CPD Mark Assessment Report

Thorpe St Andrew School

Prepared by

Graham Rollinson

for

CPD Mark Ltd

Assessment Date: 11th July 2014

Report on the evidence found in relation to the Performance Criteria in the CPD Mark

Introduction:

The CPD Mark is comprised of an evidence Framework with six sections or STEPS. Each STEP is divided into a number of sub-sections where the detailed performance evidence requirements are specified. Schools and colleges use the Framework to both audit and develop their practice, and prepare for assessment. When the school believes that its evidence meets the 60% A and 90% A and B benchmarks, it applies for assessment.

The assessment process is designed to corroborate the school's evidence via a careful scrutiny of its documentation and interviews with a cross section of staff, Governors, students and community representatives.

An Assessment Plan was sent to the school by the Assessor in advance of the visit to ensure that the documentary evidence was available for scrutiny and that staff were available for interview. It is worth recording that the school prepared extremely well for this assessment and that staff and Governors were very co-operative and showed interest in the process.

The Assessor's report is sent to the Awarding Body (CPD Mark Ltd), for scrutiny and corroboration, who then contact the school with their decision. Successful schools are accredited by the Awarding Body

STEP Assessment Grading

As a result of assessing each STEP, a summary grade is assigned by the Assessor. The summary grades are:

A: established practice against at least 60% of the performance criteria;
B: a lesser proportion of established practice accompanied by developing practice;
C: insufficient established practice accompanied by a high proportion of developing practice and 10%, or more, under-developed areas.

Headlines

1. CPD practice at the school is outstanding being:

- strategic and in line with the school's vision and development priorities
- commensurate with all CPD Mark performance criteria
- exceptionally well led and strategically managed by the CPD Leader Elaine Woolner, ably supported by Kerry Dunton
- inclusive of all staff at the school
- bespoke to meet individual staff training requirements
- innovative
- well resourced
- evaluated for impact

2. Assessment outcomes:

To achieve the CPD Mark, education establishments need to meet the following performance benchmarks:

- 60% category A criteria, where category A equals established practice against the CPD Mark performance criteria;
- 90% category A and B criteria, where category B equals developing practice against the CPD Mark performance criteria;
- Less than 10% of category C criteria, where category C equals absent or under-developed practice against the CPD Mark performance criteria.

The school achieved:

- 91% category A criteria;
- 9% category B criteria;
- 100% category A and B criteria;
- 0% of the performance criteria did not yet have sufficiently strong evidence.

3. Recommendation to CPD Mark Awarding Body

On the basis of the documentary and interview evidence I recommend the award of the CPD Mark be granted to Thorpe St Andrew School.

Signed: **Date: 17th July 2014**

Graham Rollinson – CPD Mark Assessor

STEP 1: VISION AND PLANNING FOR CPD

This section relates to the school's vision for CPD in providing the foundations for future success. All staff and the school's partners are involved with the vision and decision-making.

Grade A

The school Governors, some of whom are educationalists, in consultation with staff have been involved in developing the vision and ethos for the school. The SLT, Governors and staff share the vision to remain an outstanding school. The vision 'success for all', is further supported and developed within the school's core values and strategic aims.

The school's strategic development plan (SIDP) is designed to deliver the vision and reflects the commitment of the school towards its staff and students and is further informed by detailed self-evaluation which is recorded in the SEF. The plan is reviewed on a regular basis.

The SIDP is focused and structured, and also relates to relevant national priorities and the pupil performance targets. CPD is clearly an integral part of the strategy to achieve the broad goals and the more detailed annual plans from across all teams and departments. Achievements against the plan are reviewed termly and recorded in the Principal's report to Governors.

Support for staff development has a high profile with the SLT and Governors.

An Assistant Principal has provided opportunities for the Governing Body to understand and interpret data. Pupil progress data is presented to the Governors at the full Governing Body in the Autumn term. This is supported and reinforced using local attainment data linked with national data etc. They use this information to monitor school performance. There is a clear communication process at the school and Governors are kept informed of this effectively via sub and full Governor meetings.

The Governing Body does not have a specific CPD Governor, rather CPD is a standing item on Governors' sub-committee meetings and other key meetings. CPD is raised in these meetings at which shared good practice is a significant point of discussion. The CPD Leader attends Learning and Teaching Governors' Sub-Committee meetings to give a focussed presentation and provides specific feedback and answers any questions which Governors may have.

The CPD Leader and other appropriate staff, receives appropriate external training and attends local network meetings, national conferences and partnership cluster meetings.

Governors have access to a number of training opportunities in which Governors who are linked to various areas within the school are able to meet the staff and are exposed to the work of the school.

The Governors have engaged in their own training review and, as a result, training for Governors has been outlined and includes addressing such issues as safeguarding, data analysis, performance management, numeracy awareness, CPD evaluation etc.

Governor training is not included in the SIDP although discussions are planned that this might be included in the future. Governor training records are kept centrally within the school by the Clerk to the Governing Body and are part of the Governing Body minutes.

Generous funding is approved by the Governing Body for CPD, and this too, is reviewed annually. This money is ring-fenced and targeted at the annual plan, which reflects the commitment of the school and the Governing Body to the importance of high quality provision.

The CPD plan is well thought out and staff are fully aware of it. Governors recognise the importance of staff development in taking the school forward, and the importance of effective CPD in raising standards. CPD is part of the strategy to achieve the broad goals. Achievements against the plan are reviewed termly and recorded in reports to Governors. The school has a specific CPD/Teaching and Learning School Strategy Team (OPT), which meets on a half-termly basis.

CPD throughout the school is led by a Vice Principal who co-ordinates all CPD activity. The Vice Principal has been supported this term by Kerry Dunton who was instrumental in making the successful CPD Mark application. The Vice Principal reports directly to the Principal and is allocated time and resources to do the job well. She reports to the Governing Body termly and annually on the benefits, outcomes of CPD activities and the identified future needs. The CPD Leader works in collaboration with other local CPD Managers.

The school makes it clear in various documents that staff are highly valued, and that the school is committed to fostering a positive climate for the continuous learning and development to the benefit of all. Staff are expected to take ownership of their own development either by themselves, via the performance management / appraisal arrangements, or by subject leaders and other team leaders. This process applies equally to teaching staff and to the wider workforce.

Training activities are monitored and evaluated. Applications for external courses require candidates to identify the outcomes for students and also to evaluate the quality of the training. This is expected to be disseminated to their departmental colleagues, and beyond where appropriate. The school's own regular in-house training activities are also evaluated.

The importance of CPD is raised at interviews, as appropriate, and all new staff are allocated a mentor and a buddy usually through the line management structure, according to need.

The strategic links between the SIDP, team plans and annual performance management objectives and CPD provision helps to ensure that staff at all levels understand the school's vision and priorities and their role in helping to achieve them. The personalisation of training for all staff is a key feature of CPD provision at the school and CPD take-up rates are high.

STRENGTHS:

- **the school's vision and values**
- **the policies and practices which are in place to ensure that the vision is fulfilled.**
- **the experience and determination of the senior leaders and Governors at the school in their quest to achieve excellence**
- **the strategic leadership and management of CPD by the CPD Leader**
- **the CPD Leader's commitment to gaining the very best training whilst ensuring that the school receives value for money**
- **the comprehensive range of CPD personalised opportunities for all employees**
- **the positive impact on standards across the school as a result of the CPD activities which have taken place**

DEVELOPMENTAL RECOMMENDATIONS

The school and the Governing Body might wish to give consideration to:

- **raising the profile of the CPD Governor to lead and link with the CPD Leader and others on issues relating to CPD, induction and Performance Management and provide the school with more support and challenge**
- **encouraging the Governing Body to continue with their own 'self review' with a view to highlighting their training and publishing its own Governing Body development and training plan which clearly identifies training needs and opportunities**
- **issuing Governors with their own training and development portfolio**
- **directly linking and attributing school outcomes and progress to CPD activity and reflect upon the impact**
- **ensuring that all job descriptions are reviewed on a regular basis and are up to date**

STEP 2:   INDUCTION

This section concentrates on how the school and its partners recognise the importance of CPD at the start of a career in teaching, administrative and support roles and at subsequent professional development stages. For Local Authority schools this section recognises that the Local Authority still has a statutory role in supporting the induction of NQTs.

Grade A

The school's CPD policy is designed to include all employees, and embraces the concept of an entitlement for all to have access to high quality induction, continuous support and development. There is an extensive CPD programme which is supported by an in-house programme and which is accessible to all staff.

The school CPD policy outlines the training identification process through established procedures such as lesson observation, performance management, self-evaluation and review, internal and external monitoring and feedback. Teaching staff performance is measured against Professional Standards which are included in the Performance Management folders.

New teaching staff are encouraged to attend the start of their induction programme in July prior to the start of the Autumn term. Staff are provided with a electronic copy of the staff handbook and faculty handbooks which are accessed via the school's intranet. They also meet with key staff including the H&S Officer and Business Manager, Safeguarding Officer, SLT members, subject leaders, Data Manager etc. Induction includes exposure to such aspects of the school as; T&L, H&S, SEN, AfL, behaviour management, data analysis, differentiation to name but a few. Induction procedures are comprehensively covered in the school's Professional Learning Programme which outlines a wide range of development opportunities which are available to employees at all levels.

All staff have access to a professional development portfolio record and training sheet which they can access via the school's VLE. This includes all CPD information. The CPD policy has been issued to all staff that includes information on policies & entitlement. NQTs have an induction programme linked to a training record which is provided by the Professional Mentor. These are discussed at regular meetings.

The school provides mentor training through ITT provider, the University of East Anglia, and this is further developed by in-house mentor training which includes a 'buddy system'. Coaching and mentoring training is and will continue to be included in the in-house twilight programme.

The school provides a mentor and a buddy for all new appointments including ITT and NQTs and staff new to post.

All staff are expected to take responsibility for their own professional development and to maintain an accurate record of all professional development.

Each NQT receives support and guidance from the NQT Lead Teacher and their Subject Tutor. The NQT Lead operates an 'open door policy' which is very much valued by all those concerned.

All NQTs, GTPs, PGCEs and SCITTs have a planned CPD programme which is detailed in the induction information documents and they meet with Induction Tutors each half term regarding their programme and progress. The Induction Tutors completes the Professional Review document following these meetings.

All NQTs are offered the opportunity to attend NQT networking events, subject specific training and examination board courses. NQTs map their CPD / Induction against national teaching standards and records are kept by the NQT Lead Teacher.

Target setting and review forms the structure for all mentor meetings as outlined in mentor and trainee handbooks and NQTs are required to set targets in line with Training Agency guidance. Targets are reviewed at regular termly meetings and new targets set for subsequent term. Targets are set during mentoring meetings and are reviewed prior to the subsequent cycle.

All new appointments are encouraged to access support from their line manager, mentor and SLT as and when appropriate.

The school has fully embraced the concept of coaching but is in the process of introducing a more reflective style of staff development which includes reflective learning plans which encourage a collaborative approach to skills development.

The school makes good use of the mentoring and coaching skills offered by the more experienced and suitably experienced colleagues. In recognising and utilising the expertise of many of its staff NQTs are frequently seen to progress from 'satisfactory' teaching to 'good' and 'outstanding' teaching.

Induction procedures follow a set pattern of corporate induction followed by a more targeted induction relative to the post they hold. E.g. Learning Support staff (Teaching Assistants) induction and mentoring is provided by the Assistant Principal in charge of Student Guidance and by the Special Educational Needs Co-ordinator in her role as line manager of this team and by a Senior Learning Mentor. The school's 26 Teaching Assistants are also encouraged to attend the Local Authority induction training programme. Work shadowing opportunities are seen as a vital part of this induction for all associate staff.

There is strong evidence of teaching staff making considerable progress in their careers with NQTs and RQTs developing to holding positions of responsibility in the school in a relatively short time frame. Other colleagues at both teacher/professional level and support staff are funded or part funded to further their qualifications at vocational, graduate and post graduate level. This is undoubtedly a consequence of the excellent induction and on-going staff development programme.

STRENGTHS:

- **the CPD Policy and staff entitlements**
- **induction procedures especially for NQTs**
- **the opportunities which are offered to staff at all levels to engage in coaching and mentoring**
- **the strengths of the CPD Leader**

DEVELOPMENT RECOMMENDATIONS:

The school and the Governing Body might wish to give consideration to:

- **monitoring the role of the subject and other team leaders in the induction process to ensure rigour and consistency of practice**
- **drawing together the very good practice which already exists in respect of coaching and mentoring under the umbrella of a policy which reflects existing practice and informs future practice**
- **investigating a more rigorous and consistent use of the previous experiences of both teaching and support staff who have worked for other schools and organisations other than education establishments as a means of further sharing good practice**

STEP 3: PARTNERSHIPS, NETWORKS ETC

This section relates to the shared commitment between the school and its partners to the sharing of best practice in relation to policy, practice and resourcing.

Grade A

The school fulfils all statutory responsibilities in the required areas for training and development relating to new teachers.

Training and development are central to driving school improvement. The value of CPD is enshrined within the school's strategic aims as outlined in the CPD policy and is further supported by the school's improvement plan and the HR commitment.

The school has enabled and supported the development of its emergent and established senior and middle leaders by facilitating access to a variety of training programmes. This has had a positive impact upon staff development, pupil attainment and the capacity to further develop leadership potential whilst continuing to grow a truly inclusive ethos.

CPD is available to all employees. The school also supports Local Authority, Teaching School Alliance and NCSL training activities e.g. Middle Leaders. Increasingly, quality training and development at Thorpe St Andrew School, is provided in-house.

The school uses its partnerships well to both improve their own provision and in providing support for its partners. Typically this has involved the school as part of CPD collaborative with other local and regional schools where the sharing of good practice is central to discussions. Links with HEIs have helped to shape CPD within the school. As a result of these and other collaboratives, good practice is shared throughout the school.

In-house training supports newly appointed staff through formal and informal sessions. Many staff have completed or are in the process of completing appropriate further accredited training and development courses. Programmes to develop and support middle leaders in monitoring their teams are proving to be valuable in moving middle leaders forward.

The school evaluates training by considering the financial cost and educational benefits of training when making a decision to allow CPD activities in determining value before training is given approval. Significant emphasis is placed on the impact of training and development. Increasingly CPD is evaluated at key points after external courses to evaluate impact on professional practice.

The school works well with parents and carers who have opportunities to join a wide range of working groups or to become Governors. The school has encouraged and enabled parents to express views about a wide range of issues including school ethos, curriculum issues etc.

Letters, emails and consultation documents are sent home to parents on a variety of issues throughout the academic year. Students are heavily involved in community projects throughout the area.

The school has been praised for its community involvement by Ofsted and numerous partners with which it is involved. The school has a thriving primary partnership which consists of representatives from the numerous local primary schools. The school engages on transition projects within the local community and is heavily involved in a number of activities with primary feeder schools. In addition to this there are numerous links with local businesses and industry, youth workers, training providers etc.

Training is provided by local businesses including;

- Work Experience
- Vocational training

The school holds regular meetings with all stakeholders and a wide variety of community groups. Parents are consulted at Parent Consultation Evenings where the focus is not only on their individual child, but the work of the school as a whole.

All parental concerns, whether received via email, the website, in writing or face-to-face at Parents Consultation Evenings, Curriculum Evenings etc, are addressed and parents informed of the resolution.

The school works and consults significantly with the local community in a wide variety of ways including:
- enabling students to work with local business partners who also conduct mock interviews
- working with the Chamber of Commerce
- volunteer work
- charity work
- providing a suitable venue for a comprehensive range of community groups and providers etc

All of which give a very strong indication that the school is very much a part of the community and has fully embraced its role in community engagement. The community and the school have both benefitted enormously from this reciprocal partnership.

STRENGTHS:

- **The partnership with a wide range of networks**
- **the school's diverse and flexible portfolio of training opportunities for all staff**
- **the school's commitment to CPD resourcing**
- **the extensive network of CPD opportunities available to staff**
- **the school's involvement in sharing good CPD practice with partners and the learning community in its drive for continuous improvement in line with its vision**
- **student, partner and community engagement in processes and systems.**
- **comprehensive range of extended school activities**
- **extensive community and business links**

DEVELOPMENT RECOMMENDATIONS:

The school and the Governing Body might wish to give consideration to:

- **continuing to work with other groups such as the F.E. network, the Business and Enterprise Groups (City and Guilds) and other community organisations on training and development issues which will benefit the school, the employees and ultimately the pupils**
- **further developing the training programme for support staff**
- **ensuring that medium and long term monitoring of the impact of CPD is consistently practiced especially at middle leader level**
- **encouraging and enabling each area within the school develops appropriate links with the community to promote not only their own area but also the wider aspirations of the school**

STEP 4: PROFESSIONAL STANDARDS

This section focuses upon professional standards and national occupational standards and seeks to develop these for all staff.

Grade A

Recruitment, selection, induction and performance management processes all reinforce the requirement of staff to have high expectations of learners.

Contracts and documentation ensure that staff understand the requirements of their job role. Interview evidence confirmed the importance of modelling positive values and behaviours. Interview evidence revealed that staff value working collaboratively and co-operating upon policy development and improving provision and practice.

The school's expectations of all staff are reflected in the school ethos.

Good use is made of the professional standards. The performance benchmarks indicated by the professional standards are evident in a wide range of the school's practice including:

- performance management
- positive relationships with students
- collaborative working
- commitment to CPD and keeping specialist knowledge up to date
- developing a repertoire of teaching and learning strategies
- differentiating learning to meet the needs of all groups of learners
- using data for planning effectively and supporting progression
- creating safe learning environments with careful management of behaviour to enable learning to take place

All new teaching appointments are provided with an experienced mentor and buddy. Mentoring is often provided from both within the department or section area and via a cross-curricular approach. Induction is dependent upon previous experience and needs identification. There is a clear policy for the development of new teaching staff and the continuing support of existing staff. Staff targets are related to core standards.

NQTs and RQTs are encouraged and supported to further their professional qualifications. Professional Standards are a key element in performance management conversations and reviewers and reviewees are aware of the standards.

All staff are given the opportunity to take professional qualifications, especially at leadership level. The school takes seriously the notion that staff can learn and develop their practice through evaluation and self-reflection processes. Self-evaluation and evaluation cycles demonstrate the power of these processes as confirmed by documentary and interview evidence. This is a school where feedback is actively sought and welcomed as part of the improvement and professional development processes.

The school places a high expectation on staff being responsible for personal and professional development, and recognises the importance of this in raising standards. The school produces a most thorough and effective Professional Learning Programme which outlines a wide range of development opportunities which are available to employees at all levels.

Staff training and development is facilitated in many ways ranging from course attendance, in-house training, mentoring and coaching, on-line training etc.

Staff are involved in a range of meetings and training opportunities both statutory and voluntary. The school has made increasing use of its own internal expertise to facilitate the learning of others. Staff are also encouraged to attend as many INSET opportunities as possible.

The school strongly believes that each can learn from the other irrespective of status or longevity. To this end the school has established a number of Professional Learning Communities known within the school as 'OPTs', the principal function of which is to promote good and outstanding practice through the identification and sharing of good and outstanding practice.

Staff give generously of their time. They provide, for example, additional support for examination preparation and offer a comprehensive range of learning opportunities beyond the formal school day. Staff also make use of a range of twilight CPD opportunities to enhance their knowledge and skills, attend meetings in learning areas and for whole school issues such as T&L, additional support developments and raising attainment.

All of the above are significantly contributing to the drive to raise standards. The personalised learning programme continues to develop. The school's policy and practice is developing and improving throughout.

Data analysis is used to set targets for students and this is monitored by colleagues with leadership and management responsibilities. Students attend a variety of meetings at which their targets are discussed. Each pupil completes a milestone assessment regularly in each subject. Each pupil has a Form Tutor, Assistant Head of House and Head of House and a Linked Assistant Principal all of whom reinforce behaviour and high expectations. Students have daily access to their subject teachers with whom they can further discuss progress towards meeting their targets. Staff track student performance against these targets.

The school has three Learning Mentors and one Pupil Premium Learning Mentor. All teaching staff receive updated training on how they can be effectively deploy the support staff. Teaching Assistants form part of the curriculum teams and are encouraged and enabled to develop subject specialisms.

Staff at all levels collaborate and work effectively. Staff are able to communicate and are kept informed about current and forthcoming issues and events, areas of developments via meetings, briefings, the MIS system, email, bulletins, calendar etc.

Perhaps one of the most important means of communication for all staff is the Performance Management process at which all staff have the opportunity to have face to face meetings with their line managers. This provides an ideal opportunity for a truly meaningful professional dialogue. The school is working hard to ensure that communication is an on-going process.

Other training activities for support staff have included attendance at and competence in:

- 1st Aid training
- SIMS training
- part funded degree courses
- national certificate in school business management
- use of inter-active whiteboards
- L3 Teaching Assistants
- HLTA training
- microsoft word and excel training
- various ICT opportunities
- safeguarding
- health and safety training
- behaviour management training
- a wide range of SEN and AEN needs support
- coaching
- performance management
- counselling

STRENGTHS:

- **collaborative working practice**
- **school and personal evaluation practice**
- **the programme of lesson observation and classroom base training**
- **the quality of in-house training and support via the PLP and Learning Communities**

DEVELOPMENTAL RECOMMENDATIONS:

The school and the Governing Body might wish to give consideration to:

- **continuing to develop the work shadowing opportunities for all employees**

STEP 5: THE CURRICULUM

For STEP 5 of the CPD Mark it is necessary for the school to provide evidence that the school is fully-inclusive. Professional development identifies the curriculum as the vehicle for delivering inclusive practice. STEP 5 includes important reference to national priorities for learning and for ensuring that every student has a personalised curriculum to raise individual achievement.

Grade A

Thorpe St Andrew School is an inclusive school. It has a diverse range of students and welcomes all. School policies and practices focus strongly on meeting the needs of all pupils, ensuring that every child really does matter. Documentary and interview evidence reveals how the curriculum is structured to provide opportunities for all pupils to succeed with their learning, and how personalised learning programmes are designed with reference to FFT and RAISE data.

The school's Curriculum Policy ensures that all students have access to relevant teaching and appropriate qualifications. School policies focus on the curriculum, behaviour, assessment, national priorities and inclusive practice and are regularly reviewed by staff and Governors.

Schemes of Work are designed to ensure that all pupils are stretched, whatever their ability. High expectations are also an intrinsic part of the school.

AfL is fully embedded in school and this means that pupils are required to set themselves targets in lessons in order to achieve the data targets set by the school and departments.

In addition to this, pupils and parents/carers have review meetings with tutors during the year. These meetings are used to set targets. Pupils are given targets in all year groups and in all subject areas. The school's marking and assessment policy links to targets. Assessment and feedback informs pupils if they are on target and gives formative guidance for improvement.

The school has invested heavily in training at all levels with training being made available at whole school level.

All academic teaching staff are graduates or have teaching qualifications or the equivalent and a range of opportunities are provided to allow further acquisition of subject specialist knowledge. The school has a clear system to highlight teaching and learning priorities.

A range of assessment methods are used and target setting procedures ensure that students are better informed about their next learning steps. Robust data analysis, target setting and monitoring of student progress; together with a range of prioritised strategies regarding teaching and learning, differentiation and reporting has led to improved standards. Intervention strategies are employed when targets are unlikely to be met. It is a high priority for all staff to ensure that students know their targets and know how to achieve them. Targets and progress are communicated to parents at key points in the year.

All staff act as academic mentors and subject leaders are specially trained to support students. Staff volunteer to mentor students in their spare time. Students voluntarily attend revision sessions, seek mentoring etc, demonstrating positive relationships.

Leaders and managers carry out periodic internal reviews which are intensive scrutiny of the work of the school. This QA procedure ensures that practice within the school is of an on-going high standard. The monitoring procedures are facilitated through year group performance reviews, lesson planning, learning walks, lesson observation, reviews of student work, assessment analysis and moderation etc. Each department / team has a periodic week long intensive scrutiny of the work of the department. This is another way in which the school identifies training needs which informs training provision and is seen by staff as highly effective.

Members of the SLT, all middle leaders and TLR post holders have received training and guidance from Ofsted external consultants in lesson observation and feedback on the latest inspection regulations and standards. Members of the SLT have undertaken joint lesson observations with middle leaders as part of the whole school monitoring schedule which is timetabled throughout the year. The CPD Leader participates in learning walks within school, often jointly with the SLT. The SLT and middle leaders moderate lesson observations and feedback to achieve consistency.

All teaching staff have been made aware of lesson observation criteria.

The range of courses of study and the pathways by which learners can progress and achieve is extensive and varied thus allowing learners from different backgrounds and with different qualifications and expertise to develop their education and improve their life chances.

Homework is set appropriately and a Marking and Assessment Policy is in place. There are many 'after hours' subject clubs, intervention strategies and activities, homework clubs etc. Out of hours learning is available at all Key Stages. The school also prides itself on providing a rich and varied programme of enrichment activities and visits designed to enable students to learn outside the curriculum. There are a number of cross curricular initiatives that take place at Thorpe St Andrew School.

The school takes very seriously its commitment to equality of opportunity and recognises and addresses the issues of diversity and inclusion. Schemes of work and lesson planning reflect this commitment.

STRENGTHS:

- **inclusion and the breadth of curriculum provision**
- **the school's commitment to the development of independent learning**
- **the strengths of the monitoring processes which ensure quality**
- **comprehensive range of extended school activities**

DEVELOPMENT RECOMMENDATIONS:

The school and the Governing Body might wish to give consideration to:

- **ensuring the continued development of the effective use of QA across the school especially at Middle Leader Level**
- **continuing to develop, where appropriate, the work of Governors in respect of the rigour of subject reviews**
- **investigating further training for staff, especially Teaching Assistants, on learning styles**
- **continuing to develop the good work already undertaken in ensuring that students are enabled to become more effective independent learners**
- **further developing coaching as a means of sharing good and outstanding practice**

STEP 6: PERFORMANCE MANAGEMENT / APPRAISAL

This section relates to the performance of all staff and the means by which it is monitored against a set of standards. All staff should value performance management as integral to CPD and to the raising of achievement.

Grade A

The school has an agreed Performance Management policy which has been formulated using DfE and Local Authority guidance and was written in conjunction with the Governing Body and Professional Associations and Trade Unions. This policy informs practice within the school which is in-line with that of national practice.

The Performance Management structure is robust for teaching staff and is a developing feature for associate staff. Performance Management reviews enable appropriate targets to be set and the strengths and weaknesses of staff can be identified. This allows appropriate support and training to be provided. The school sets three targets for teachers, one related to pupil performance, one to school development and to personal development. Targets all relate ultimately to SIDP and school strategic aims.

The school has provided Performance Management training for all appropriate colleagues who lead Performance Management review meetings. This has included the preparation for the meeting, conducting the meeting and in target setting. Employees comment that they feel that their training needs are well provided for in order to help them develop and to be more effective in their work, and in developing their future careers.

All Performance Management reviews are followed up with at least one formal interim review meeting to ensure that progress towards the successful completion of targets is on track.

Performance Management is one of the tools used to identify potential managers and leaders. The school is committed to maximising leadership CPD opportunities through the targeted use of appropriate training sourced through the Teaching School Alliance and NCSL courses, e.g. Middle Leaders Development Programme, NPQH, Leadership Pathways as well as in-house opportunities

Staff performance targets include targets relevant to the whole school and the department/team improvement as well as an individual personal/professional development target.

Senior leaders have provided training for TLR post holders who act as reviewers in the Performance Management process in managing the Performance Management interviews and in target setting

The school has carefully aligned its pupil progress and attainment targets so that individual and team targets are related to the SIDP. Performance Management and key strands of CPD are directed towards the raising attainment. This continuing drive to improve pupil progress and attainment is a key component of the vision and strategy to become and remain an outstanding school.

Performance Management encourages staff to further their career by setting professional aspirational targets. Such targets may include:

- Leadership Pathways
- NPQML
- NPQSL
- Post graduate certificates
- training for Subject Leaders e.g. the 'Aspiring Heads of English Programme'
- subject specific training
- ICT training etc.

STRENGTHS:

- **the performance management policy and process and its links to CPD and the school improvement vision and strategy**
- **the opportunities for, and development of, senior leaders, middle leaders and support staff leaders**

DEVELOPMENT RECOMMENDATIONS:

The school and the Governing Body might wish to give consideration to:

- **ensuring that Performance Management policy and practice is developed to cover all employees**
- **reviewing and updating appraisal review techniques for support staff team leaders**
- **encouraging all teaching staff to use the professional standards for teachers to self-evaluate in order to help determine future training needs**

GRADING:

STEP	Grade A	Grade B	Grades A + B	Grade C	Overall grade
1	31	6	37	0	A
2	22	2	24	0	A
3	7	0	7	0	A
4	24	0	24	0	A
5	15	0	15	0	A
6	14	3	17	0	A
Overall	113	11	124	0	A

Overall grades for the individual parts of the assessment.

Overall grades

A   = 91%
B   = 9%
A+B = 100%
C   = 0%

The school has a highly effective CPD which is outstanding all areas of the CPD Mark STEPs.

Recommendation to the CPD Mark awarding board

Following the assessment carried out on the 11th July 2014

I recommend the award of CPD Mark be conferred upon Thorpe St Andrew School.

Signed

Graham Rollinson
Assessor CPD Mark Ltd   Date: 17th July 2014