

INVESTORS IN PEOPLE REVIEW REPORT

SHIPHAY LEARNING ACADEMY

Presented by Clive Tabiner
Investors in People Assessor
On behalf of Inspiring Business Performance Limited

7th February 2013



Delivered by IBP, an official partner for London, South East and South West England

SUMMARY

I could easily run out of superlatives when describing my visit to Shiphay Learning Academy and my conversations with members of your team. I was truly inspired by the dedication of your staff to ensuring that your children receive the best possible education (in its broadest sense) and support that will enable them to progress to their secondary education with all the 'tools' that they will need to make the most of their potential. I got the feeling that your childrens' futures are in really safe hands at Shiphay.

You achieved liP Gold award status three years ago and it is a challenge to continue to improve from that high level. However, it is obvious from my visit that you continually aspire to push the boundaries of your excellent 'people practices', as you do with the support that you give to your children. I can think of very few organisations, in my experience, that can match your school for developing a team that is so firmly focused and well supported in ensuring that you achieve your vision.

The focus for this review was to gain feedback on 3 topics which are priorities for your Senior Leadership Team, using the extended liP Framework. Key findings include:

1. Delivering a values led curriculum

- Your staff and governors are clear in their understanding of how your values led curriculum will help the school to achieve its vision. Your strategies and plans for improvement involve all staff and stakeholders. Everyone 'buys in' to your values and how they underpin all aspects of school life.
- Leaders at all levels within your school inspire and support staff very effectively with delivering your values led curriculum. Expectations for effective leadership are clear; development for those with leadership roles is comprehensive and supports people well.
- Your approach to developing your team is certainly strengthening peoples' capacity and builds their confidence to deliver the values led curriculum. People are very motivated to learn and develop, and take ownership of that process. You are innovative in how you support your team, using a range of opportunities to progress peoples' development. Coaching and mentoring are clearly part of that 'package'.
- Open and honest relationships throughout the school, respect for peoples' professional abilities, excellent leadership support and an environment that encourages people to 'challenge', engages everyone in your strong culture of continuing improvement, of which your values led curriculum is a key element.
- The support that you are providing for your team is clearly delivering improvement, both in peoples' ability to deliver your strategies and in the results that your children and the school are achieving.

2. Easing the burden on peoples' workloads

- Your strategies to help with managing peoples' workloads and help them to enjoy a positive work -life balance are appreciated by staff and seem to meet individual's needs effectively. Your proactive 'give and take' approach is the key to this, but also your push to remove 'waste' in how people work is viewed very positively.

- You clearly strive to make the best use of peoples' talents and play to their strengths, which enables people to feel very motivated and effective in the roles that they fulfil, and also eases the pressure on other team members, for example, SLT. Everyone is encouraged to take a lead in delivering aspects of the curriculum or developing new activities for children. Again, this helps to spread the load of responsibility across your team.
- There is a strong 'praising' culture at Shiphay, coming both from SLT and between colleagues. People clearly feel valued for the hard work that they put in, are highly motivated to contribute to your strategies for improvement and proud of what is being achieved.
- The strategies that you employ to support your team are certainly having a positive impact on your performance at all levels. You constantly reflect on how you support your team and people contribute their views to that process. Staff recognise that this is an area that continues to improve, from their perspective.

3. The effectiveness of communication strategies

- Communication and consultation opportunities, whether through face to face activities or through email and the Fronter learning platform, enable people in all roles to feel actively engaged in developing and delivering your improvement strategies and plans. You are also proactive in involving other stakeholders in your development planning.
- You have a culture which is soundly built on openness, trust and respect between all colleagues. This is clearly conducive to effective two-way communication and consultation, where people can freely contribute their ideas and welcome the giving and receiving of feedback to support continuing improvement.

Considering the strength of your current practices in areas covered at this visit, I have no suggestions that can realistically help you to improve what you already do. However, I have listed a few resources at the end of this report that may help to support your continuing development, covering:

- Developing leaders and managers
- Developing coaching and mentoring
- Developing as a 'Lean' school
- Developing your approach to work life balance.

My sincere thanks to all that took part in this review for their active participation and to your team more generally for their warm welcome and hospitality. A particular thanks for the excellent lunches that I enjoyed in your staffroom!



Clive Tabiner

7th February 2013.

RECOMMENDATION AND NEXT STEPS

Recognition against the Investors in People Framework

Having carried out the assessment process in accordance with the guidelines provided for Assessors by Investors in People – United Kingdom Commission for Employment and Skills, I am totally satisfied that Shiphay Learning Academy meets the requirements of the Investors in People National Standard and continues to be recognised at the **Gold** award level, having satisfied 177 evidence requirements in total (see the Outcomes Table below). Many congratulations on your achievement.

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 more frequent reviews are recommended to maintain levels of good practice and continuous improvement. We will discuss the timing of the next review at the Improvement Planning Meeting (scheduled for 9.30 a.m. on Tuesday 12th March 2013) to agree the best strategy for future use of the IIP Framework.

Both the Assessor and IBP would really welcome your feedback on this review and you will be supplied with a Client Feedback Questionnaire to complete on line. We would very much appreciate it if you would complete the questionnaire after your Improvement Planning Meeting has been concluded. Should you wish to contact a Client Relationship Manager for any reason, please telephone 0800 612 3098 or use the contact option on our website www.ibp.uk.com or send an email to info@ibp.uk.com.

FEEDBACK ON YOUR THREE PRIORITIES

1. HOW WELL STAFF FEEL SUPPORTED TO DELIVER A VALUES LED CURRICULUM

Please note: sections in italic type are illustrative comments made by staff during the review visit.

Do people have a clear understanding of how your values led curriculum will help the school to achieve its vision?

Practices evident that 'tick the box' relating to aspects of indicator 1 of the IIP Framework:

- Shiphay's vision, strategies and plans are clearly expressed within your current Academy Improvement Plan (AIP)
- Your 4 core values (Aspiration, Contribution, Creativeness and Respecting), developed and agreed by staff and other stakeholders, clearly relate to your vision and are at the heart of your strategies for improvement. There is total 'buy in' to these core values and they underpin all aspects of school life.
- Performance targets are identified for many 'deliverables' within the school – whether relating to childrens' achievements or staff performance and development. Progress against targets is regularly monitored and used to drive further improvement.

What your staff think

- Staff in all roles, and Governors, clearly understand how important your four values are to achieving your vision for the school and enabling children to achieve their full potential, both academically and as members of the community.

'Our four values are a great tool for good teaching. They're directly relevant. There's definitely unity of purpose there. The "golden threads" are being developed in the context of our values and they follow the children all through the school'

'Our values are not just words. The bottom line is that it makes our children better learners and better people. They really make a difference and bind us all together'

- People feel very strongly that these values apply equally to staff and their relationships with each other, and also with relationships with your wider community.

'They're the code that we teach by but also that we live by every day'

'All of those values are within staff themselves. If we didn't hold on to them, then we couldn't pass those on to the children'

- In the work environment, staff are comfortable with how your values influence their work and are applied in practice, even if some individuals are currently building their skills and confidence in how to optimise delivery of that.

'I've never had to think about how to incorporate core values. It's just natural – how we deliver learning and how children participate. There's commonality of expectations in all lessons'

- Your values led curriculum and wider application of values within school life are not only seen support the achievement of academic targets but also those 'softer' targets that children might aspire towards, and those targets agreed for improving the performance of team members.

'Our targets do link into our values. They're all geared to enabling children to fulfil their potential. We're supported in setting targets and also in ensuring that children get there'

'We understand how our values and "traditional" targets link together. We're still developing that; for example, when we do monitoring – how our values permeate all the way through lessons. That's been a focus of "blink" observations'.

Are leaders and managers inspiring and supporting staff with delivering your values led curriculum?

Practices evident that 'tick the box' relating to aspects of indicators 4 & 5:

- Your core values provide a 'template' for behaviours that will facilitate effective team leadership, building on your 'Leading Standards' framework. Agreeing what should be in a 'leader's toolkit' to meet current and future needs, is subject to constant reflection and revision; for example, through performance review (PR) discussions and staff development interviews (SDI), the Middle

Leadership Programme (MLP), etc. Leaders across your school feel involved in developing your 'leader's toolkit'.

- Regular reflection on leaders' performance through PM and using 360 degree feedback within the MLP, reinforced through frequent, informal feedback with SLT; enables all those with a leadership role to understand how they are performing and agree areas for further development. You use a wide range of opportunities to support leadership development; through more formal programmes such as those offered through the National College for School Leadership, sharing good practice within local school networks, and internal coaching activities.
- Effective leadership and management clearly flow 'from the top'. The SLT works well as a team and leaders in all roles inspire and motivate their team members to perform well.
- There is huge confidence in the abilities of the SLT to guide and support continuing improvements within your school and immense trust and respect for those with leadership roles.

What your staff think

- Those with leadership roles in the school have clear understanding of expectations in terms of their own personal 'toolkits' for effective leadership. They also feel very well supported in developing their capabilities, where appropriate.

'We talk a lot with Elaine (Headteacher) about what it means to be an effective team leader'

'Through Middle Leaders, we did a lot of analysis about what it means to be an effective team leader. 360 degree feedback helped with self-reflection and supported my development, for example in managing change'

'I definitely feel well supported with leadership development. I've doneand there're always new opportunities and challenges, for example, with supporting other schools'

- As noted above, your core values permeate all aspects of school life, and certainly give people a clear 'steer' for effective leadership, which supports team members in delivering your values led curriculum.

'I believe that our values are important (as a leader). They apply to every situation you engage with. They work so well – they're so embedded in the school. It's not just "management speak"'

'They provide a very real "charter" for how you interact with people'

- People recognise 'inspirational leadership' is very much in evidence across the school and adherence to your core values reinforces this feeling.

'I definitely draw inspiration from the SLT, for example, in leading meetings outside the school. I've learned so much from, which has really increased my confidence'

'A lot of things that does, inspire you. Our values are very important for the relationships within our team'

'My team leader is brilliant! There's so much respect and trust between us'

- Your staff have huge confidence in your SLT and how they are providing clear direction and support for all aspects of school development.

'The SLT does give you confidence. Things do get done here, which is different to other schools that I know. I've confidence in the values led curriculum approach. It's a good "hook" for all aspects of the school and ensures that consistency runs throughout. It will help us to deliver children that we want to deliver, not just achieve SATs'.

Is the capacity of your team being strengthened in order to deliver this approach?

Practices evident that 'tick the box' relating to aspects of indicators 2, 3, 5 & 8:

- Your learning and development (L&D) strategy is building on your team's current strengths and extending your capacity for delivering the values led curriculum, which in turn will help you as a school to achieve your vision.
- People in all roles are clearly engaged in identifying L&D needs for themselves and their teams and also what activities are most appropriate to fulfil them. People are motivated to learn, in line with your 'aspiration' value and they take responsibility for pursuing their own development, drawing on the wide range of opportunities available to them.
- 'Continuous learning' is such a strong aspect of your culture at Shiphay. This is role modelled at all levels in the school and is seen to be essential in order to inspire children to continually learn and develop
- You consciously ensure that everyone can develop in ways that meet their particular needs. People recognise that everyone has something unique to contribute to school improvement, and that diversity within the workforce is welcomed, supported and celebrated.
- Coaching to support skills development is found across your team, whether through formal arrangements, for example linked to classroom observation, or more informally, for example, using your network of 'Champions'. For those developing in their careers, mentoring opportunities are widely used. These methods to support development are clearly embedded within your culture.
- The L&D activities in which people participate are seen to be of very high quality and effectively support their continuing development. This applies to those new to the school, or taking on new roles. When bringing learning back to their workplaces, people feel very encouraged to try new ways of working and are supported by leaders and experienced colleagues, with clear objectives for putting learning into practice and constantly reviewing progress.
- The sharing of learning and good practice is 'part and parcel' of how all teams move forward and is an essential practice to ensure that you are using your resources for L&D effectively. You use a wide and innovative range of L&D opportunities, from local professional networks to on-line learning and internal support.
- Learning is a non-stop activity for all members of the Shiphay community, and is clearly valued. You celebrate achievements in people's L&D through, for example, school assemblies, and this helps to ensure that L&D is firmly on everyone's agenda.

What your staff think

- Staff in all roles feel that your support for developing their capacity to deliver the values led curriculum and other aspects of their work, is comprehensive and well planned.

'We regularly reflect on our team's capacity and knowledge base and what we need to develop. We use our resources collectively as a team'

'The school makes very good provision both for developing the "golden threads" and the values led curriculum. Inset is very focussed and of high quality. It's tailored to what you need'

'I still need some support with developing "backwards planning", but the support is there'

- People certainly feel involved in discussing their own and their team's development needs and how they can be met. They are proactive with their learning and encouraged to use their initiative in finding the right route for their development.

'We do a lot of discussing about how our core values impact on our particular part of the school. We get a lot of support and resources. There are plenty of people who can help – you use your own initiative to make connections. We also discuss that in our team meetings – what sort of help we need and what areas we should cover'

'SDI is about you and how you would like to develop. You have to take that responsibility'

- Everyone that I met felt that 'continuous learning' is part of their experience and they are highly motivated to extend their knowledge and skills.

'We're encouraged all the time to be aspirational with our development. You can't expect to inspire children in that way if you're not doing it yourself'

'There's no "closed door" teaching in this school – we're open to sharing our practice and that culture is really encouraged'

- Whilst you are strengthening the consistency of teaching and learning outputs across the school through developing 'golden threads'; staff also recognise that diversity which supports creativity, is actively welcomed and encouraged.

'With the "golden threads", the basic bones are there and you have to put your own "padding" around them depending on where you are in the school. The flexibility is there'

'We value diversity. This is a very rich environment. We all have such different skills, backgrounds and experience. We learn from each other and are valued for our individuality. Leaders know how to "cherry pick" our expertise. The development of the "golden threads" doesn't inhibit our creativity'

- You have a strong 'coaching culture' evident within the school, which is widely recognised and appreciated by your team. It is an effective means of developing skills that will drive your improvement strategies.

'Coaching might be informal, but it is well structured, Colleagues work together with observations and giving support. It's very personal. Our Learning Teams also have that culture. Each team has a SLT mentor'

'There's opportunity to watch colleagues teach and expertise is shared. You reflect on how that might impact on your own practice and they support you in applying that in your own classroom, then review how it went. It's valued and very helpful. We've done a lot of that over the years and it's definitely part of our culture'

- Staff commented that the opportunities for L&D which they experience are very effective. They also feel confident to apply their learning in the classroom or elsewhere and are well supported by leaders and colleagues when doing so.

'The support that I get from my colleagues is excellent. That's the main way that I learn'

'Learning for the values led curriculum has been done in "bite sized" chunks, with excellent support. It's a real coaching approach - you try out new approaches but objectives are clearly understood'

'You have got that freedom to go and try new methods, within the parameters of our values and the "golden threads"'

- Staff recognise that sharing learning and good practice is a very important part of everyone's development, both within your team and with external partners.

'We go to other schools to share our practice but also to draw from them. We get a lot of support from lead professionals in the Bay- it's a very proactive network'

'We choose where we send people very carefully (for training) and we are proactive in sharing that learning'

- Shiphay is a true 'learning organisation'. Staff feel that everyone values and celebrates learning; which is a powerful ethos to possess when you are striving, as a school, to improve from an already high level of achievement.

'It's important that we're "lifelong learners". That's something that the school stresses and I'm very motivated to continue my learning'

'We really do celebrate learning, for example, presentations are made in assembly'

'It definitely goes on all the time. We're such a busy school (for learning), for example, we do paired teaching, looking at colleague's practice, holding Inset sessions etc. Everyone's happy to do that here – we're open to learning'.

Do people feel enabled and supported to challenge current practice and drive forward improvement?

Practices evident that 'tick the box' relating to aspects of indicators 5, 7 & 10:

- The strong ethos of trust and respect between all colleagues at Shiphay, combined with regular opportunities to meet in teams and be involved in improvement initiatives, ensures that staff in all roles can be involved in and take ownership of decision making that drives continuing improvement.
- Whilst you are developing frameworks to ensure consistent approaches to support childrens' achievement throughout the school, through core values and 'golden threads'; people are encouraged to use their own initiative within those parameters, and also to challenge current practices where improvement can be made. You constantly look for better ways of working and have a strong

culture of continuous improvement

- Your ethos of openness, trust and respect between colleagues encourages people to welcome the giving and receiving of constructive feedback, in order to identify opportunities for continuing improvement.
- People are wholly committed to helping children achieve their potential and to contributing to the continuing success of Shiphay Learning Academy.

What your staff think

- ‘Continuing improvement’ is an aspect of Shiphay to which everyone can feel connected and encouraged to play their part.

‘Respect and trust has grown over the years as our experience grows and you feel able to make good decisions. SLT really have trust in you, for example, in dealing with relationships with parents. I’ve had a lot of support’

- People gave many examples of how they were involved in driving improvements.

I’m developing the “golden thread” and I’m being given the time and support to get on with that. It can be a challenge being given that freedom, but you can bounce ideas around with It’s a good opportunity for me – a real complement!’

‘We looked at our book marking procedure and practice and made changes so that it is more effective, a better use of our time and links to the “golden thread”’

- Staff feel you have a very dynamic approach to continuing improvement and they are very confident to challenge the ‘status quo’ and be innovative with their ideas on how your improvement strategies can be delivered in practice.

‘This school is open to ideas for change. We’re constantly evolving and improving what we do, for example, using the “golden threads”’

‘We’re always pushing to be more innovative, for example, in using technology. It’s phenomenal!’

‘There are certain things that we need to achieve, but how you achieve them is up to you. That says a lot to me! Elaine says “if you have a good idea - try it!”’

‘We thrive on creativity and new ideas, but we all share a similar ethos in what we want for our children and our school’

- You have such a committed team at Shiphay – everyone that I met expressed a strong desire to play their part in ensuring that your improvement strategies achieve their objectives.

‘We’ve all been involved in developing our values so we have a real stake in ensuring that the values led curriculum really works well’

‘We’re all committed to delivering the best that we can for the school and our children’.

Is the support that you are providing for your team delivering the improvements you anticipate?

Practices evident that 'tick the box' relating to aspects of indicator 9:

- The range of L&D activities undertaken and wider people management strategies employed, have a clear impact on performance targets and improvement at all levels. You use a range of measures to assess this impact. From a whole school or team perspective: through childrens' attainment, both through SATs results and value added; more parents wanting their children to attend the school as identified through over-subscription; the many accolades you achieve (including 'outstanding' Ofsted), and opportunities offered to lead regional and national educational initiatives. At the individual level, the achievement of targets set through performance management is a powerful evaluative measure of your investment in people.

What your staff think

- There are no doubts in peoples' minds that your support for staff, in terms of how they are managed and developed, continues to have a very positive impact on performance at all levels. This is particularly evident with the way you have supported your team in delivering the values led curriculum.

'You just need to look at the standards we're achieving – our success is clearly measurable!'

'Children are taking responsibility for their own learning, for example, choosing their learning partners. They are living and breathing our values and really achieving'

'It has a positive impact. If you feel well supported, it brings out the best in you. You feel appreciated. Committed, confident, skilled and caring staff have a positive impact on childrens' progress'

'The values led curriculum and "golden threads" will help us to continue our improvement – we will see more impact working up through the school – a shared philosophy, beginning to end!'

2. WHAT CAN THE SCHOOL DO TO EASE THE BURDEN ON PEOPLES' WORKLOADS?

Does the school have effective strategies in place to help with managing peoples' workloads?

Practices evident that 'tick the box' relating to aspects of indicators 1 & 3:

- Your work-life balance policy defines the strategies which you employ to meet the needs of your people in managing their workloads. The key approach that really makes a difference to staff is your strong 'give and take' culture at Shiphay, which enables people to satisfy their particular needs whilst balancing those with the needs of the school and their teams. You are proactive in seeking improvements to how work-life balance is managed, for example, through reducing time spent on more 'bureaucratic' tasks or re-organising

planning time.

- Social responsibility is clearly part of your culture at Shiphay and influences all aspects of school life. Your consideration for staff, engagement of your children and their parents, support for your local community and wider learning communities, and progression with environmental good practice, for example, through your Eco Council, all demonstrate strong social responsibility.

What your staff think

- When reflecting on your strategy for ensuring that staff can enjoy a realistic work-life balance, staff feel that you do all that you can to support this, particularly through giving time 'back' for extra hours spent in work, but also in ensuring that their time in school can be used effectively.

'I think that most of the time the balance is about right. There can be times when there is more pressure, but the school does put things in place, for example, with PPA'

'You have the freedom to say to Elaine "I'm doing too many hours" and she will help you to identify different ways of working. She's good in that respect'

'If I'm doing extra work for ..., there's the opportunity for me to catch up a couple of hours here and there'

'There's a very positive "give and take" approach here. Elaine is very fair, for example, in ensuring that you get the time you need for planning'

- They certainly feel that Shiphay is a very caring community and considerate towards meeting individual's needs.

'For Elaine, family is paramount – both your own and the school's. We all have our "baggage", but we all get good support. It's huge!'

'SLT are very accommodating when you have family needs'

'There's always someone looking out for you to make sure that you don't over extend yourself'

- Your staff are very committed to delivering the highest standards for your children and are very motivated in their work; consequently going the 'extra mile' on their own volition, rather than feeling pressured to do so.

'For us to be the school that we are, you have to put the hours in to achieve those standards. Elaine looks after her team, for example saying "it's time you went home now"'

'I prefer to stay late and get things done. Others leave early and work at home. There's no issue with that. Everyone works hard, but it's in our interest. We're all working towards a common goal. No one is pressurised and the flexibility is very positive'

- Staff recognise that the efforts which you are making to reduce time spent on more 'bureaucratic' tasks, are having a positive effect.

'The focus on reducing 'wasted' time, for example with rationalising form filling, is the right approach. We could take that further, for example we only use about 10% of Pupil Tracker's capacity. We perhaps need to be a bit braver, but it's a positive way forward'

'The "golden threads" reduce uncertainty in how you deliver. That eases pressure on peoples' roles'

- 'Initiative overload' is a common complaint in many schools, adding to pressures on staff; however, this is seen to be managed well at Shiphay. People feel that you are more selective with what initiatives will be progressed, but they still value the development opportunities that initiatives offer.

'I do feel that the school gets involved in a lot of things, but you have to, to give development opportunities for so many of the team'

'You need to experience new initiatives as you won't understand the benefits otherwise. You get the opportunity to feedback your experience to SLT and trust them to modify the approach. It makes it a really exciting place to work!'

'Initiative overload? I think that things have slowed down a bit in that respect. We focus more on our core areas and consolidating our practice'

'We look more closely at new ideas now and assess how they fit in with our "golden threads", so that we don't just take them on for the sake of it'

- Your positive approach to social responsibility includes staff welfare; however, people are clearly aware of and enthusiastic about your wider activities in this area, and recognise that your core values promote this agenda.

'We're a good school for working with and supporting our local community. Children are encouraged to do the Civic Award; we work with our local church and other groups in the community. We've set up our Eco Council to promote good environmental practice and we support Fairtrade goods. It's all linked into our value of "contributing".'

Is the school making the best use of peoples' talents and playing to their strengths in order to ease the pressure on individual's roles?

Practices evident that 'tick the box' relating to aspects of indicators 3, 4, 5 & 8:

- 'Aspiration', as a core value, underpins your approach to making the most of peoples' talents across your team. The structure within the school provides many opportunities for people to use their strengths and interests in taking on responsibilities linked to school development; for example through becoming 'Champions' or chairing Learning Teams, as well as opportunities to join SLT.
- This wide range of roles with particular leadership responsibilities, and the opportunities for people across the school to lead initiatives, for example after school clubs, ensures that everyone feels encouraged to develop leadership capabilities.
- Your approach to L&D is not just to meet the school's needs, but also to 'grow' individual's capabilities through more personal development, so that they can achieve their full potential and meet their aspirations in terms of their own career development, whether that path lies at Shiphay or elsewhere. You clearly recognise the benefits that this approach brings to the school, in terms of developing highly skilled and motivated staff.

What your staff think

- Staff recognise that by encouraging and developing peoples' talents, this allows people to 'play to their strengths' and as a consequence, optimises their contribution to school improvement in ways that minimise workplace pressures.

*'I've done all my "growing up" at Shiphay! I've really been nurtured'
'Elaine said "we can see so much scope for your talents in the" I hadn't thought of that – and she was right! I've grown up in so many ways!'*

- The concept and practice of 'contributory leadership' continues to be very strong at Shiphay, with people feeling that they can take a lead in areas that are of interest to them, which 'spreads the load' in terms of leadership activity.

'In lots of schools, the SLT take on everything. Here, leading new initiatives is shared out'

'It's not a case of your position in the school – if you have an interest, you're encouraged to take the lead and be supported with that'

'It's not just the "golden few" that are doing things'

- Staff really appreciate your approach in encouraging leadership roles, developing talent and supporting career development.

'I'm chairing the team, which is great so early in my career. I'm also able to delegate to other team members, which is really good preparation for developing me as a team leader. There's definitely a culture here of giving people responsibility for areas that will have a real impact on the school, not just trying to make people feel important'

'I think that career development is actively supported here. I've discussed with Elaine opportunities for my continuing development and she's given me honest feedback, which enables me to plan and is valuable for helping me to develop my CV.'

Do people feel recognised and rewarded for the hard work that they put in?

Practices evident that 'tick the box' relating to aspects of indicator 6 & 7:

- Whilst there are limitations within the state education sector to how you are able to reward peoples' contribution, you use your Academy status to bring some flexibility to your rewards strategy. You are also creative in use of opportunities to recognise everyone's efforts, through, for example, emails, assemblies, flexibility with time off work, informal 'thanks', subsidised meals, excellent staff facilities and support for their personal development. Your approach to rewarding and recognising your staff is clearly motivating for people throughout your team and they certainly feel appreciated and valued for their contribution.
- You are proactive in publicising and celebrating success, whether that is through the achievements of your children or your staff. You have 'self praising' teams, where colleagues recognise each others' achievements.
- The success that you have experienced in recent years has involved a great deal of hard work by all your team and there is immense pride in your school and what your staff and children achieve.

What your staff think

- Your staff are clearly not motivated purely by monetary rewards (although more pay for some roles would always be welcome!). They do, however, appreciate the efforts that SLT make in recognising peoples' contribution, whether publicly or informally.

'You're recognised in assemblies. There are many other rewards here than just money!'

'If you go above and beyond, there's certainly the recognition for that'

'If management feel that you've done well, they will move you up within your pay band'

- 'Celebrating success' is something that everyone recognises is part of their experience at Shiphay.

'Being recognised as the Apple Regional Centre was a major cause for celebration. An email went out to everyone thanking them. We try and achieve at every level here'

'Champions are a way of celebrating the expertise of individuals across the school'

- Your very strong 'team' ethos within the school and excellent relationships between team members encourages a culture of 'self praising' for the hard work that colleagues contribute.

'People mix so well across the school. There's a strong support network of people – you're never on your own'

'We're really positive at acknowledging good practice'

- The feeling of 'pride' in being part of the Shiphay team is very powerful.

'I feel immensely proud of what we've achieved as a team – we've seen children really turned around. We've all worked towards that'

'The feedback I get about our school through the network group is brilliant. That makes me feel really good. Other schools look to us all the time!'

Are the school's people strategies improving, from your team's perspective?

Practices evident that 'tick the box' relating to aspects of indicator 10:

- You use a number of methods to evaluate your people strategies using both internal sources, such as AIP review, and feedback from team meetings and SDIs; and also from external sources, for example, continuing liP reviews, Ofsted inspections, school improvement partner visits etc. You are able to benchmark your strategies through local education networks and through your work as a National Support School and involvement with the NCSL.
- Your evaluation of people strategies draws on feedback from your team, collectively and individually. People recognise that their views are sought when improvements are considered, for example to improve work-life balance, performance management and opportunities for L&D.
- Your drive for continuing improvement encompasses how people are

supported. Staff in all roles recognise that their feedback helps to drive improvement in this area and that Shiphay continues to be an excellent place to work.

What your staff think

- People feel that you continue to improve the ways that you support your team (which is a great accolade as your practices were already at a very high standard three years ago!). They feel engaged in helping to drive these improvements, through their feedback and active involvement in making changes.

'We were asked for feedback on the changes proposed for PM, for example, using observation. Policies do get changed, drawing from the comments that people make'

'There's plenty of opportunity to discuss support for staff during our team meetings. For example, we've discussed the new build and changes to the ways we're working and shared our thoughts on what's working and what's not'

'Elaine's very keen to give people the opportunity to have their say. We're always moving forward!'

'There have been positive changes to our PPA time as a result of feedback that we gave'

'We had an email about CPD for TAs and SLT responded to what we thought'

'It's a brilliant place to work. How long have I been here? I need say no more!'

3. ARE COMMUNICATION STRATEGIES ADEQUATE FOR STAFF E.G. WITHIN TEAMS AND VIA SLT? DO THE ELECTRONIC SYSTEMS PROVIDE AN EFFECTIVE STRATEGY?

Do communication and consultation strategies engage staff effectively?

Practices evident that 'tick the box' relating to aspects of indicators 1 & 7:

- Regular team meetings, PM and SDI's, Inset activities, 'open door' leadership and informal 'staff room' discussion, all provide effective opportunities for face to face communication. Electronic communication via email and the Fronter learning platform is also widely used and effective. Communication is two-way and people are actively encouraged to put forward their views and ideas, including on how communication and consultation might be improved.
- Involving staff in improvement planning is clearly part of the culture at Shiphay, whether through AIP action planning, through involvement as Champions or on Learning Teams etc.
- You involve a range of stakeholders when developing your strategies for the school. Children can contribute through Pupil Voice, for example; there is active engagement of parents and the local community; Governors are very active in school development, and views are sought from a range of other bodies, for example, through IT partnerships, Ofsted, etc.

What your staff think

- Overall, people feel that methods of communication link well together, are informative and offer good opportunities for 'upwards' communication.

'Communication works really well. People go out of their way to ensure that we are kept informed'

'Our team meetings link with SLT meetings and they ask "what do you think about this?". They listen and take our views on board. They're very responsive – you're always given a reason why'

'If you need to speak with someone, they will make it a priority'

'There's no issue with communication here – it's very strong!'

- They appreciate the broader coverage and flexibility that electronic communication brings. People also feel that the balance between electronic and face to face communication is about right.

'Most communication is by email and that is effective. You check them daily and I can't think of a better way. However, communication isn't "faceless", there's a good balance with face to face conversations'

'Email keeps me in the loop and Fronter is easy to access to see what's planned for the week. We do have a good balance between electronic and face to face communication'

'We're going paperless now, using email more, and that's good. Everything is on-line and that can decrease your workload as it's easier to access things. Fronter is a godsend as you can use it at home. You can access paper information if you want!'

- Effective communication and consultation enables people across your team to feel actively engaged in developing your strategies and plans for improvement, which supports their 'buy in' to the initiatives you are currently pursuing.

'We're involved in groups that are looking at developing aspects of our AIP.'

'There's good opportunity to be involved'

'We're all involved in creating our "golden threads". I like that!'

'It's about embedding our values into learning now, and there's opportunity for staff to develop how that might happen'

'We work closely with other schools and that helps us to develop our own strategy for IT about where we go next.'

Is the culture within the school conducive to effective two-way communication?

Practices evident that 'tick the box' relating to aspects of indicators 3, 5 & 7:

- The 'Shiphay Family' is founded on a culture of openness and trust between all colleagues and with children. This culture is clearly promoted 'from the top'.
- The range of opportunities for people in all roles to engage in discussion with their colleagues and effective use of electronic communication ensures that knowledge and information is shared across the school team.
- Effective communication and consultation also encourage staff and Governors to contribute ideas that will help drive forward improvements in the school.

- Your strong culture of openness and trust creates an environment in which the giving and receiving of constructive feedback is welcomed and valued. This is evident from leaders to their team members, through PM or SDI discussions; between colleagues, through peer observation or coaching partners for example; and from staff to their leaders.

What your staff think

- Staff are clearly comfortable with using words such as 'open', 'trusting' and 'respectful', when describing how people interrelate within the school.

'The ethos at Shiphay is that if you have an issue, you get it sorted out. It's not a "complaining" culture here'

'There's no one that I couldn't feel that I could communicate with. We're open and honest and you don't feel constrained at all'

'We trust each other and that's what makes us so strong. It runs right through to the children – it's the whole respecting thing'

- Everyone recognises that there are many opportunities for sharing knowledge and information across the school and that these are used effectively.

'We have good opportunities to share knowledge across the school. We work in teams, giving feedback and sharing ideas. Inset days are good in that respect. There's lots of informal sharing'

- This also extends to opportunities for giving and receiving feedback to support continuing improvement; a key feature of supporting staff to develop their confidence in delivering the values led curriculum.

'That's something that you seek from colleagues (feedback). Working alongside and seeing how she incorporates core values has been so useful'

'The way the SLT do "blinks" is very positive, observing how values are being embedded, giving you feedback and ideas how you can take it forward'

'I do give feedback to my team leader and she does take that on board. It's part of our culture. She is committed to her own self improvement and she's very open to your feedback.'

SOME RESOURCES TO SUPPORT YOUR CONTINUING DEVELOPMENT

Developing leaders and managers

- liP Interactive (www.investorsinpeople.co.uk/interactive) has lots of useful resources to support management development. Follow the Effective Management segment.
- <http://www.managerspitstop.com/home> has a range of on-line tutorials that can help leaders develop their skills across a range of people management techniques. You will need to register to access these resources, but this is free.
- Whilst people recognise that giving and receiving constructive feedback is welcome and an essential feature of how the school works and improves, team

leaders could perhaps be more proactive in seeking feedback from their team members on how they might improve support for their team. This is not to say that improvement is needed and people recognise that they can raise issues if they feel it is appropriate, but sometimes, if you don't ask the question..... PM or SDI discussions would be good opportunities to stimulate that 'upward' feedback.

Developing coaching and mentoring

- You might find the following websites helpful for ideas and resources to further develop your capacity for coaching and mentoring within the school. www.coachingnetwork.org.uk/ , www.associationforcoaching.com and <http://www.mentormatchme.com/mentoring/resources> .

Developing as a 'Lean' school

- You are actively seeking to reduce the time staff spend on activities that do not add value to your childrens' learning and development. We have discussed the idea of using 'Lean' techniques to identify and reduce 'waste' across the range of activities that you undertake, using the illustration of the '9 wastes' commonly found in a school environment: <http://www.leaneducation.com/whitepaper/9-wastes-in-education.pdf> . Some other resources that you might find useful are: <http://www.leaneducation.com/whitepaper/lean-school.pdf> which provides context for the '9 wastes' document; <http://www.lanpdc.scot.nhs.uk/Resources/Lists/Publications/Attachments/3/Lean%20tools%20leaflet.pdf> is a booklet providing an overview of tools and techniques used to remove 'waste' in a healthcare environment. There is very little experience of using Lean in schools at present; however I did come across one example which may be worthwhile following up in this article: <http://www.northofenglandexcellence.co.uk/news/20120131-02-news.asp> .

Developing your approach to work life balance

- ACAS has published a useful booklet that gives organisations ideas that can promote a more positive work-life balance <http://www.acas.org.uk/index.aspx?articleid=1283> .
- For teachers, <http://www.tes.co.uk/worklife-balance-whole-school-teaching-resources/> offers a range of resources that may help them to reduce pressures on their working time.
- You may find it helpful to use the Investors in People Health and Wellbeing Good Practice Award to 'benchmark' your approach to ensuring a positive work-life balance. Go to: <http://www.investorsinpeople.co.uk/Needs/healthandwellbeing/Pages/Home.aspx>

Other Support Available

- IBP offers an integrated advice and assessment support service, workshops, surgeries and networking events to promote continuous improvement and maximise the benefits of working with The Standard. We also work with a team of highly experienced consultants to offer an extensive range of tailored business support and organisational development solutions to help improve business performance. Details of the support available to you can be found on: -

Internet:  www.ibp.uk.com
Telephone:  0800 612 3098
Email:  info@ibp.uk.com

Outcomes Table - Evidence Requirements Met

| Core Standard | | | | | | | | | | |
|---|-------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Total number of core evidence requirements reviewed – 39 | | | | | | | | | | |
| Total number of core evidence requirements met - 39 | | | | | | | | | | |
| | Indicators | | | | | | | | | |
| ERs | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |
| 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4 | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | |
| 5 | ✓ | | ✓ | | | | | | ✓ | |
| 6 | ✓ | | | | | | | | | |
| Wider Framework | | | | | | | | | | |
| Total number of additional evidence requirements reviewed – 138 | | | | | | | | | | |
| Total number of additional evidence requirements met - 138 | | | | | | | | | | |
| | Indicators | | | | | | | | | |
| ERs | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |
| 4 | Core | Core | Core | ✓ | Core | ✓ | ✓ | ✓ | Core | ✓ |
| 5 | 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 | | | ✓ | | | | | | | |