



INVESTORS IN PEOPLE REVIEW REPORT

WEST HILL PRIMARY SCHOOL

Presented by Joanna Gillingham

Investors in People Assessor
On behalf of Inspiring Business Performance
Limited

22nd June 2012



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

Recommendation

Having carried out the review 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 West Hill Primary School meets the requirements of the Investors in People National Standard at GOLD level. A total of 170 Evidence Requirements have been achieved. Congratulations on your success, this is a tremendous achievement!

I have now worked with West Hill Primary for over three years, having carried out their review in 2009. During this time I have been impressed with the drive and commitment of the whole staff team to continually improve and provide exceptional education to pupils in an environment that is supportive, secure and conducive to learning. The whole team at West Hill are proud to be Outstanding and share a desire to maintain this status.

'We strive to improve everything we do.'

'We are the type of school that is always improving.'

The leadership and management of the school is open and inclusive. Information and ideas are readily shared. A clear vision and goals are set and people are given the autonomy to take responsibility for teaching and learning and general school improvement. People are valued for their contribution and whilst being encouraged to improve practice consideration is always given to work life balance and the needs of individual staff members are listened to and valued. The SLT recognise that staff need to be empowered and valued in order to deliver their best for children and achieve results. Their approach clearly works as results continue to improve and staff continue to feel part of an effective team and enjoy working at West Hill.

'I've never worked in a school like this. It's a lovely place to work.'

'There's not a day I don't love to come to school.'

Background and review process

In preparation for the review planning meetings took place with the Head Teacher and Senior Administrator. These provided the opportunity to discuss the aims and current priorities for West Hill in relation to pupil achievement which are to continue to raise the standard of teaching and learning across the school in order to improve pupil performance and to maintain the School's 'outstanding' status as judged by Ofsted in June 2007. We also considered how the development, leadership and involvement of people impact on these aims. As a result of these discussions areas of focus were agreed, the details of which are given in the matrix below.

Feedback on these areas of focus is given on page 7 of this report and evidence gathered in support of Gold Accreditation is shown in Appendix A.

An Improvement Planning (feedback) Meeting has been scheduled for Tuesday 17th July at 3pm and 2 hours have also been included in the review package to support an 18 month update intervention.

The review took place according to the plan agreed, with just a few amendments being required to the original interview selection. This resulted in a total of 15 people (58%) being seen, giving a good representation of views from across the School. I would like to thank the Administration Team for their work in organising the review schedule and all those people that took part in discussions for their positive approach and commitment to the process. I greatly enjoyed the discussions and look forward to an ongoing relationship with West Hill Primary and to witnessing your continued success.

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. West Hill is currently on a 3 year review cycle and we can use the feedback meeting (IPM) built into this process to discuss the timing of the next review, and agree the best strategy for future use of the Investors in People Framework.

Commercial in Confidence

Both I and IBP would welcome your feedback on this review and you will be supplied with a Client Feedback Questionnaire to complete on line. I would very much appreciate it if you would complete the questionnaire as this not only supports quality assurance but also my own personal development.

Should you wish to contact a Client Relationship Manager at IBP for any reason, please telephone 0800 612 3098, use the contact option on our website www.ibp.uk.com or send an email to info@ibp.uk.com . Alternatively you can contact our local South West office on 01452 413641.



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WEST HILL PRIMARY SCHOOL

Focus for Investors in People review: June 2012 - Going for gold!

School objective	Performance Measures	Linked people issues	Framework Topics
<p>To continue to raise the standard of teaching and learning across the school to improve pupil performance and to maintain the school's 'outstanding' status as judged by Ofsted in June 2007.</p>	<p>Pupil Performance</p>	<p>Impact Evaluation: To analyse the effectiveness of any measures put in place to raise standards, particularly in Maths, including the effectiveness of staff, resources and training.</p> <p>How well do SLT communicate the improvement objectives when whole School measures are introduced?</p> <p>How well do we encourage staff to take ownership for measuring pupil progress within their class?</p> <p>Staff are enabled to use School Improvement Tracker to effectively structure the next phase of their teaching.</p> <p>How effective are we at discussing teaching and learning and identifying ways we can improve practice.</p> <p>Is good practice shared across the school?</p> <p>Do staff feel that clear improvement objectives are established prior to training and development interventions?</p> <p>People are enabled to put new learning and new approaches into practice.</p> <p>Staff are encouraged to try new approaches because we have a culture that allows people to take risks and be innovative in the way we teach.</p>	<p>Indicator 1</p> <p>Indicator 1 (KPIs), Indicator 7</p> <p>Indicator 1</p> <p>Indicator 3</p> <p>Indicator 7</p> <p>Indicator 2</p> <p>Indicator 8</p> <p>Indicator 8</p>

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	<p>People can give examples of improvements in their practice as a result of leaning discussions.</p>	Indicator 9
	<p>People can describe how improvements in their practice are having an impact on pupil progress.</p>	Indicator 9
	<p>SLT can describe how they measure and report on the impact of staff learning and development has on the school's performance.</p>	Indicator 9
	<p>We celebrate individual and team achievements and recognise the contribution of colleagues across the school.</p>	Indicator 6
	<p>People confirm that the SLT support and encourage them to improve their practice through developing a 'learning' culture across the school and providing individuals with the support they need to improve practice.</p>	Indicator 5

Feedback relating to agreed review objectives

Impact Evaluation

The particular focus of this review was to investigate the way in which measures put in place to raise standards are being delivered and measured for their effectiveness. This involved discussing with staff the way objectives are established, the use of the School Improvement Tracker and the support provided to them generally in measuring improvement.

West Hill operates to a 3 year School Development Plan. This is a very detailed document that covers all aspects of the School. Primary responsibility for development and review of this plan lies with the Senior Leadership Team and School Governors, however all staff are able to describe the priorities in the plan in relation to the curriculum and developing pupil achievement, safeguarding, ICT and maintaining 'Outstanding'. The priorities in the plan are revisited at the start of each year with the whole staff and people feel that they have input into what actions and strategies will be used to meet the objectives outlined in the plan.

The introduction of the School Improvement Tracker has had a big impact for both teaching and Learning Support staff. Staff now have detailed assessment data available for all pupils which enables them to establish very clear and measurable improvement objectives for children across all interventions.

'We can see the gaps more readily and this allows us to develop interventions for groups for example phonics with a group of boys in Year 3.'

'We can identify high and low achievers and discuss what inhibits them and what we are doing to stretch them.'

Utilisation of the Tracker has very much enabled staff to take ownership for planning interventions that will enable pupil progress. People feel that responsibility has shifted from the SLT to individual staff for both the measuring and monitoring of

progress within their classes. An additional benefit of this level of analysis is that it allows people to more readily see the impact of their contribution, efforts and skills.

'Tracker shows us which children are struggling and where my focus needs to be.'

'I'm a class teacher but I now have a more strategic overview.'

People describe how professional conversations take place with colleagues which are focused on sharing ideas and identifying ways that improved support can be provided to individual pupils or cohorts. These conversations happen at all levels across the school: informally through general conversations and formally through whole Staff Meetings and INSET. Recently Key Stage meetings have been introduced as a result of staff feedback. These have been received very positively by staff who commented that they allow for a more detailed and focussed discussion on pupil performance. Half termly meetings are also held with LSAs. Good use has also been made of external support for example INSET provided by the School Improvement Partner which looked at APP and Raise on Line.

'Staff voiced that Key Stage meetings would be useful and Sue listened and re wrote the meeting agenda.'

The Heads of Key Stage 1 & 2 play a very important role in discussing teaching and learning with staff and working with individual teachers to improve their APP knowledge and practice. This is a good example of coaching within the School.

'I feel really supported and enabled. I'm aware of where I need to develop professionally and where I'm going.'

All staff are able to give examples of new approaches that they have implemented following on from training or developmental discussions. Examples include Mighty Maths and Wave Training. More personal changes that teachers and LSAs have made to their approach were also provided. These related, among other things, to developing independence and improving problem solving for example by simplifying questions, presenting more open ended problems and being less ready to provide

answers. Generally staff feel enabled to make changes to practice although there was a slight feeling that ideas are not always fully consulted on. However, when change is agreed it is introduced in a considered way and is often trialled so that its impact on pupils, parents and staff can be fully assessed..

'It's helped me look at the reading strands that I'm not teaching so well.'

In terms of impact people are able to describe how their learning and the application of new approaches is having an impact on pupil performance. Examples include phonics, APP and ICT. The ability of staff to measure impact and so evaluate the effectiveness of new approaches has significantly improved since the last IIP review. The SLT believe that using Tracker has had an impact on teacher confidence and that teachers are generally becoming more reflective. The impact is also starting to be demonstrated through the data for example improved SATS results at Key Stage 2.

Suggestions for ongoing development

The following are put forward as suggestions for further enhancing the continuous improvement of leadership and management within the school.

As discussed above the Tracker has greatly facilitated the development of practice as through detailed assessment and analysis of the performance of individual pupils and cohorts teachers and LSAs are able to adapt and focus their practice. However it is good to keep in mind that whilst the Tracker tells us 'what' needs to be done to raise attainment it doesn't tell you 'how' or give teachers practical ideas. People value the discussion about what factors influence progress but they also need to have group and one to one discussions about practical changes and improvements to their teaching and would value more opportunity to do so. From my discussions with staff I would encourage you to consider developing and using the following processes to support staff in continuously improving their approach and embedding a culture of learning at all levels. (8.14, 8.16)

- More self assessment regarding teaching skills linked to the criteria for 'Outstanding'
- Maximise the impact of observations to ensure that it is a supportive process that has an emphasis on development rather than monitoring.
- Involvement of LSAs in observations as they play such a vital role in pupil learning and achievement.
- Opportunity for peer observations to provide even greater opportunity to share practice.
- Ensuring performance management meetings are an opportunity to review individual learning and skill development as well as progress against targets.

There is no doubt that the approach to leadership at West Hill is excellent but more work could be done in defining 'outstanding leadership' through explicitly identifying the knowledge and skills people at all levels need to demonstrate to be outstanding leaders. What does it mean to be an outstanding leader? This is particularly relevant when considering succession planning and middle leader development. Once these capabilities have been defined they can be used through self assessment, performance management discussions and coaching, to help people aspire to and gain these skills. In defining these capabilities you might build on the 15 Elements of The Heart and Soul Culture? Defining leadership capabilities and ensuring people receive feedback and development related to leadership will help you to achieve the remaining evidence requirements of Indicator 4

It is very positive practice to annually seek the views of staff through your questions at the start of term. You might consider how this process can be developed to encourage more detailed feedback on key aspects of school management and provide the opportunity to trend staff views and satisfaction year on year (10.6, 10.7, 10.9).

The quality of feedback, both in terms of content and presentation, is vital in encouraging reflection, inspiring learning, and in gaining individual commitment to improvement. As a school you might consider how you ensure consistency in the provision of feedback and ensure good practice is followed. You might also like to develop a system of 360° feedback which provides the opportunity for people to

receive feedback on their leadership skills (separately or part of performance management) such as: inspiring colleagues, implementation of change, communication and providing feedback (5.13, 10.10, 10.11).

Whilst staff can describe how they have been supported in managing personal issues relating to work life balance and wellbeing when required, it is less clear how West Hill takes a formal proactive and preventative approach to areas of staff well being and work life balance (3.29). You might consider and where necessary improve:

- How you measure and monitor indicators such as workload or stress,
- The general level of awareness amongst staff of your Work Life Balance Policies.

There are examples of support being provided to staff that meet the requirements and definition of both coaching and mentoring; however the terms seem to be used interchangeably by staff to refer to differing types of intervention. You might consider formally defining the processes of ‘coaching’ and ‘mentoring’. Coaching is normally defined as a process that aims to improve the performance of an individual through effective questioning and feedback which encourages people to think through issues for themselves. Mentoring refers to advice and guidance offered by a more experienced person (often outside of the organisation) to develop someone’s potential and is usually focused on long-term career goals rather than immediate performance. Both these processes are used in the school but it might be helpful to more formally clarify the nature and objectives of the support being provided.

Coaching & Mentoring Continuum

Coaching	Purpose, aim & methods	Mentoring
Goal focus, steps & modeling		Listening, & supporting
Proactive and challenging	Passive and enabling	
Establish aspiration and provide inspiration	Progress, review, taking stock	
Directed encouragement & feedback	Reflection, insights & discussion	
Arriving at where you wish/ need to be	Making sense of our world & journey	

Support Available

Investors in People Interactive

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

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

www.investorsinpeople.co.uk/interactive

Managers Pitstop

IBP has teamed up with [Managers PitStop](http://www.managerspitstop.com), to offer **free** online Leadership and Management training for managers, business leaders, human resources professionals and individuals. The training, which would normally cost some £200 per person, is available as bite-sized audiovisual online tutorials that last between five and 25 minutes, the training covers recruiting, coaching and managing people.

Each tutorial is accompanied by a selection of downloads which include top tips, exercises and resources for further training. The wide range of topics covered include: absence management; developing people; delegating to others; managing change in business; resolving conflict; evaluating training; recruitment interviews; inductions; barriers to performance; and self-esteem. Log on via our website or using the link below:

www.managerspitstop.com/ibp

Promoting continuous improvement

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: -

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Appendix A

Evidence to support Gold Accreditation

EXTENDED FRAMEWORK	
Evidence Requirement	Related Evidence
CORE VALUES 1.7 1.13 1.19 1.11 1.17 1.23 1.24	School Development Plan – Mission, aims and ethos. Values of the Leadership Team - Simplicity, Trust, Responsibility & Respect, Insight and Aspiration, Passion. Reinforced in assemblies All staff understand the values and feel that they are at the heart of the way the school operates. Staff Charter 2011-2014
PLANNING AND KPIs 1.8 1.9 1.14 1.15 1.20 1.21	School Development Plan Pupil Targets APP Involvement of Parents (survey), Governors, School Council, Staff, Community, Partnerships, Teaching Community
SOCIAL RESPONSIBILITY 1.10 1.12 1.16 1.18 1.22 1.25	Purpose and responsibility of the School – citizenship part of curriculum. Every Child Matters & Safeguarding External and internal responsibility to be an outstanding employer Charity Involvement – sponsoring school in Solomon Islands, 3 Peaks Challenge Eco Schools – led to switch from oil to gas. School concerts open to community Healthy Schools Award Small Business Enterprise – children ran healthy tuck shop. School Council chooses charities to support.
LEARNING AND DEVELOPMENT STRATEGY 2.5 2.6 2.7 2.8 2.9	Staff development Plan Development linked to SDP and raising achievement 1:1 and team discussion – professional development focus

<p>2.10 2.11 2.12 2.13 2.14 2.16 2.17</p>	<p>SLT undertake professional development and mentoring Head Teacher invited to apply to be National Leader of Education INSET Calendar INSET/Development includes mix of practical learning activities, action research, cluster groups with peers from other schools, discussion, 'expert' presentation.</p>
<p>RECRUITMENT & SELECTION 3.6 3.11 3.14 1.19 1.22</p>	<p>Job description and person specification Use application form which includes questions linked to Safeguarding Head Teacher and Chair of Governors attended training. Led to change in referencing process. Also have set questions based on Safer Recruitment training. Provide feedback to unsuccessful applicants at application stage and interview. School Council involved in some decisions. Practical skills test - considering introducing this for LSAs as well.</p>
<p>WORK LIFE BALANCE 3.8 3.13 3.16 3.21 3.24</p>	<p>Work life balance policy introduced in 2011 Policy to be reviewed in 2013. Flexible working policy All requests considered People can give examples of 'time off', part time and job share Working from home considered for non contact time. Examples of people taking this option, including Head Teacher. Use of LSAs. Teachers value support of LSAs <i>'LSAs support has enabled me to have energy to focus on teaching and do what's necessary to have results.'</i></p>
<p>PROMOTING DIVERSITY AND UTILISING UNIQUE TALENTS 3.7 3.9 3.10 3.12 3.15 3.17</p>	<p>Equal opportunity policy – everyone treated with dignity and respect. People encouraged to utilise interests and passions e.g. gardening club, music, art. Changes in Year Group considered very carefully and discussed with</p>

<p>3.18 3.20 3.23 3.25 3.26 3.28</p>	<p>member of staff.</p> <p>Subject Leadership role</p> <p>Feedback – observation, staff meetings, PM, staff survey</p> <p>Promoting Equality and Fairness and valuing others is part of the Staff Charter. This also includes Skills, Attributes and Behaviours associated with doing this.</p> <p>Leadership Principles and Values include respect for everyone, valuing diversity and listening and understanding people.</p> <p>Staff confirm that they are encouraged to develop and are encouraged to give feedback.</p>
<p>LEADERSHIP STRATEGY 4.8 4.12 4.13</p>	<p>Subject leadership role defined. All teaching staff have SL role (Distributed Leadership).</p> <p>All staff are encouraged to take responsibility for key areas – Eco Schools, Healthy School Award.</p> <p>Coaching</p> <p>School Improvement Action Research Project</p>
<p>MANAGEMENT EFFECTIVENESS 5.5 5.7 5.8 5.9 5.10 5.11 5.12 5.14 5.15 5.16 5.17 5.18 5.19 5.20 5.21 5.22 5.23 5.24 5.25</p>	<p>SLT undertake continual review of good practice.</p> <p>Utilisation of community learning networks.</p> <p>1:1 coaching at all levels</p> <p>Staff encouraged to share practice on 1:1 and team basis.</p> <p>People have confidence in leadership style</p> <p>Staff feel empowered to develop their career. Examples of people taking on new responsibilities and moving to other schools.</p> <p>Head Teacher described as ‘inspirational’.</p> <p><i>‘Feedback on performance comes from the success of pupils’</i></p> <p>SLT described as: effective team; passionate about the school; having a shared direction.</p> <p>Head Teacher chairs local Learning Partnership.</p>
<p>REWARD AND RECOGNITION 6.4 6.6 6.8</p>	<p>Formal – recognised pay structure which includes TLRs for some staff</p>

<p>6.9 6.10 6.11 6.13 6.15 6.16 6.17 6.19</p>	<p>Strategy is informal. (Intrinsic recognition)</p> <p>Rewarding people by personal thanks and recognition</p> <p>Public recognition through news letter.</p> <p>People feel it is part of the culture to value and thanks others.</p> <p>People confirm that they are motivated to achieve and committed to give of their best.</p> <p>Champagne Moments.</p> <p>Head Teacher Stickers for achievements – e.g. ICT audit</p> <p>People feel passionate about the school and are motivated to continue its success.</p> <p><i>‘Colleagues are very supportive and comment on my work.’</i></p>
<p>INVOLVEMENT AND OWNERSHIP</p> <p>7.4 7.5 7.6 7.8 7.9 7.10 7.12 7.13 7.14 7.15 7.16 7.19</p>	<p>Meeting/INSET calendar established for the year. Includes review of SDP priorities and specific opportunities to share good practice e.g. ICT</p> <p>Lots of informal ‘corridor’ discussions.</p> <p>Introduction of Key Stage meetings.</p> <p>School Improvement Tracker enables people to focus on continuous improvement.</p> <p>Training and coaching on the use of Tracker and APP.</p> <p>Discussion at PM meetings.</p> <p>People have a sense of pride regarding the school and the success of the pupils.</p> <p>This is due to the aspiration for success that is engendered by the SLT and peoples personal commitment to the children.</p> <p>INSET on various topics, discussions with SLT and colleagues all provide people with the knowledge to make informed decisions.</p> <p>Decision making and ownership has been enhanced by the use of School Improvement Tracker.</p> <p>Re classification of library system into children friendly categories.</p>
<p>PEOPLE LEARN AND DEVELOP EFFECTIVELY</p> <p>8.4 8.5 8.6</p>	<p>More internal INSET being delivered by colleagues and also external</p>

<p>8.8 8.9 8.10 8.11 8.12 8.13 8.15 8.17 8.18 8.19</p>	<p>'specialists'.</p> <p>Access to the Ottery Learning Community. Joint INSET and Cluster Meetings.</p> <p>Colleagues cascade learning at staff meetings.</p> <p>People can describe development opportunities that have enhanced their knowledge and career opportunities.</p> <p><i>'Learning to use Tracker has been helpful to my career as we are quite advanced compared to other schools.'</i></p> <p>Opportunity to work across different Year Groups.</p> <p>Coaching and continual review of performance through Tracker.</p> <p>Links to Exeter University.</p> <p>Student Mentoring</p> <p>Devon Primary SCITT.</p>
<p>MEASURING IMPACT 9.6 9.7 9.8 9.10 9.11 9.12 9.13</p>	<p>Pupil Results – School Improvement Tracker & Raise on Online Report to Governors</p> <p>Review of School Development Plan</p> <p>Observation</p> <p>Ofsted assessment</p> <p>Work Scrutiny & APP</p> <p>Performance Management</p> <p>Parental feedback</p>
<p>CONTINUOUS IMPROVEMENT OF PEOPLE STRATEGIES 10.4 10.5 10.8 10.11 10.12 10.13 10.14 10.15</p>	<p>Discussion on training at Staff Meetings</p> <p>Use of national benchmarking data to review staffing ratios, costs and spend on training.</p> <p>Staff survey regularly issued seeking ideas on what can be improved.</p> <p>Introduction of Key Stage Meetings.</p> <p>Low staff turnover.</p> <p>People confirm that West Hill is a great school and a great place to work.</p> <p>IIP Action Plan included in School Development Plan. Improvements</p>

	<p>include support to LSAs, Work life Balance, Staff Charter</p> <p>Head Teacher has taken on teaching role to support team and cover PPA time.</p> <p>Senior Administrator being developed to support Head Teacher in School Management and is currently undertaking DSBM.</p> <p>Staff have been given responsibility for classroom resources. Has led to improved efficiency and ownership.</p>
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Appendix B

Outcomes Table

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

Wider Framework										
Total number of additional evidence requirements assessed - 157										
Total number of additional evidence requirements met - 131										
	01	02	03	04	05	06	07	08	09	10
4	Core	Core	Core		Core				Core	
5	Core		Core			NA			Core	
6	Core									
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