

INVESTORS IN PEOPLE

FIRST ASSESSMENT REPORT

COMMERCIAL IN CONFIDENCE



Hadrian Lower School

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EXECUTIVE SUMMARY

The key findings of the assessment indicated that Hadrian Lower School has met the evidence requirements of the current version of the National Investors in People Standard. The summary below represents the assessment findings within the context of identified strengths and suggestions for further development:

Key strengths and areas of good practice

- There is a strong sense of purpose supported by a very positive attitude from a motivated team and this is supporting continuing progress.
- People felt that managers are very approachable and will listen to ideas from them and as a result the school is seen as having a genuine 'open door' policy.
- There is a clear vision and a set of values which set out the way that both children and staff should behave. These clearly pervade school life and underpin the leadership style within the school.
- There is a very strong sense of teamwork – *'In this school people pull together'*.
- There is also a strong ethos of valuing people – *'I get a thank you everyday'*
- In line with both of the above points, people feel that there is support from wherever they need it. This could be from SLT members or from colleagues at any level. This was also evidenced by the people feeling able to assist colleagues outside their own roles when required.
- Communications, although sometimes criticised, are comprehensive and improving. A particular measure of this is the fact that people see even the 10 minute daily briefing as a two-way forum where they can raise ideas
- The school is clearly very committed to developing people at all levels, including the provision, where possible, to learning outside of needs that support the SDP.

Suggested development areas and opportunities to improve

- Management capability is identified by the SLT modelling the desired behaviours and in Job Descriptions. Generally people can describe it coherently and in line with the school values.

However, it might be better if there was a more robust and detailed definition as this would better support recruitment and performance management, especially for leaders, present and future. (Indicator 4.1)

- People always know why they are undertaking development and what the outcomes should be. However, there is no formal process to quantify and evaluate development outcomes in detail.

The links between Indicators 2.4, 8.2, 9.4 and 9.5 should ensure that the impact of planned development is clear at individual, team and school level before the activity takes place and that it is evaluated afterwards.

A more formal evaluation process would allow more focus on outcomes. It would also provide a better opportunity to improve development activities.

A sound evaluation process could include what was learned, how it has been used

and how using it has impacted upon objectives.

- The lower level evaluation described above would then feed into a better overview of development at an organisational level and inform strategy.

This is currently done by the SLT, but this was not understood clearly by the governors. Indicators 9.1, 9.2, 9.3 and 10.1 require a cost / benefit analysis of development that can inform both strategic direction and quality of development.

- Performance management is in place for all staff although it has not yet been rolled out in some teams. Although these teams do receive regular constructive feedback it is important that the performance management process used elsewhere is rolled out effectively for them.
- The SLT might like to consider the benefits of upwards feedback as part of the performance management process. The culture is very open and supportive and therefore robust enough for individuals perhaps to feel able to comment on the ways in which they are managed. This should help to further develop management capability.

Feedback against client objectives

In addition the client requested that the assessor addressed some additional objectives. These were teamwork and how the school values and supports its people. All three of these factors are very much part of the Investors in People standard and all appear in the summary of key strengths above.

Main Findings

1. Introduction to the organisation

Hadrian Lower is an average sized local authority community school for children aged 4 to 9, with a role of 260.

Last inspected by Ofsted in 2003, the school received a good report and is currently working hard to improve educational outcomes further. The school is also committed to achieving Arts Mark status in 2008.

Clearly very committed to its pupils and staff, the school has an exceptionally friendly and supportive atmosphere.

2. Assessment and client objectives

The purpose of the assessment is to:

- Gather evidence to establish the current position of Hadrian Lower School in relation to the Standard
- Identify good practice and make recommendations for future development
- Undertake the assessment in a cost effective manner, against a previously agreed plan

3. Assessment methodology

The assessment was carried out in line with the plan shown in Appendix 1. This included two telephone interviews and two groups in order to cover a wider sample in the allotted time.

Additional evidence was collected from the SEF, School Development Plan, Staff Handbook, prospectus and notice boards.

4. Summary position against the Standard

		Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Indicator 6	Indicator 7	Indicator 8	Indicator 9	Indicator 10
Evidence Requirements	01										
	02										
	03										
	04										
	05										
	06										

KEY:

A **RED** status indicates that a significant gap exists against an Evidence Requirement.





An **AMBER** status indicates that a minor gap exists against an Evidence Requirement.

A **GREEN** status indicates that the Evidence Requirement is met.

A **BLUE** status indicates that the Evidence Requirement does not apply to your organisation.

5. Findings by Principle and Indicator of the Standard

PLAN – Indicators 1 to 4

	Indicator 1: A strategy for improving the performance of the organisation is clearly defined and understood			
				
Strengths	1.1 Top managers made sure the organisation has a clear purpose and vision supported by a strategy for improving its performance.	100%	0%	0%
	1.2 Top managers made sure the organisation has a business plan with measurable performance objectives.	100%	0%	0%
	1.4 Managers could describe how they involve people when developing the organisation's business plan and when agreeing team and individual objectives.	100%	0%	0%
	1.6 People could explain the objectives of their team and the organisation at a level that is appropriate to their role, and could describe how they are expected to contribute to developing and achieving them.	100%	0%	0%

Indicator 1.1

The school's vision is around confident learning in a happy, secure and friendly community, with a climate of rising aspirations, achievement and inclusion.

There vision is supported by a set of values which are regularly referred to in class, assemblies and at other appropriate times. These are seen as applying to children, staff and visitors. They were observed to be on classroom walls, in the library and on the head's office door. The values are: -

- Respect for ourselves and others, and the environment
- Quality education with high standards where individuals reach their potential
- Inclusion with equal opportunities for all
- Standards of behaviour with truth, honesty, fair play and justice
- Developing a sense of empathy, understanding and responsibility
- Life long learning for all the school community
- Partnership between children, parents, staff and governors and the community as a whole
- Enjoyment and fun

The strategy for improvement is to use the School Evaluation Form (SEF) to inform the School Improvement Plan (SIP) feeding directly into the aims. In this way the SEF links intimately to the SIP so that it is clear that the reviewing of progress is a driver for improvement.

Indicator 1.2

Everyone is involved in the SDP which is data driven both by national measures (SATS) and also by progress data collected by the school team. The majority of goals in the SDP are SMART in nature.

The strategy is to involve everyone to ensure a degree of ownership. Accordingly, the plan is ongoing and under constant review with input from people coming via ideas and discussion in a range of meeting forums.

The School Development Plan covers every aspect of the school's activities. Included in the plan are the processes of monitoring and review, together with how progress and outcomes will be evaluated. This is supported by action plans at lower levels detailing the actions required to deliver the overall plan.

The recently introduced School Evaluation Form (SEF) is in place and can be seen to be in use as a starting point for planning which indicates a clear plan-do-review cycle in the schools improvement strategy.

Indicator 1.3 (not applicable to the school)

There is no union representative at the school, although there are union members. However, the SLT involves the democratically elected School Council and representatives from this pupil group now have access to school plans and to the governors. Examples of their input were to the travel plan and the annual survey.

Indicator 1.4

Managers were able to describe a number of ways in which they involve people in annual action planning as well as the processes of local planning. This can be by through both formal (regular) meetings as well as daily interactions around classroom activities.

Regular meetings include the SLT (weekly), Key Stage (2 to 3 per term), PPA Teams (weekly), TA's (every half term), and Midday Assistants (every half term).

At Key Stage meetings (sometimes attended by TA's) people raise and discuss issues which are then passed up to the SLT meeting so that they can include action in the SDP.

Individual teachers all produce an action plan for their area which becomes a section of the SDP. In addition individual objectives are agreed as part of the annual performance management process.

Overall there is a very consultative and ongoing process of planning and revision. Although not always perceived as a formal process, this is understood by people at all levels who are very positive about it. This was confirmed by managers: -





- 'Good to work as a team'
- 'In this school people pull together'

Indicator 1.6

People throughout the school were very positive about the level of involvement and contribution they had in agreeing their team or individual goals. They described being actively involved in this activity in team meetings, lesson planning, daily briefings and discussions with their managers.

People also had a clear view of the school's objectives in terms of the values which were well understood and valued by staff.

Descriptions of team and individual goals were in line with key objectives in the SDP and generally seen in the light of the values.

	Indicator 2: Learning and development is planned to achieve the organisation's objectives			
				
Strengths	2.1 Top managers could explain the organisation's learning and development needs, the plans and resources in place to meet them, how these link to achieving specific objectives and how the impact will be evaluated.	67%	33%	0%

	2.2 Managers could explain team learning and development needs, the activities planned to meet them, how these link to achieving specific team objectives and how the impact will be evaluated.	100%	0%	0%
	2.3 People could describe how they are involved in identifying their learning and development needs and the activities planned to meet them.	100%	0%	0%
	2.4 People could explain what their learning and development activities should achieve for them, their team and the organisation.	100%	0%	0%

Indicator 2.1

The SLT were able to describe the overarching aims of development in the school as well as the budget (seen as significant) and the resources, including staff time, spent on development. Almost all development is linked to the School Improvement Plan and so can be aligned with specific objectives.

Evaluation is by teaching and learning outcomes, assessment, observation and the attainment of relevant goals in the SIP.

Although aware of the schools strengths and overall development activities, the governors were less aware of how impact would be measured. This might be strengthened by an overall (annual) review of the impact of development as an initial stage to preparing the following year's SDP – as outlined in the development suggestions above.

Indicator 2.2

Managers (some of whom are also SLT members) were able to describe the overall development needs of both the whole school and their own teams. Examples were: -

- TA's needing whiteboard training
- NVQ Level 3 for TA's
- Reviewed literacy framework
- Reviewed numeracy framework
- Phonics
- Enhanced ICT skills for teachers

Evaluation is by post activity discussion, sharing in meetings, observation and measured statistical outcomes against specific objectives in the SDP. Major initiatives such as the Reviewed Numeracy Framework are trialled and the result reviewed as to outcomes before full roll out.





In addition, managers were clearly aware of, and sensitive to, the specific needs of individuals in their team and could describe these in detail.

Indicator 2.3

People's development needs emerge from performance management, from suggestions by their managers and they also identify their own needs. Wherever the needs came from, people always felt fully involved in identifying their own development activities and in the planning of how they would be met.

Indicator 2.4

People described how almost all of their development needs were linked to the School Development Plan and that activities are discussed before arrangements are made. For this reason, they confirmed that the impact upon their role and the school is always clear to them.

	Indicator 3: Strategies for managing people are designed to promote equality of opportunity in the development of the organisation's people			
				
Strengths	3.1 Top managers could describe strategies they have in place to create an environment where everyone is encouraged to contribute ideas to improve their own and other people's performance.	100%	0%	0%
	3.2 Top managers recognised the different needs of people and could describe strategies they have in place to make sure everyone has appropriate and fair access to the support they need and there is equality of opportunity for people to learn and develop which will improve their performance.	100%	0%	0%
	3.3 Managers recognised the different needs of people and could describe how they make sure everyone has appropriate and fair access to the support they need and there is equality of opportunity for people to learn and develop which will improve their performance.	100%	0%	0%
	3.4 People believed managers are genuinely committed to making sure everyone has appropriate and fair access to the support they need and there is equality of opportunity for them to learn and develop which will improve their performance.	100%	0%	0%
	3.5 People could give examples of how they have been encouraged to contribute ideas to improve their own and other people's performance.	100%	0%	0%

Indicator 3.1

The governors and SLT described working to improve the already open culture of the school. Specific school values that are seen as impacting upon the encouragement of ideas are inclusion, reaching potential, responsibility and life long learning.

The SLT works hard to deliver the open door policy and encourage people at all levels with opportunities to contribute via meetings. Even the daily briefing lasting only around 10 minutes is seen as open enough for people to feel free to offer ideas.

PPA (preparation planning and assessment) is also tending to be done in teams. Overall, teamwork is seen as a strength and is actively encouraged by the SLT.

Other strategies include:-

- Weekly newsletters

- Regular team meetings at all levels
- Meetings held at times which encourage maximum attendance
- Most meetings are minuted so that non attendees can still access information
- All staff have pigeon holes
- A policy that people have individual responsibility to ensure they stay informed
- Increasing TA provision for cover to give staff PPA time together

Indicator 3.2

As described below for managers, the SLT are also very aware of people's individual needs. The ethos of the school is captured in the values as 'Inclusion with equal opportunities for all'. This value is lived by the leaders in the school who ensure that all people get: -

- Opportunities to attend meetings
- Training to meet job needs (objective focused)
- Other personal development where possible
- Feedback on performance

Where appropriate, staff are paid to attend meetings which are usually held in the core part of the school day to maximise opportunity to attend. In addition, meeting notes are kept and posted where people can access them in order to keep non attendees up to date.

Indicator 3.3

Managers were very aware of individual needs and circumstances and ensured that all people have access to development and are communicated with. They do this by using regular meetings at times when people can attend to ensure people are kept informed. The ethos of the school is clearly one of inclusivity and all staff have access to development required to meet the objectives of the SDP.

Indicator 3.4

There was absolutely no doubt in anyone's mind that school managers are committed to providing all people with fair access to support and development:-





- *'Yes for sure'*
- *'I don't think anybody could say they don't have access'*
- *'Absolutely - really hot on this'*

Indicator 3.5

People were consistently positive about opportunities to put forward ideas. They confirmed that they are encouraged to do this at any time including the morning briefing and at other meetings. Comments on this aspect included: -

- *'At daily briefing and staff meetings'*
- *'You never feel that people wouldn't value what you say'*
- *'I'm often asked for my opinion'*
- *'An open door for anybody'*
- *'I'm asked for input'*
- *'Our opinions are listened to'*
- *'You can speak up'*

- 'At meetings and at any time'
- 'Any time - you can knock on the head's door'
- "Listening and taking on my ideas'
- 'Always happy to listen'
- 'Oh yes - if you can see a better way to do it'

 Indicator 4: The capabilities managers need to lead, manage and develop people effectively are clearly defined and understood				
				
Strengths	4.1 Top managers could describe the knowledge, skills and behaviours managers need to lead, manage and develop people effectively, and the plans they have in place to make sure managers have these capabilities.	100%	0%	0%
	4.2 Managers could describe the knowledge, skills and behaviours they need to lead, manage and develop people effectively.	100%	0%	0%
	4.3 People could describe what their manager should be doing to lead, manage and develop them effectively.	100%	0%	0%

Indicator 4.1

Management capability is primarily defined by the SLT modelling the desired behaviours. The school values (described above) underpin this strongly and some sections of management job descriptions provide further indications. In addition to the values, SLT members and governors described management capabilities that they model as: -

- | | |
|------------------------------------|-----------------|
| • Decision making | • Supportive |
| • Listening | • Fair |
| • Open door (approachable) | • Developmental |
| • Honest and Open | • Goal focussed |
| • Encouraging (reaching potential) | • Firm |

Management development is available, for example one member of the SLT has recently completed an MPQH course.

Indicator 4.2

Managers' descriptions of the required capabilities were very much in line with the top manager group. They also closely reflected the school's values and included: -

- | | |
|----------------------|-----------------|
| • Leading by example | • Team work |
| • Supportive | • Communicative |

- Feedback
- Listening
- Approachable
- Developmental
- Target setting
- Team work





Indicator 4.3

Management capability was described by the majority of people using very similar terms to managers:-

- Approachable
- Listening
- Open and honest
- Decision making - firm
- Supportive
- Respect
- Fair
- Friendly
- Goal setting
- Hands on

There is common understanding of the capabilities both in the middle managers and in people throughout the school. This indicates that the knowledge, skills and behaviours that managers need are understood.

DO – Indicators 5 to 8

	Indicator 5: Managers are effective in leading, managing and developing people			
				
Strengths				
	5.1 Managers could explain how they are effective in leading, managing and developing people.	100%	0%	0%
	5.2 Managers could give examples of how they give people constructive feedback on their performance regularly and when appropriate.	75%	25%	0%
	5.3 People could explain how their managers are effective in leading, managing and developing them.	100%	0%	0%
	5.4 People could give examples of how they receive constructive feedback on their performance regularly and when appropriate.	82%	18%	0%

Indicator 5.1

Managers described a variety of ways in which they support their people, including: -

- Performance Management and other feedback
- Observations
- Praise
- Support

- Goal setting
- Communicating
- Input to planning
- Development
- Sharing
- Meetings

Indicator 5.2

The performance management process has been recently revised in line with national guidelines. It now includes a half year review and is also now tied in with regular classroom observation. Managers confirmed that the performance management process is applied to all staff with the exception of some support areas.

The minority not yet involved in the formal process will be picked up as part of the next round but in the meantime are receiving regular ad hoc constructive feedback around their roles. Managers were able to describe specific examples of the circumstances and types of activities where they provided ad hoc feedback.

Although the standard is met by the delivery of regular constructive feedback (defined by the standard as at least annually), the school should ensure that those groups currently not part of the formal process are involved as soon as possible. The formal process is aimed at reviewing whole performance whereas ad hoc feedback tends to be more focused on specific learning points. Thus the former holds more about overall development in the role and eventual progression.

Indicator 5.3

People confirmed that their managers were effective, being able to describe a range of activities that their managers use to support and develop them, including:-

- Performance management
- Mentoring
- Communication
- Support (in role and personal)
- Listen
- Setting clear goals and targets
- Arranging training





As well as being able to describe the activities, people were positive about how effective their managers were: -

- *'Always got an open door'*
- *'Helping out when I'm busy'*
- *'I'm asked about my welfare - very understanding about my own needs'*

Indicator 5.4

People described receiving constructive feedback on a regular basis using the revised process which now includes observation where appropriate.

As described above, a minority of staff in support areas are not yet engaged in the formal process, but most of these described receiving ad hoc constructive feedback on a regular basis and were positive about this process.

	Indicator 6: People's contribution to the organisation is recognised and valued			
				
Strengths				
6.1	Managers could give examples of how they recognise and value people's individual contribution to the organisation.	100%	0%	0%
6.2	People could describe how they contribute to the organisation and believe they make a positive difference to its performance.	100%	0%	0%
6.3	People could describe how their contribution to the organisation is recognised and valued.	100%	0%	0%

Indicator 6.1

In addition to praise and thanks, the SLT use a 'personal touch' by walking round the school as well as strategies such as regular mentions in assembly and at meetings. Specific activities described by managers included: -

- Sharing at meetings
- Mentions in assembly and at briefings
- Celebrating successes - e.g. SATSD results
- Thanks and praise when walking around
- Listening to peoples' 'gripes' and offering advice
- Social events

Indicator 6.2

People were positive about their contribution and certainly believe they make a difference to the school's performance. They saw this both in terms of their role and the as well as contributing to help others in very teamwork driven environment. The underlying requirements of the curriculum are understood:-





- Helping the children to learn and teachers in their roles
- Performance - good learning outcomes
- Supporting teachers, colleagues and people in trainee roles
- Behaviour of children
- Helping Gifted and Talented Children
- Health and Safety
- People's wellbeing

Indicator 6.3

In line with the school's supportive ethos, people felt valued and recognised for their contribution. Often this was described as being shown by thanks and praise, but other processes included:-

- *'They listen and take on my ideas'*
- *'Yes - recognised by the children's response - bigger than anything else'*
- *'I get a thank you every day'*
- *'By teamwork and support from my colleagues'*
- *'I'm always talked to by teachers and involved'*

- Cakes
- Compliments
- Social events
- Staff lunches

	Indicator 7: People are encouraged to take ownership and responsibility by being involved in decision making			
				
Strengths	7.1 Managers could describe how they promote a sense of ownership and responsibility by encouraging people to be involved in decision-making, both individually and through representative groups, where they exist.	100%	0%	0%
	7.2 People could describe how they are encouraged to be involved in decision-making that affects the performance of individuals, teams and the organisation, at a level that is appropriate to their role.	100%	0%	0%
	7.3 People could describe how they are encouraged to take ownership and responsibility for decisions that affect the performance of individuals, teams and the organisation, at a level that is appropriate to their role.	100%	0%	0%

Indicator 7.1

A number of ways in which managers encourage people to be involved in decision making were described. It was clear that managers were positive and active in doing this: -

- *'There is lots of opportunity for initiative'*

People are clearly involved in planning processes and are delegated to as a normal part of working. In addition, ideas are shared and managers often empower people to go ahead with their ideas.

Indicator 7.2





People throughout described a high level of encouragement to become involved in decision making at all levels:-

- *'The whole school gets a say'*
- *'Managers let us get on and set our own priorities'*
- *'I prioritise my own work'*
- *'I can suggest trying something different and it is always accepted'*
- *'We do this as a team'*
- *'In meetings where I am involved in decision making'*
- *'Yes very much so - doing own lesson plans'*

Indicator 7.3

In line with the encouragement to be involved in decision making, people also felt a strong sense of ownership and responsibility for their work:-

- "We are a team and we use our common sense"
- 'You just do it and we help each other'

 Indicator 8: People learn and develop effectively				
				
Strengths	8.1 Managers could describe how they make sure people’s learning and development needs are met.	100%	0%	0%
	8.2 People could describe how their learning and development needs have been met, what they have learnt and how they have applied this in their role.	100%	0%	0%
	8.3 People who are new to the organisation, or new to a role, could describe how their induction has helped them to perform effectively.	100%	0%	0%

Indicator 8.1

Managers confirmed using the performance management process to identify and agree individual development needs in line with the school's objectives. Examples of this were the Gifted and Talented and Literacy initiatives. In addition managers pass on information about training opportunities and discuss needs on an ad hoc basis as required.

As stated above, managers are also active in observation, feedback, encouraging ideas and facilitating sharing of new learning at meetings.

Indicator 8.2

People described a range of development activities which they had undertaken. In the majority of instances, the new knowledge had been used and people were very positive about impact. Examples of the courses included:-

- | | |
|-------------------------------------|--------------------------|
| • Writing for Special Needs | • Administering Medicine |
| • NQT Induction Gifted and Talented | • Risk Management |
| • First Aid | • Ladder Training |
| • Behaviour Management | • Swimming Pool Operator |
| • Child Protection | • Fire Marshall |
| • NVQ Level 2 and 3 for TA's | • MPQH |
| • TA Induction | |

REVIEW – Indicators 9 to 10

 Indicator 9: Investment in people improves the performance of the organisation				
				
Strengths	9.1 Top managers could describe the organisation's overall investment of time, money and resources in learning and development.	67%	33%	0%
	9.2 Top managers could explain, and quantify where appropriate, how learning and development has improved the performance of the organisation.	67%	33%	0%
	9.3 Top managers could describe how the evaluation of their investment in people is used to develop their strategy for improving the performance of the organisation.	67%	33%	0%
	9.4 Managers could give examples of how learning and development has improved the performance of their team and the organisation.	100%	0%	0%
	9.5 People could give examples of how learning and development has improved their performance, the performance of their team and that of the organisation.	100%	0%	0%

Indicator 9.1

The governors and SLT are clearly aware of the development activities that are going on in the school as well as the budget, time and other resources used to deliver and support development. The head delivers regular progress reports to the governing body on development activities - especially those outside of the school. Resources used for development included: -

- Budget
- Other 'pots' of money for specific objectives, e.g. the standards fund
- Five Inset days
- Regular meetings
- Class room cover
- Support from the Beds LEA

In addition the Head takes specific responsibility for CPD throughout the school.

Indicator 9.2

The SLT and governors were also very clearly aware of how learning and development is impacting upon the school's progress in the light of its objectives. Evaluation at the highest level is done using the SEF in preparation for completing the School Development Plan (SDP). Examples of how they perceive improvements included: -

- Curriculum changes - has a specific budget and has had real impact
- SEF has made a significant difference after training in its use
- Phonics leading to improved reading skills

- Boys writing - evaluated by SATS results

The SLT and governors could also explain how learning and development is impacting upon the school's progress in the light of its key aims.

Indicator 9.3

The SLT explained how constant discussion and evaluation of development is leading to further strategic improvements. Examples of this included: -

- Introduction of the daily briefing to improve communications
- Using an external consultant to boost improvements from the phonics programme
- Boys writing
- Using regular questionnaires to asses progress and steer activities accordingly

The governors, whilst clear about the some specific initiatives and the overall direction, were less able to describe how strategic direction is impacted upon by the evaluation of development. They would be better able to do this with an annual development summary which addresses resource versus outcomes overall.

Indicator 9.4





A number of examples of how learning has improved performance for both individuals and the school were given by managers: -

- TA's becoming teachers
- Three staff progressing to headships (the school is very proud of this)
- Many TA's started as parent helpers and have gained knowledge, ability and confidence.
- Use of an outside literacy consultant has made a real improvement to confidence and outcomes
- Active discussion and sharing has moved people on more quickly.

Indicator 9.5

The majority of people interviewed were able to describe how their training and development had improved their performance and impacted upon the team and school:-

- Writing for Special Needs – *'got lots of ideas'*
- NQT Induction – *'really useful'*
- Gifted and Talented – *'learnt mind mapping which is now used by pupils'*
- First Aid - minor injuries
- Behaviour Management - *'used daily and makes a real difference'*
- Child Protection – *'increased knowledge and know what to look out for'*
- NVQ Level 2 and 3 for TA's - *'found it very useful'*

	Indicator 10: Improvements are continually made to the way people are managed and developed			
				
Strengths	10.1 Top managers could give examples of how the evaluation of their investment in people has resulted in improvements in the organisation's strategy for managing and developing	100%	0%	0%

	people.			
	10.2 Managers could give examples of improvements they have made to the way they manage and develop people.	100%	0%	0%
	10.3 People could give examples of improvements that have been made to the way the organisation manages and develops its people.	100%	0%	0%

Indicator 10.1

The SLT described how development is constantly under review with 'plan-do-review' having become a continuous process. As a result, in addition to more strategic improvement (perhaps defined by being in the SDP) there are also refinements to the daily processes. In some cases cases, improvements are both strategic and process related. Detailed improvements of development processes included: -

- Increasing involvement of the School Council in the SDP
- Introduction of the daily briefing
- Timeline for monitoring and assessment to support planning processes
- Phonics training improved by use of outside consultant
- Performance Management improving year on year
- Members of the SLT described several examples of where evaluation has led to improvements in strategy:-

Indicator 10.2

Managers described a number of ways in which they had improved individually: -

- Better at listening
- More consultative
- Increasingly team focused
- Better at communicating
- Problem solving in consultation
- Coaching skills improving
- More confident
- More likely to mentor and coach

Indicator 10.3

People were able to give various examples of a number of improvements that have been made to the way that the school manages, involves and communicates with them including: -

- Improving morale
- Easier to talk to SLT - more approachable
- Introduction of daily briefing meeting
- Electronic diary
- Parents Newsletter
- Regular functional meetings
- More availability of training
- Improved performance management process#
- Easier to talk to SLT members
- Improving morale

- *'We now feel more valued and more valued and recognised'*

6. Conclusion and next steps

Having conducted the assessment in accordance with Investors in People UK and The Assessment Network's guidelines, I am pleased to recommend to the Recognition Panel that Hadrian Lower School be recognised as an Investor in People.

May I also extend my thanks to all those who took part in the assessment process for their open and honest feedback in respect of their experience within Hadrian Lower School. It was a very pleasant and enjoyable process.

7. Recognition Panel feedback

The panel members agree with the assessor's recommendation that the school is meeting the standard. They also add their congratulations and applaud the excellent practices.

8. Next review

Recognition as an Investor in People is subject to reviews against the Investors in People Standard every three years. Therefore Hadrian Lower School will be required to be assessed no later than 14 October 2010 although it is entirely possible to be reviewed prior to this date. For guidance in respect of future Investors in People review options please refer to your local Business Link.

9. Quality Assurance

The Assessment Network Ltd is responsible for the Quality Assurance of this assessment and will invite a representative from Hadrian Lower School to take part in a Quality Assurance Questionnaire. This questionnaire was devised and developed by Investors in People UK, with the objective of receiving client feedback in order to provide for a consistent approach to the assessment and recognition process. Further details will be forwarded by The Assessment Network Ltd in due course.

Kind regards,

Simon Baylis
Investors in People Assessor

14 October 2007

