



INVESTORS  
IN PEOPLE

South  
of England

# INVESTORS IN PEOPLE REPORT

## Moreland Primary School

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On behalf of Investors in People South of England

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<b>Contents</b>	<b>Page No.</b>
▪ Introduction	2
▪ Executive summary	3
▪ Areas of strength	4
▪ Continuous improvement suggestions	5
▪ Client topics for additional feedback	6
▪ Assessment findings – How the Standard was met	9
▪ Recommendations and next steps	17
▪ Customer satisfaction	17
▪ Promoting continuous improvement	17
▪ Outcomes table	18

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❖ **Introduction**

This report represents the feedback from the IIP Assessment of Moreland Primary School which took place on 22<sup>nd</sup> and 23<sup>rd</sup> April 2015. This was the first IIP Assessment for the school and I am delighted to say that all evidence requirements of the Standard at Core level are met.

The purpose of the engagement with Investors in People was to identify and acknowledge the good practice and improvements that have taken place in recent times, and to provide further suggestions for improvement. An assessment at core level was chosen for this initial activity, including assessment of a further 6 additional Evidence Requirements from the wider framework in the areas of; organisational strategy and the people management strategy, to reflect current activity.

Key additional areas identified by the client for feedback included:

- How do people feel about the Federation?
- How has the school progressed since its' introduction?
- How well has change been managed?
- How do people feel now about the future of the school?
- How does the school work with the local community?
- What could be improved in this area?
- Additional suggestions and ideas for improvement.

Sufficient evidence was found to support the achievement of all core, and 5 of the 6 additional Evidence Requirements assessed. Please see the table below for further information, detailed feedback is contained within the relevant sections of the report.

<b>Business Goal or Priority</b>	<b>Key Areas from the Core Standard</b>	<b>Additional content from the wider framework</b>
Organisational strategy	<ul style="list-style-type: none"> <li>• A clear purpose and vision is supported by a strategy to improve performance</li> <li>• Communication</li> <li>• Measurement</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• KPIs are in place to drive performance and people know them (1.9/15/21) Met, Met, Not Met</li> </ul>
People management strategy	<ul style="list-style-type: none"> <li>• Consultation and collaboration</li> <li>• Equality and diversity strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Giving and receiving constructive feedback to improve performance is valued, encouraged and takes place throughout the school. (3.9/ 17/ 25) Met</li> </ul>

From a total of approximately 49 staff and governors at the school, 18 people were interviewed and contributed to the feedback for the assessment over two days. The interview sample was representative of all roles within the school and included: Governors, members of the leadership team, other managers, teachers, teaching support staff and other support staff.



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I would like to thank all interviewees for taking part in the exercise and for their constructive and open feedback. I would also like to acknowledge all staff at the school for the warm welcome afforded me and finally, special thanks go to Ann Dwulit and Catherine Bradley for co-ordinating all stages of the assessment, providing supporting information and ensuring that the interview days went smoothly.

### ❖ Executive Summary

Moreland Primary School is a smaller than average, one form entry school for boys and girls in the London Borough of Islington. The school community is diverse with the proportion of pupils from minority ethnic backgrounds, and with English as an additional language, significantly above the national average. There are also more pupils than average who are eligible for pupil premium funding.

The school has had a difficult past; following many years of inconsistent and ineffective leadership, by 2010, it was under threat of closure. From July 2011, Moreland School entered into a federation with a, then Outstanding, local school, St Luke's, with a mission to improve at every level. The Head Teacher at St Luke's was appointed Executive Head Teacher (EHT) of both schools. Much work has since taken place to develop the capacity of the school to improve and in building and supporting an effective leadership team.

As a direct result of the Federation activity and support, there is now a sustained upwards trajectory in level 4+ attainment by the end of Key Stage 2. Pupils are making good progress on the whole, as a result of good teaching. As the school continues to improve, Islington Council have committed to building a new school on the site by 2016, work has now started.

This IIP assessment finds the leadership team at Moreland to be dedicated, cohesive and passionate about providing the best possible education and support for their pupils. The SLT, supported by the Board of Governors, are highly committed to driving improvement; strategies focus on clearly identified improvement priorities which build on the existing strengths of the school, whilst introducing further good practice and providing support for staff. This is enabled by a culture in which people at all levels are empowered in their role and encouraged to contribute their ideas. Commitment to the inclusiveness of all staff is a strength.

Strategic planning activity is led by the SLT and governing body, with input from leaders in each area. The plans reflect feedback from Ofsted inspections, internal quality assurance processes, self-review, evaluation of data and an understanding of the external environment. The drive for continuous improvement is reflected in clear target setting, evaluation and review. Effective quality assurance processes are in place to monitor and review the quality of teaching and learning, supported by performance management for all.

There is a good range of formal and informal learning and development opportunities for staff which supports the achievement of the school's objectives. Activities include; INSET, weekly in-house CPD sessions, external training, observations, cluster group activity and targeted mentoring or coaching.

The sharing of good practice is a key element of learning and development in the school. People are encouraged to observe lessons and attend in-house training to support the development of good teaching practices. The extensive range of partnership activity, including the EC1 Cluster Group meetings and working in a federation, also provide many opportunities

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for sharing of learning and best practice, in addition to offering excellent development opportunities for staff.

Following participation in external learning and development activities, people are expected to share their knowledge with their colleagues. People often use the weekly staff meetings, formal INSET or other team meetings to deliver an overview. This ensures that colleagues who were unable to attend development activities can access the knowledge gained.

The impact and effectiveness of learning and development is evaluated in a number of ways including; observations, discussion at appraisal and review of pupil progress and outcomes. This ongoing self-review promotes and supports the drive for continuous improvement which is evident throughout the school, and supports the achievement of the school's objectives.

Effective communication is a key strength of the school. In addition to the regular meetings of various groups, every day starts with a whole staff briefing. This is an opportunity to ensure key messages and updates are shared by all. It also reinforces the sense of 'one team' and the supportive culture, and is highly valued by members of staff.

Morale is now significantly improved at Moreland; people say that they are proud of their school, can see the positive impact of the Federation activity and feel optimistic about the future of their school ***"It really feels like we are on the up – things are improving all the time."*** and ***"I've got a lot of faith in Ann and the leadership team."*** ***".. we are finally getting the new building we've been promised for so long."*** People feel appreciated and valued and gave many examples to show that they are well managed, supported in times of difficulty and encouraged to develop and progress.

### ❖ Areas of Strength

*The following is a list of good practice characteristics or features found during the course of the site visits. These are recognised as being of good practice or exceeding the requirements of the Investors in People Standard*

- Leadership and management – A strong and effective leadership team has been developed over time. Much support has been provided, through coaching and performance management, raising expectations and effectiveness to establish this. There have also been some resulting staffing changes. A clear direction and vision has been established and communicated by the EHT, her style is described by some as 'inspirational'. The Governing body have also provided invaluable support and challenge to the school, both in terms of review and evaluation and support with the new-build project.
- Recognition - Good evidence of much positive reinforcement and recognition was identified, people feel valued and appreciated. This is seen by staff as a major area of improvement. Common phrases included: ***'Asked not told', 'Lots of thanks and acknowledgement.'***
- Strategic planning – An effective planning, review and evaluation cycle that involves the majority of staff is in place.
- Learning and development – The school provides excellent learning and development opportunities that have enabled many people to progress and/ or develop their skills and experience.



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- Consultation – People feel that they are consulted and listened to.
- Communication – Daily staff briefings and regular meetings or discussions are in place.
- Performance management - Performance management appraisals and discussions are in place for all. Many people have been supported to improve and develop their practice.

❖ **Continuous Improvement Suggestions**

*The suggestions highlighted below are intended to strengthen good practice that is already taking place within the organisation together with ideas to develop areas for improvement. This should be read in conjunction with the suggestions included in the Health and Wellbeing GPA report.*

- Reinforce the leadership reporting structure – Possibly due to the fact that the EHT conducts initial appraisals with all, there appears to be a little confusion in some areas due to a recent change at head of school level. Whilst this does not impact on the day to day effectiveness, it has had a slightly detrimental effect in some groups.
- Communication – Ensure that everyone has the opportunity to attend the daily briefing on occasion, perhaps on a rota basis where necessary? This will also help to integrate newer areas such as the 2 year old room more fully into the Moreland community.
- Consider further ways to build the TA team – Much work has already been done to develop this area and much good practice was described. Introducing a regular TA meeting would be an opportunity to discuss any issues and share good practice related to their work.
- Target and objective setting. - Review the targets set for support staff to ensure that at least one explicitly reflects the school targets in terms of the way each individual is expected to contribute. This will provide a greater understanding for individuals of the value that they add in relation to whole school achievement.
- Resources/ community engagement. - Encouraging more local volunteers to help out at Moreland would strengthen links with the local community and also provide additional resources to help support extra-curricular or class based activities.



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## ■ Client topics for additional feedback

### ❖ Client feedback area 1 - The Federation

- How do people feel about the Federation?
- How has the school progressed since its' introduction?
- How well has change been managed?
- How do people feel now about the future of the school?

The Federation with St Luke's was created following a very difficult time when the school was under threat of closure after a number of years of inconsistent and ineffective leadership. After an uncertain start, with mixed views from staff, where some were concerned about the new arrangement and what that would bring, and others welcoming the support, it is now fully embedded and embraced by all.

Many of those involved in the IIP discussions feel that the school is improving all the time, morale is positive and that they see an exciting future ahead. People are proud of their school and described a number of improvements to the way that the school is managed and led, that are enabling much progress to be made. For example:

- **Leadership and management**

People commented on the change in leadership style which has enabled clear and effective strategic direction setting, raised the aspirations of all and developed a more collegiate culture within the school. The very supportive, inclusive and appreciative style of the EHT was particularly noted.

***“Leadership is providing clear direction – explaining what we need to do and why.”***

***“They do what they promise – that means a lot.”***

***“Consistency at the top – we have had two more changes of Head since the Federation started. Ann has provided a constant, keeping us focussed on the right things.”***

***“I feel like we're all pulling in the same direction.”***

***“There is much more of a ‘can do’ attitude, we are all more positive. That comes from the top.”***

***“There is much more value and support for the TA and other support roles. I feel that we are equally valued within the school now.”***

***“There is a huge focus on the positives, and in giving thanks.”***

A simple comment from many people about improvements to the leadership at Moreland was about being ***“...asked not told..”*** This clearly means a lot to all.

- **Strategic planning/ sharing good practice**

Several people feel that there has been significant benefit in working with St Luke's in terms of sharing good practice and ideas. This has developed organically, and with sensitivity, and includes shared INSET, and some year groups, or functions, planning together.

***“There are benefits to both schools, it is useful to be part of a bigger team. It's taken a while, but now we work well together.”***



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***“Some year groups have more opportunity to work together than others – I’d like to see more of it.”***

***“It’s not been forced, it has been a natural progression.”***

- **Communication and consultation**

Each day starts with a staff briefing, people appreciate this, and said it helps with day to day planning, sharing key messages and starts the day on a positive note.

Staff and representative groups are consulted on all major changes, a good recent example is the new school building. Plans have been shared, and staff involved in some elements of identifying the needs and requirements of the new premises. Everyone, including the pupils is also involved in the re-branding exercise, contributing their ideas to areas such as a new school uniform.

- **Managing change**

Change appears to be managed well; people say that a good level of consultation takes place and that communication is very good. The rationale and reasoning for any change is always clearly explained and plans are shared. People have the opportunity to put forward their views and ideas.

***“We feel that we are listened to.”***

***“There is an understanding and appreciation of what we’re going through, how hard we are all working.”***

Obviously, as part of the Federation, and to implement plans for improvement, a great deal of change has taken place in the last four years. Whilst people understand and acknowledge the reasons for change, a small number of people felt that occasionally the pace of change was too great.

***“Sometimes I think we move on too quickly – before an idea has had time to work we move on to something else.”***

***“There are so many things to improve, but there is a lot of support and guidance to do so.”***

***“It can feel pretty intense.”***

- **Improvements**

People describe a number of key areas that have improved as a result of the activity above:

- Improved teaching and marking
- More consistency ***“..structured plan, more follow through and building on our progress.”***
- Improved pupil outcomes and results
- ***“The staff team is more stable – that’s better for all of us, staff and pupils.”***
- Pupil numbers are rising
- Improved relationships with parents
- New building – ***“..It’s finally happening.”***
- Improved morale, people feel appreciated and valued for their contribution.
- A positive momentum has developed as the plans are delivering improvements. ***“A can-do attitude.” “We can see our progress.”***



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- **The future**

As mentioned above, the overall impression from staff was positive and optimistic, people are working very hard, but feel they are starting to see some positive impact. There is also much excitement about the new-build and what that will mean to Moreland School and the local Community:

***“We are going in the right direction – together.”***

***“I feel very positive about the future. The new building will attract new families, and will also help to improve the schools’ reputation locally.”***

***“The commitment to build the new school shows a lot of confidence in us.”***

***“It feels different – more focussed with a shift in expectations.”***

- ❖ **Client feedback area 2 – Community engagement**

- How does the school work with the local community?
- What could be improved in this area?

Many members of staff feel that Moreland is a key part part of the local community, and that developing and maintaining good relationships with the pupils, their parents and the wider social and business community is a key element of the schools’ plans for improvement and success. People talked about the huge support to keep the school open when it was threatened with closure in 2010.

A number of staff live locally, and have a long personal history with Moreland. They are proud of this association and feel that this enhances relationships with both the pupils and the local community.

***“I think parents and the children find me approachable and can talk to me – I am one of them, I can understand what they are going through.”***

A number of initiatives at Moreland have been introduced to increase parental, and community involvement at the school including: English lessons, coffee mornings, an exercise class, and international day.

A number of effective partnerships are in place with local businesses who provide a range of support to the school such as reading support to pupils, and involvement in the gardening club.

Ideas to improve community engagement and parental involvement were mainly centred on encouraging more people to work as volunteers at the school. This would also provide additional support for existing staff, and provide the opportunity for more extra-curricular activities for the pupils.



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■ **Assessment Findings – How the Standard was met**

❖ **Organisational strategy – planning, review, evaluation and communication**

***Core purpose: To improve the school at every level ensuring immediate & sustained improvements in education & standards in line with national year on year***

***Federation vision and mission statement***

***Our vision for the St Luke's and Moreland federation is that every child will thrive as both schools provide a broad range of opportunities where teaching is outstanding and makes a high impact upon learning and achievement. This is the core purpose of the federation; two fantastic, successful, happy schools who are at the heart of the EC1 community.***

***Valuing staff will be central to achieving success as every person thrives in their work and feels well supported. High quality teaching and learning and consistency in practice will be a high expectation across both schools as staff work with energy in partnership, building their individual capacity to achieve more.***

***All of this will be done because the children and their education matter more than anything else. Every child must have the best possible start as we work closely with parents and families to prepare children for life.***

***'Reaching higher than I dreamed, becoming the person that I want to be, doing the best I can for the world and for me'. Mission Statement***

The key purpose of the Federation is to deliver improvement at every level at Moreland; developing, embedding and sustaining outstanding practice throughout the school, and delivering improved outcomes. "Getting to Good" was quoted by many as the overarching goal. Whole school improvement priorities are:

- 1. To ensure all school leaders are the driving force behind school improvement as we become recognised as a 'good' school even before the next inspection as we securely match the 'good' Ofsted grade descriptors. The strategic placing of school leaders ensures they have weekly contact with all class teachers, thereby checking books and progress so that at the end of each half term progress is evident in every child's well presented books.**
- 2. To embed the new National Curriculum, new progress measures and quality control across federation and network.**
- 3. To achieve and exceed EOY targets: 91% 3+ bands(40% to exceed this) progress in N and R; 6.0+ APS end of KS1, 4+ APS end of KS2- meeting and exceeding national 2014 results; equivalent of 4+ APS for Y1,3,4,5. To make sure that at least 40%+ to make more than expected progress in every class.**
- 4. To continually focus on under-performing groups in each class and across the school as a whole and work with the staff team to ensure pupils catch up e.g. SEN and more able pupils, resulting in rapid progress in every class and consistently good results that at least match national year on year.**
- 5. To further develop pupils' ability to routinely evaluate their own progress and that of their peers. To change the culture of learning to being more enquiry led as we shape teachers to being outstanding practitioners**



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**6. To improve the school's reputation in the local community. To get parents more involved in the life of the school so that a majority are ambitious for their children and ambitious for themselves and their families. This is reflected in improving attendance.**

**To ensure new build arrangements do not interfere with school improvement and pupil progress.**

School improvement planning at Moreland is a rigorous process which follows a clear timeline starting with a review and evaluation of the previous years' targets, objectives, achievements and value add through pupil progress data, together with external data such as the Ofsted feedback, and performance management data. This information, which identifies, strengths, gaps and development areas forms part of discussions about the effectiveness of current strategies and priorities, and feeds into the plans for the following year.

Each subject or key stage leader develops their own area of the plan, ensuring that all activities and objectives reflect the whole school priorities. Action plans are also implemented for target areas requiring improvement. The school completes a self-evaluation each year. People spoke of having responsibility for a specific area of their departmental plan. This is further reinforced through the performance management process; people have objectives and targets linked to those of their key areas of responsibility and also the whole school. As a result, the majority of people are clear about the objectives and goals of the school and their role in achieving them. This area could be improved further by ensuring clarity of whole school targets for support staff.

The Governing Body are very active within the school and describe their involvement in strategic planning, review and evaluation. The SLT and union member confirmed that there is a constructive relationship in place with the Unions and that they are informed of plans and consulted in matters related to people policies and terms and conditions as necessary. Recent examples have included the Federation activity and the new-build programme.

The plan is communicated to all during INSET at the start of each year, a range of staff meetings and governors meetings, and is regularly reviewed by the leadership team and Governing Body. Subject plans are reviewed with the SLT and subject leader on a termly basis.

The school has also worked with external experts and improvement partners to seek additional input and feedback. Feedback from these activities provides useful benchmarking and feeds into strategies for improvement.

A wide range of key performance indicators (KPI's) are used to measure and evaluate the overall performance and progress of the school. This is an area of increased focus and effectiveness. Effective recording and assessment of data means that the school is run effectively and managed well. Key measures include;

- Pupil outcomes and SATs results
- Pupil assessment and progress against individual targets
- The impact of intervention work with students
- Financial measures
- Quality assurance of teaching and learning via performance management and observations.
- Staff and pupil attendance
- Staff progression
- External feedback such as Ofsted.
- Feedback from staff, pupils and parents



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## ❖ Leadership and Management

Leadership at Moreland has been greatly strengthened by the Federation. The EHT and the Governing Body provide experienced leadership, support and guidance and are well respected by the staff team. Restructuring, staffing changes and supportive performance management have also provided development for a number of staff who now form an effective leadership team.

Members of the leadership team, and the EHT and Head of School in particular, are described by many members of staff as very approachable, honest and fair. People believe that leaders will always listen to any points of view and that this is treated without prejudice. This is an area that people feel has improved significantly since the introduction of the current leadership team.

***“I think our EHT is inspirational – she believes in us as a school and has genuinely inspired us to raise our expectations and aim higher.”***

***“We are treated equally and with respect.”***

***“They keep their promises.”***

***“The EHT is firm and clear about expectations, but also is approachable and human!”***

***“I think the EHT and Head of School know us well now and play to our strengths.”***

***“They really lead by example.”***

The Governing Body plays an active role in the leadership of the school, with close and regular contact with the EHT. The Chair, and other members, are involved in the strategic planning and review process. Subject links and links to specific areas such as SEN demonstrate a high level of involvement and support in driving performance improvement.

The expectations and responsibilities of leaders and managers are defined by job descriptions, and professional standards described by the Teacher’s Standards. Behavioral expectations for all are described in the staff handbook and are linked to the school vision and values. Review and evaluation takes place through the performance management process.

SLT members and managers from all areas of the school can describe a range of activities undertaken that ensure their people are led and managed well and given the appropriate support to perform effectively, such as; introducing clear expectations and greater levels of accountability, giving feedback, communication, providing guidance and support and performance management. Examples include:

- Set the strategic direction and provide leadership and guidance by ensuring development plans achieve the priorities and targets of the school.
- Effective communication – Daily staff briefings.
- Weekly SLT and staff meetings where plans are shared and progress is communicated. They are also an opportunity to discuss new ideas and share best practice.
- Induction, coaching and development for new members of staff and job changers. This may include reviews of schemes of work and book checks for teaching staff in addition to support for the NQT programme.
- Performance management - Appraisal meetings, where targets and objectives linked to the school and individual priorities are agreed, performance is reviewed and developmental activity is discussed.
- Formal and informal lesson observations and feedback.
- Moderation.



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People understand what they can expect from their manager and feel well supported both on a day to day basis and in terms of career development. Important attributes described by both managers and members of staff include; the ability to listen, communicate effectively, willingness to delegate, provide positive reinforcement, share information and knowledge and provide advice, support and guidance. There was very positive feedback from the vast majority of staff about the support received from line managers, including:

***“We have a good working relationship – I am clear about what is expected of me. I also feel listened to, that my opinion matters.”***

***“The Head of School really supports my development and is proactive with suggestions of activities and training that can help me progress.”***

***“Communication is now excellent – it makes life so much easier, and helps us all to be absolutely clear about what we need to do and why.”***

There has been a significant focus on nurturing the talent and potential of all, and developing further leadership capacity within all roles in the school. People describe the opportunity to develop their skills and experience in roles such as: phase or topic leaders, curriculum leaders or having the opportunity to develop and lead extra-curricular activities. Teaching assistants also describe greater involvement in planning and being consulted or asked for input in areas such as displays, differentiation or behaviour management. In one case, a TA is being supported to train as a teacher within the school.

In addition, there are also a number of examples of staff who have been promoted within the school which people find motivating and positive. These activities strengthen the leadership capacity of the school and support succession planning.

Most people felt that there had been many improvements to the way staff are managed and developed at the school, examples included;

- Performance management introduced for all staff
- All staff included at INSET days
- Much improved communication
- SIP and other plans shared more widely – people feel the direction of the school is clearer.
- Much greater involvement of class based support staff in planning activities and discussion.
- Greater sense of equality across all roles.
- Improved recognition and value demonstrated by leaders.

### ❖ Learning and development

Learning and development is planned to meet the whole school improvement priorities, develop the leadership capacity for now and the future and to provide personal development for individuals. Plans also take account of external factors such as government legislation and changes to the curriculum. The EHT has overall responsibility for staff CPD, and balances budget applications against key priorities and need. CPD is reviewed throughout the year and is reported to the Governing Body.

To maximise use of resources, there is an increasing focus on development and training delivered in-house, either by members of staff or external experts. Good use is also made of partnerships such as the Federation and external links such as the EC1 Cluster Group to provide staff development. A number of new ideas and initiatives have been introduced as a result of these activities. These, and other Borough wide links and activities, also afford

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excellent networking opportunities for staff. This is useful, not only to support teaching and learning, but also to share ideas and keep abreast of the latest developments in areas such as finance and school management.

Development needs for staff are primarily identified through the performance management process, observations and staff meetings. People are encouraged to take responsibility for their own CPD and career development and are well supported by the school. Individuals requesting training must demonstrate the link to the school objectives and the anticipated benefits to the individual and whole school. There is an expectation that people will share knowledge and information with colleagues through delivering in house CPD to the wider staff team or sharing training resources.

Career development, and training opportunities to develop leadership within the school, have included; extending the SLT, external leadership training such as MPQH and SENCO, raising the profile of the TA role, and the weekly SLT meeting discussions. Further investment continues to be made in this essential area of developing in-house leadership capacity and expertise. This includes planned activity such as; Safer Recruitment, CSCS and professional leadership training.

***“The TA role here is now much more valued – we are teaching TA’s, not just seen as assistants.”***

***“There is a real investment in our future – as a school and as individuals.”***

Teaching and learning is a priority improvement area and is developed through the implementation of a comprehensive strategy of performance monitoring, learning and supported improvement. The schools’ approach to quality assurance is thorough and has clearly identified focus areas. It is monitored and evaluated in a number of ways: the performance management process, lesson observations, learning walks and book checks and ultimately pupil progress and attainment. This means that both individual development areas and trends across the school can be effectively identified and addressed. Where appropriate, supportive action plans are also in place to address specific development needs.

Lesson observations currently take place for all teaching and class based staff approximately three times per year. For consistency, teachers are assessed and graded in line with the Ofsted criteria and receive constructive feedback to improve performance.

***“A lot of the support provided is really practical. For example, strategies are modelled to show real examples, or clear ideas may be suggested to help with a specific issue. I find it really helpful”***

CPD is also provided for subject leaders to ensure that they are aware of the latest initiatives, guidance, policies and strategies. Further support is available through the Federation and Cluster meetings where peer activities and discussions can take place with a wider range of colleagues. This also ensures consistency in practice with other schools, and provides opportunities for moderation and sharing ideas and good practice.

Teachers and classroom support staff are further supported through a regular programme of CPD, delivered as INSET sessions at the school. Good use is made of the in house expertise provided by subject or phase leaders and others with specialist knowledge such as the Learning Mentor and SENCo.

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Support staff in all areas of the school describe receiving appropriate development and training relevant to their role and the needs of the pupils they support. TA's and other support staff said that their training had included:

- Health and Safety
- TA training course
- First Aid
- Phonics
- Autism
- Dyslexia
- Philosophy for Children
- SIMs
- Finance
- NEBOSH

To develop further experience and skills of teaching or supporting different year groups, all class based staff have the opportunity to request a change of responsibilities on an annual basis. Many people commented on the positive effects in terms of broadening experience and experiencing fresh challenges.

An effective and well-structured induction process for new staff at the school was described by interviewees. They felt that they were well supported; given a clear overview of the school organisation, policies and procedures, introduced to colleagues, given clear guidelines, expectations and targets. In some roles, shadowing and observations form part of initial training. Progress is reviewed via regular meetings. Consistency of approach is ensured by the use of the staff handbook and induction policy.

A comprehensive programme, managed by a senior member of staff, is in place for NQT staff. Although there are no NQTs for this school year at Moreland, former NQTs describe the high level of support received.

The effectiveness of learning and development activity is reviewed regularly as part of the overall SIP by managers and leaders. The impact of CPD and development activity is evaluated in a number of ways, discussed at leadership meetings and reported to Governors. Evaluation methods include:

- Feedback or evaluation forms.
- Lesson observations.
- Staff taking on extra responsibilities.
- Pupil and parent surveys.
- Data such as pupil progress and outcomes.
- The ability of members of staff to train, develop or lead others.

This area may be further improved by ensuring that the appraisal process includes a follow up discussion after training to review learning.

### ❖ **Motivation, involvement and empowerment**

A positive attitude, commitment to continuous improvement and delivering an excellent learning experience for pupils, is embodied by the leadership team and is a key strength of the school.



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The SLT believe that the school has improved significantly in many areas in recent times and that current strategies will support further improvement, enabling all staff and pupils to reach their full potential.

People are clearly committed to the school and proud of the progress that it is making. When describing the culture and values, there were many positive comments:

***“We all support each other.”***

***“It’s like a happy family, we all know each other, get on well and trust each other.”***

***“It’s a friendly and happy place to work – I think the sense of teamwork has improved.”***

***“It’s been a lot of hard work, but that is appreciated and noted.”***

Leaders describe an open environment where people are encouraged to be innovative, to contribute ideas to improve performance, try new strategies or implement changes. This takes place formally through staff meetings, INSET, planning and performance discussions, but also much informal dialogue takes place on a daily basis. It is clear that leaders and teaching staff see the TA’s, admin and other colleagues as integral to whole school effectiveness.

Many people in a variety of roles said that they feel very much a part of the planning and decision making process in their own area of work, and gave examples of their involvement. This was also noted as an area that had improved significantly by many interviewees under the current leadership.

***“It is a much more open environment now – I feel I can be honest about how I feel.”***

***“We are encouraged to contribute, and our ideas are listened to.”***

***“As a TA I work very closely with my teacher, and we discuss and review ideas all the time. We have a lot of discussions about what does and doesn’t work.”***

People are also encouraged to generate and run with new ideas and initiatives to develop their own teaching or practice. There were a number of good examples included leading an after school club or introducing new break time activities into the school. Comments included:

***“If I have an idea it will be listened to –I proactively look out for new ideas and initiatives that we can try.”***

***“I’ve introduced a number of games and activities - it’s rewarding to see the children making progress.”***

***“I have a high level of experience in a specific area from a past job. I can use those skills here, I feel my ideas are welcome and I’m trusted to try new things.”***

There is a strong focus on distributed leadership and empowering people in all roles. Several interviewees talked about how they took on the responsibility for leading in specific areas including:

- Phase groups, subject areas.
- Partnerships
- Groups such as SEN, more able students and disadvantaged groups
- Running the library
- Attendance
- Pastoral care

It is notable how willingly staff embrace these opportunities, many emphasising that levels of trust and empowerment have improved significantly in recent times.

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#### ❖ **Managing performance.**

Robust performance management processes have been introduced at Moreland with a performance review for every member of staff with the EHT at the start of the year. The EHT considers that it is very important to conduct this meeting herself and by doing so, has helped to build relationships and identify the strengths and aspirations of each member of staff.

Performance, and achievement against targets and objectives is reviewed, together with a discussion about personal wellbeing, career aspirations and any linked development activity. New targets and goals are agreed for the following year. Everyone has a target linked to whole school achievement, personal development and their specific role. This is supplemented by a mid-year review with the immediate line manager. Progress against targets and objectives is discussed and reviewed and any additional activity is agreed.

Constructive feedback to improve performance is an important part of the process, and many examples were given by both staff and managers of useful feedback from observations, and feedback from colleagues.

***“Following informal feedback, it was suggested I need to develop my skills for managing groups. Ideas included leading group reading.”***

***“It was suggested that I change the layout of the class to help me to engage more fully with all of the children.”***

People feel that this is an effective two way process, that they are supported to improve, and in their career development aspirations. Several people also commented that they particularly appreciate the commitment of the EHT in conducting the initial appraisal meeting with all.

Leaders and managers described a range of both formal and informal methods that they demonstrate appreciation and thanks for the contribution of individual members of staff. They include; verbal thanks and acknowledgement in meetings, informal gestures such as buying small gifts or sending personal cards or emails, giving credit for specific achievements and encouraging people to take on higher levels of responsibility.

These were confirmed by staff, who clearly feel that this is an area that has seen a huge improvement in recent times. People said that they also felt valued through;

- Acknowledgement and personal thanks from the EHT and Head of School. \*It was noted by several interviewees that both were particularly quick to praise and thank people and were always aware of the efforts of staff.
- Being thanked by colleagues
- Support and flexibility from the SLT during times of personal difficulty or illness
- The opportunity to undertake further training
- Promotion and development opportunities
- Being consulted by colleagues and leaders.

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## ■ 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 **Moreland Primary School** meets the requirements of the Investors in People National Standard.

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 (date TBC) to agree the best strategy for future use of the Investors in People framework.

## ■ 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 organisations 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 Pauline Mycock on 020 7728 3456 or email [pauline.mycock@iipsouth.investorsinpeople.co.uk](mailto:pauline.mycock@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](mailto:enquiries@iipsouth.investorsinpeople.co.uk)

**W:** <http://iipsouth.investorsinpeople.co.uk>



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■ **Outcomes table - evidence requirements framework matrix**

<b>Core Standard</b>										
Total number of core evidence requirements assessed - 39										
Total number of core evidence requirements met - 39										
	<b>Indicators</b>									
<b>ERs</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓		✓				✓	
5	✓		✓						✓	
6	✓									

<b>Wider Framework</b>										
Total number of additional evidence requirements assessed - 6										
Total number of additional evidence requirements met - 5										
	<b>Indicators</b>									
<b>ERs</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>
4	Core	Core	Core		Core				Core	
5	Core		Core						Core	
6	Core									
7										
8										
9	✓		✓							
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