was some feedback to suggest that skills were not being fully utilised in respect of how this

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group might further contribute to achievement of the College objectives. Nearly all the support staff interviewed expressed some desire to access additional development and training.

Suggested Action

1. Review how the opportunity to achieve qualifications could be widened for support staff. Consider other ways of acknowledging their skills and development beyond the mandatory levels of NVQs and the SWIS training. The production of a biography handout or CV which would form part of a support staff directory may be worth considering. This would serve to support self belief and confidence and also promote the depth and breadth of their experience and qualifications to the wider teaching and learning staff group and community.



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■ Additional feedback

As well as the feedback and analysis arising from exploring the specific lines of enquiry agreed for the assessment, the following is a range of more generic feedback including areas for development, which are not directly related to the specific review objectives:

Areas of particular strength or effective practice

- Despite static budgets, the SLT work hard to encompass and introduce any new educational and pastoral innovations, which will contribute to improving standards at the school. A significant development has been the introduction of 'Vertical Tutoring' where everyone involved in the school from pupils to senior management will have the opportunity to demonstrate leadership and role model behaviour.
- There is an effective system in place to evaluate the impact of learning on performance, with a clear understanding of the money, time and resources spent on these activities.
- There was significant feedback regarding how approachable the Principal is. She was also singled out as a very good coach with the ability to support people to come up with their own solutions and was cited by many as being a particularly good listener.
- Strategic Interface with ICT is exemplary.
- The 'Working Parties' concept is excellent. Many people mentioned how these gave them the opportunity to be involved.
- CPD is well structured, notably it was felt that the provision of sufficient cover to support people to engage in CPD was a particular area of good practice.
- Depth and scope of leadership training is impressive. Of particular note is the in - house 'fast track programme'.
- The appointment of two non-teaching Vice Principals, underscoring the strategic importance of non-teaching personal to the success of the College, is to be commended.
- The SLT are totally committed to developing their less experienced colleagues, acting as informal mentors as well as providing guidance through performance management frameworks.
- During the assessment it was evident that despite the problems arising from significant staff changes, the Principal and her team have created a happy and well-ordered environment, which appeared to have rubbed off on the students.

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- The Principal's commitment to the Investors in People framework is embraced by her staff. During the assessment, it became evident that a professional approach to continuous improvement is a cultural driver which runs through every aspect of the school.
- It was clear that most people in the school felt valued as individuals. Many people had been stretched to try out new roles, inspired by the belief of the SLT and Principal that they could rise to the challenge. They expressed their gratitude for the personal satisfaction this had given them.
- The Coopers people interviewed were clear about the contribution they made to the college, empowerment seemed to be a cultural strand, all people appeared to be self managing and involved. Across the board the overall perception was one of people being empowered to act as leaders in their own sphere of work.
- The Principal and her SLT are excellent role models for all staff.
- Many examples of innovative approaches to supporting career progression

Areas where development could be considered

- The ability to leverage funding external to core funding, will be critical success factors for many educational establishments going forward. Consider how bid writing and/or business development capability can be better supported and incorporated as a core competency of the SLT group.
- Members of the SLT have specific roles and responsibilities, the current dynamic provides a balance of skills and style, as the College moves on and succession plans are implemented, it will be even more important that a focus on 'people management' is sustained.
- Additionally, enhanced strategic management capability would support the SLT to operate effectively as they are challenged by increasingly commercially competitive factors, along side the demands of improving standards of teaching and learning.
- Consider how to extend the working groups to accommodate wider staff involvement, particularly the support staff group whose contracted hours may appear to restrict their inclusion.
- Flexibility and multi-tasking can result in some people taking on too much. There is a danger that those with colleagues working in other environments where different pay awards are feasible may experience remuneration envy when the going gets tough. As insurance against people being wooed away for this reason, it is worth working even harder to ensure people have a mechanism to flag up if they are feeling over worked, such as extra 1:1s, and reinforcing the open door and open communication policy.

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- Reorganisation of key roles can mean that processes previously considered to be working smoothly are no longer effective or being implemented in a format that is 'fit for purpose'. As people take on new responsibilities, consider how current process could be developed.
- Reconsider induction processes in respect of the point above
- Consider how communication channels and team meetings can better accommodate part timers
- More work to support understanding the different learning and thinking styles of people and to ensure team development sessions and communication pieces are fit for purpose, would be helpful
- Consider how supporting MAs could be integrated more effectively into core CPD.



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■ Performance beyond the core Standard

In addition to the requirements of the core Investors in People Standard, the Assessor undertook to consider whether the College meets some of the more advanced measures from the wider Investors in People framework. These related to:

1. The structure makes the most of people's talents
2. What motivates people is understood

It was evident from the interviews with the Coopers people sampled that the College met the demands of these advanced measures.

The re-organisation of the general admin and support staff department has supported people to change roles and work to their strengths. The revaluation of the wider support staff group including all the job descriptions has provided people with the opportunity to consider what development they may need in order to equip them to effectively discharge their roles. This exercise was also thought to have provided people with the opportunity to take on new responsibilities and to stretch beyond their previous aspirations.

Most people were focussed on the positive aspects of the changes, but some were still grappling with what the changes will or might mean for them. More work to support understanding the different learning and thinking styles of people and to ensure team development sessions and communication pieces are fit for purpose, would be helpful

The Principal's approach to outlining her vision and engaging her staff team was commended by many people. Many people stated they felt much more valued and subsequently more motivated as a consequence. Many also cited the stance on behaviour management as a huge boost to their morale. Where previously they felt part of the problem, they now feel actively engaged in the solution. The positive improvements to support the behaviour management strategy such as the Behaviour Code, Learning Code and the introduction of the Inclusion Unit were described in detail by many of the people interviewed.

'She gave us an excellent message right from the start - there are 40 pupils stopping us teaching and stopping others learning'

'She gave us confidence again.'

'There is less rubbish around the college which engenders respect for surroundings and supports cultural shift.'

'Shirley has made us believe we should and can achieve an 'Outstanding Rating' from Ofsted.'

Recommendation and Next Steps

Having carried out the assessment process in accordance with the guidelines provided for Assessors by Investors in People UK, the Assessor is totally satisfied that Coopers Technology College continues to meet the core requirements of the Investors in People National Standard.

In order to fully optimise the many areas of good practice evident during this assessment, the Assessor strongly recommends that Coopers Technology College consider working towards enhanced recognition for its next review.

Investors in People recognition is granted indefinitely, with a proviso that reviews take place no greater than 3 years apart. Reviews can be undertaken at any time and the organisation should discuss the timing of the first review with their Assessor and Adviser.

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25th March 2010

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■ Options for your next Review



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Investors in People Rolling Review

Rolling Review is a popular model for ongoing assessment which builds evidence over a three year timeframe, rather than all at once every three years. An annual visit can be focussed on the parts of the framework most relevant to you at the time, reflect changing business priorities and focus on different parts of your organisation at different stages.

Internal Review

Internal Review is a flexible review option available to all Investor in People organisations. It was introduced because recognised organisations identified that they wanted more involvement and ownership of their post recognition reviews. Internal Review works on selected principles of quality assured self-assessment and must be conducted with the full involvement of Capital Quality Limited. We develop your people to a nationally approved standard, providing you with an internal resource to enable you to monitor your own performance target your resources appropriately and participate more fully in the review process.

Investors in People Interactive

This free online support tool is designed to guide you through development activities and help you maintain the benefits of using Investors in People as an organisational development tool. Obtain an on-going understanding of your organisation's current strengths and development areas by using the tool's diagnostic function which is built around 5 management practices which relate directly to the Investors in People indicators

You can also review and update your progress within the tool and access a wide range of downloads, good practice tips, templates and other resources to inspire and inform - no matter where you are on your Investors in People journey www.investorsinpeople.co.uk/interactive

Promoting continuous improvement

CQL offers an integrated advice and assessment support service, as well as workshops, surgeries and networking events to promote continuous improvement and maximize the benefits of working with the Standard. Details of the support available to you can be found on: -

Internet:  www.cqlgroup.co.uk

Telephone:  **020 7492 5901**

Email:  info@cqlgroup.co.uk

■ Annex A



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Evidence Summary

Plan

- A full copy of the strategic plan was provided to the Assessor together with supporting documents. These demonstrated the identification of clear goals supported by measurable targets. Interviews with people at all levels supported the initial dialogue with the Principal and Vice Principal in respect of the strategic planning process.
- Clear vision at a senior level was evident.
- The strategic planning process and structure creates a shared sense of purpose and facilitates discussions with leadership teams and staff.
- Trade Union consultation is evident.
- All people interviewed were clear about their roles and where they fit in.
- CPD is identified, planned and tracked to an exceptionally high level to support achievement of the vision.
- Evaluation planned via performance management discussions, through extensive use of data and in ongoing meetings.
- Leaders and managers are able to describe learning and development needs in detailed terms, articulating links to raising standards of teaching and learning.
- Support and CPD planned for the support staff group.
- Many excellent examples of individualised support evident.
- People universally believe the College is committed to CPD, to supporting its staff to raise standards in teaching and learning and to ensuring people are given the help they need.
- Ideas are encouraged through the strategic planning process, through discussion in meetings, via the cascade into teams and via the learning Gateway. People reported positive reception to new ideas and suggestions.
- Expectations of leaders and managers are clear to all people
- Leadership and management development is formally evaluated for impact on standards of teaching and learning via the performance management process and College self evaluation cycle.
- Staff are clear about roles and responsibilities of leaders and managers. There is some potential around the vertical tutoring groups and communities to develop this further.

Do

- Feedback around management effectiveness is positive and is in line with the expectations of the College.
- Excellent data mining and management, supporting performance management discussions are the main vehicles for feedback, but also strong observations and other feedback channels such as meetings, informal 1-2-1 contact and mentoring supplement this.
- Many people mentioned how much more motivated they were under the new leadership team and nearly all people felt that they were valued and their efforts are recognised. There was some isolated feedback to suggest that support staff are not always acknowledged as appropriately or inclusively by their teaching and learning colleagues as they might be.
- People believe they make a difference to the School and understand the link between their own actions and the impact on performance.
- There is a very strong culture of improvement and empowerment, evident in the design of the vertical tutoring role and the working groups, but also running throughout the School.
- Feedback regarding induction for new staff was positive, although with the pace of change evident, care should be taken to ensure appropriate induction is given to those changing roles and that the full potential of the NQT process is optimised.
- Many excellent examples of development to support effective leadership and management, including in-house 'Fast track' programmes.
- There is copious evidence that appropriate support and encouragement is given to ensure learning and development needs are met, as well as the effectiveness of learning and development and linkages to raising standard of teaching and learning.

Review

- There is significant evidence of performance measurement and monitoring, using a wide range of data sources and processes.
- It is clear from discussion with members of the SLT, that this data and that from other sources, such as observation as part of the performance management system, is used extensively in identifying what could be better, as well as how the people dimension could be strengthened to achieve that improvement.
- The rigorous approach of the SLT and involvement across the School in the self evaluation cycle and planning cycle further support this.
- Middle leaders were able to give an account of what has improved in their teams, both in direct performance terms and in terms of the more ephemeral issue of teamwork and culture.

- A range of improvements have been introduced as a result of on-going performance measurement and evaluation, including, the re organisation of the SLT, the new appointments to this team in terms of new roles, the management meetings and management development..

Audit Trail Examples

- Evaluation of performance led to the designation of a new member of the SLT responsible for data management being appointed. In line with the Principal's vision, systems and processes supported by learning and development activity were subsequently introduced. The robust and consistent approach, using individual data and improved responsiveness to individual child needs, has had a significant impact on standards of teaching and learning.
- There is a culture of continuous learning driving the learning and development strategy. In all aspects of teaching and learning there is encouragement to take risks and make use of new technologies to enhance the learning experience. The impact of this culture means that young middle leaders continue to stretch the boundaries and find new ways to raise standards of teaching and learning at Coopers. This is supported through the planning cycle and budget provision by the allocation of extra CPD funding in the areas identified and by the strategic alignment of ICT provision enabling the College to introduce an improved GCSE and A level offer going forward.
- The Principal demonstrates a strong commitment to driving up standards and raising expectations. She has given strong direction to the re structured leadership team and re structure of the support staff group, that is creating a shared sense of purpose and is beginning to improve standards and achievements. However, the SLT and middle leaders recognise that student's rates of progress are not good enough and standards of teaching and learning must be improved still further.

The consultation process and implementation of various initiatives, including the introduction of 'Dedicated Learning Days', the 90 minute lesson and the change to vertical tutoring has been managed well and evidences how evaluation of learning and development, leading to new plans, is executed to achieve the further improvements needed. Definitions of expectations of the vertical tutor group leaders are clearly aligned with this aim. Another example is the introduction of the Learning Mentor role which is acknowledged to be better measured and tracked providing greater clarity in respect of impact.

■ Annex B Outcomes Table

Evidence Requirements Framework Matrix



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Core Standard										
	Indicators									
ERs	01	02	03	04	05	06	07	08	09	10
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓		✓				✓	
5	✓	✓	✓						✓	
6	✓									

Wider Framework										
	01	02	03	04	05	06	07	08	09	10
4	Core	Core	Core		Core				Core	
5	Core		Core			✓			Core	
6	Core									
7										
8										
9										
10			✓							
11						✓				
12										
13										
14										
15										
16						✓				
17										
18			✓							
19										
20										
21										
22										
23										
24										
25										
26			✓							
27										
28										
29										

✓	This requirement is considered to be met on this occasion
	No such requirement exists within the framework
	Not assessed on this occasion