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INVESTORS IN
PEOPLE UK

Investors in People

Review Feedback Report

The Sweyne Park School

Gold Standard

CLARE LAIDLER

INVESTORS IN PEOPLE ASSESSOR

On Site: 22nd- 26th February 2010

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The Assessment Network Ltd

Creating value through people

1. Introduction

The Sweyne Park School continues to meet the evidence requirements of the current version of the National Investors in People Standard. I am pleased to say that recognition is therefore maintained as from 26 February 2010. The school also meets a wide range of evidence requirements at higher levels, identified in appendix 1. As a result the school is recognised at a Gold level.

Evidence of good practice includes:-

- An inclusive and ongoing approach to school planning which is understood by all. People working in all areas of the school appreciate the role they have in this process and value the clarity it provides
- The level of detail in the planning process means that people can appreciate their own contribution and how they have an impact on school success. They can 'tweak' those areas that require alternative approaches based on evaluation along the way; people are wholeheartedly engaged in the relevance of their input to the success of the school
- There is an ethos throughout the school of valuing and respecting others, this is not just an expression of ideals but fundamental in the way people operate. Every conversation I overheard, every piece of written information and every interview demonstrated this completely
- Learning and development is absolutely central to the school's 'reflective' style. There are well embedded arrangements for evaluating progress and refining efforts around well established and effectively communicated priorities
- The school leads the way in a number of educational networks and forums; the training school work over the years has spearheaded many concepts and ideas which have been adopted in other schools. The school has a reputation for excellence and is open and accessible in sharing and continuing to learn from good practice
- The school has approached budgeting constraints and agenda's, such as 'rarely cover', positively with excellent communication to staff. There is a 'can do' attitude which is flexible and unwavering in applying focus and vision towards achieving pupil success. This is a school that is dedicated to pupil learning and is willing and competent in applying the best possible input to achieve very clear and tangible outcomes
- The leadership of the school is simply the best example I have seen in any school. The original Headteacher established a very clear vision and by the time the current Headteacher took over, the school had achieved Investors in People Champion status along with many other achievements and accolades. Over the last 3 years the school is seen as having continued to follow the vision and priorities with excellent complimentary leadership enabling further success.
- A significant change and enhancement has been engendered with several groups of support staff. These groups are more included with whole school activities and more engaged in the fundamental difference they made within the school
- Devolvement of responsibility has been a priority for the school. Evidence demonstrated considerable progress here with many more individual and departmental initiations of direction
- There are a number of well embedded arrangements for communication such as the weekly line management meetings. These are taken seriously and valued by all. These continue to demonstrate the importance and value of performance management and coaching activities

- People's skills and abilities are effectively applied and this is a school where people are given the opportunity to develop in their roles with considerable support from the school. There is a mutual benefit as people are able to take on additional roles and responsibilities as a result – this is the essence of Investors in People

2. Evidence found to support the Standard and the Framework of Investors in People.

Please note: those sections written in italic type are illustrative comments made by staff

Plan - Developing Strategies (Indicators 1, 2, 3 & 4)

The school has a clear vision based on a principle belief around '**respect – of yourself, of others and of the environment**'. The planning process is highly developed and comprehensive with ongoing activities taking place to up date plans and evaluate results.

Since the school achieved Investors in People for the first time, planning has involved a comprehensive system of defining clear linkages and responsibilities between top level priorities and task based activities. This means that aims and targets effectively cascade and are reflected upon being used to inform and update ongoing strategy.

There are a number of well established processes and activities which emphasize the relevance and importance of effective planning in the achievements of the school. The school continues to make identified amendments and alternations to the process itself and to the content. For example, adaptations have recently been agreed which cross reference the school targets with Every Child Matters principles.

The Sweyne Park School approach to planning is the best example I have seen in any school. People are engaged in the process and aware of their own contribution to the success of the school. There is discipline and energy applied to the process itself and ongoing conversations ensure that plans provide the framework for school development and progress. The planning process is seen as having relevance for everybody who works in the school. Since the last review there has been a subtle but significant shift in the extent that people working for the school have ownership of this process. The changes to the teacher's performance management process and its regularity no doubt have helped here.

Each year a set of school objectives and targets are established aimed at 'Securing Pupil Success'. These are based on a wide range of information including evaluative information from the previous year like exam results as well as new educational concepts and priorities either driven by the school or the wider educational platform. An outstanding feature of The Sweyne Park School is the extent that the school 'leads the way' with its own development. An example is the development of the 'Thinking School'.

The school Maintenance Plan lists all of the school priorities and targets and gives lead responsibility to a member of the extended leadership team. In turn these people line-manage, report on and update those areas falling within their responsibility. Planning activity is disseminated so that departments, year groups and teams establish detailed plans around these school based priorities. Each department also has a maintenance plan which establishes detailed plans to achieve school based priorities. Within each team, individuals mirror this process and are thereby able to review their individual performance and base their development around this.

The school Maintenance Plan is based on the following headings:

- Pupils Learning Strategies and Structures
- Ongoing Special Projects

- Community and Learning Environment
- School Structures and Systems
- Staff and Staff Learning

Line management, department reviews, completion of SEF data, year group and department meetings, additional forums and meetings all involve formal dialogue about progress against plans. There is of course considerable informal communication too. Each term the Headteacher presents a report to the school governors against the following headings:

- School characteristics
- Views of Learners/Parents & Carers/Stakeholders
- Achievement and Standards
- Personal development and well-being
- Quality of provision
- Year achievement leaders reports
- Leadership and Management
- Overall effectiveness and efficiency

'The reports and communication we receive is informative and above board'

Learning and development planning is part of this process with learning needs being established and reflected upon as part of these plans and discussions.

The school overtly demonstrates its adherence to its responsibility of promoting equality in terms of development opportunities. The ethos of the school encourages openness and sharing of good practice.

'There is a strong encouragement for us to lead our own learning and development and we are given the freedom to chart our journey from a vast array of support. There is a very clear structure but tremendous freedom and ownership in the paths we take.'

'The school manages to build people's understandings from what individuals are doing. We are encouraged to develop understandings and share these along the way. This creates a learning environment with an ongoing dialogue and interest in learning more'

The structures that exist; the evaluation that is conducted; the feedback forums that are organised; the range of training focusing on learning styles and preferences, are all ways that the school engenders an ongoing approach to learning and development and a shared responsibility in moving forward. The Swayne Park School is an organisation unlike many in that learning is at the core of everything that happens, not a separate entity. Due the robustness of the planning process, evaluation is constantly being undertaken so the school is able to capitalise on the many strands of development.

Since the last review, further work has been undertaken in defining the skills involved in leadership and management. In an aim to devolve responsibility throughout the school many activities have been conducted to encourage ownership and provide people with support and encouragement to develop their confidence, for example, in leading INSET activities and evaluative exercises. The success of this has resulted in the leadership team reviewing their role in steering school strategy. Due to the high volume of ideas coming from individuals and teams, the leadership role in a number of cases is developing into one of steering rather than driving.

The school has taken part in defining and developing a Masters programme for teachers and a

number of staff have embarked on this learning step. There is a wide range of ongoing coaching and training sessions and some well defined working principles are constantly demonstrated by the leadership team and others and referred to in many circulations.

Formal arrangements are in place and well embedded for communication at various levels and feedback was that information effectively cascades through the school with clear responsibilities established. Meetings are regular, well organised and treated as a priority. Everyone interviewed confirmed that these are seen as useful and developmental. The leadership team responds well to the way the school moves forward in terms of the types of meetings being held. For example there are a number of cross cutting forums such as the Research and Development Review Group. The school evaluates people's views and experiences of the effectiveness and relevance of meetings and reacts accordingly.

Do -Taking Action (Indicators 5, 6, 7 & 8)

Responsibilities for managers are well defined and supported in the regular connections they each have with the leadership team. Managers described their own learning and development in their role of managing others. What was most refreshing and impressive was a sense of continuous learning. Clearly an important factor in being effective as a manager at Sweyne is an ability to demonstrate the management and leadership skills in interactions throughout the school. These are strongly demonstrated in practice by the leadership team and they are certainly seen as role models for how to lead and manage in the school.

The ethos of the school is to be open and approachable and many of the people interviewed commented on the importance the leadership team put on 'listening' and encouraging reflection. People feel that there is a good balance between extremely well defined principles and policies with considerable freedom for people to make their own decisions within these. Several managers mentioned how this enabled them to utilise different styles and approaches saying that the leadership team encouraged them to take ownership for making decisions based on using effective research bases and defining plans. They also explained how they had been encouraged to utilise the line management opportunities for reflection taking the lead in conversations based around their targets and aims.

Feedback from people about the effectiveness of managers was very positive with individuals feeling well supported, informed, involved and valued by managers. In those instances where there are 'differences of opinion' for example in the detail relating to approaches etc (which exist in any organisation) the school is seen as having open, fair, supportive and effective arrangements for discussing and resolving understandings arriving at strategies which most match school vision and principles.

People who work for the school at all levels feel acknowledged and valued for their contribution. This is not only part of the natural culture throughout the school but there are embedded practices in place such as the portfolios, which provide an opportunity for colleagues to thank and praise their peers. Everyone interviewed gave examples of ways they had been acknowledged for their efforts and said that this is a well embedded practice.

Through a wide range of learning and development activities, people are supported in the enhancement of their thinking maturity. This helps them appreciate their own thinking frame works and preferences and as a corollary, in how they work with others. The skills valued in working with pupils, are seen as being equally valuable in teamwork, coaching and mentoring, motivating teams etc.

The Sweyne Park School is the best example I have come across in any school of valuing and praising the contributions of people. The school engenders considerable commitment and loyalty in

this way and people who work for the school are wholeheartedly enthusiastic about the school success and progression. This is of course a central theme within the Investors in People Standard and this school could be seen as an example of good practice in valuing people, for other organisations of any sector.

Work life balance can be viewed as difficult in any school. In this school although extremely ambitious and successful in following a wide ranging array of initiatives within and outside the school, there is a unique energy and drive which is driven and exemplified by the leadership team and perpetuated by many individuals working for the school.

'There is no pressure on us to take on extra work. There is great clarity around what taking on additional responsibility involves and there are good role models here who demonstrate a good work life balance whilst achieving highly within the school'

'The rarely cover arrangements were very well implemented and they have enabled us more time to effectively complete the things we need to outside of lessons'

'There is an ethos of support and we all watch out for each other, people often will prompt others to go home'

Devolvement and empowerment are core themes for the school and the school has progressed considerably in this area. The leadership team has considered the necessary tweaks required to the formal structure for communication. There is a considerable surge in people's ideas, suggestions and ownership. This means the role of leadership is evolving into one that involves co-ordination and facilitation of emerging ideas and concepts coming from staff. There are at least two positive points here: firstly this demonstrates success in the aim to empower; secondly it demonstrates the ability of the leadership team to observe, value and fine tune accordingly.

A wide range of new arrangements for curriculum support staff have been introduced and are now seen as fundamental to effective performance management and communication. Feedback was that various teams of support staff have enhanced their roles and many feel their input is far more integrated with the rest of the school. The Pupil Services team play a central role in the smooth running of the school on a day-to-day basis, and in providing data and useful information to a wide range of people.

The Learning Support teams are much more aware of their role and value in the school and there is more integration with the teaching activity and how they support this. There is also much more opportunity for learning and development with improved team focus and co-ordination. They are developing useful practices themselves, such as planning and reflection, discussion, sharing ideas, team learning and performance management.

The IT team has really come into its own and feel able to drive delivery initiatives and support the wider school ethos such as the joint work undertaken with the CPS in supporting the community in training for foster carers. The team has an increased sense of linkage with school strategy and a sense of being valued for the skills they bring in a number of significant developments such as the Virtual Learning Environment.

Job descriptions and performance reviews are broken down into task based listings and now present more clarity of role definition and possible career progression routes. Performance management arrangements for Support Staff are being developed to include termly reviews rather than once a year. Where this is already happening there is a feeling that the process is a valuable exercise with considerable relevance and less a case of going through the motions.

Performance reviews tend to be written on a 'Plan Do Review' basis as are many of the school and departmental plans.

The well established communication arrangements including The Swayne Park Times (one for pupils and one for staff) are seen as valuable in informing people, valuing contributions, and providing people who work for the school with an effective vehicle for sharing information.

Learning and development is inherent throughout the school and rarely seen as either a one off

activity or an activity that links to only one driver. Rather than something that is planned in isolation, learning forms a natural part of most school based activities. The increased practice of individuals initiating and leading INSET sessions has taken the school a further step in the extent that learning can impact on many.

The developments relating to 'The Thinking School' (linked with Assessment for Learning – AFL) are seen as having been well planned and implemented. Evaluation of progress has revealed the following perceived achievements so far:

- Greater awareness and understanding of different levels of thinking, e.g. knowing facts/understanding
- Lesson planning often refers to thinking skills
- Lesson observation feedback written by curriculum leaders gives analysis of levels of thinking and engagement
- Thinking tools being used consistently across subjects (particularly Venn diagrams and Thinking Hats)
- Greater attention being paid to questions asked, more time being given to pupils to think and formulate their answers
- Completion of some of the TLA projects focusing on pupil thinking and some teachers doing Masters are basing studies around thinking skills
- Habits of Mind are being used in reports, learning review meetings, academic induction and assemblies

Activities such as the Teachers Learning Academy (TLA) and The Thinking School set foundations for people to learn. A wide range of tools and common thinking language have been developed and the culture of an evaluative/reflective approach engendered.

The training school has continued to evolve and develop and the considerable progress made since its inception is absolutely tangible to an objective observer. What is particularly impressive is how the school has maintained momentum on a number of initiatives and taken the lead on many. Despite changes in original briefs or changes in funding, the school has continued to apply considerable resources to the work of the training school. Whilst some institutions can be seen to be driven according to constantly changing initiatives, The Sweyne Park School is steadfast in its aim to maintain and improve in relevant ways that will impact on **Securing Pupil Success**.

As well as the many CPD opportunities, the Training School is seen as valuable in the linkages and sharing good practice opportunities with the wider educational community. A number of staff are involved in outreach arrangements and these are seen as adding value to the school.

Examples include:

- Mentor training
- Developing common induction arrangements for PGCE students
- Working with CUREE (Centre for the use of Research and Evidence in Education) to support and encourage teachers to engage in and with research

Working with the London postgraduate professional development partnership (LPPDP) to develop a Masters programme for teachers

Other school based priorities have included:

- Creative partnerships
- Leading edge focus for Pupil Voice, Staff Development and Use of Data
- Specialist School work

Comment [CL1]: 25 people have achieved TLA stage 1, 12 people have achieved TLA stage 2 and 11 people are working towards their first TLA presentation.

- Development of the Virtual Learning Environment
- National Healthy Schools Award
- Food for Life
- Safeguarding
- Teacher training
- Skills based Learning

There are a number of good pieces of evidence to support the foresight and planning that goes on to ensure the school has the capability to achieve such high standards at a time of significant change relating to budgets and manpower (rarely cover). At the time of this review although changes have significant implications for the school, learning and development remains a priority and a certainty.

The school has effectively co-ordinated recruitment and retirement to coincide and support the changing demographics. There are excellent relationships with people who work for the school and people have been committed to working to fulfill the needs of the school. In these cases, people feel highly valued for their skills and effectively empowered and supported to fulfill roles that are ideally suited to them.

The Swayne Park School is a very positive environment and staff enjoy working for the school and are behind the school's success. Members of the leadership team and the teaching staff have agreed mutually beneficial work based arrangements which have supported the school in implementing strategies and directives such as rarely cover.

The school has the best recruitment and retention figures in Essex. Mindful of the need to introduce 'new blood' a decision has been made to recruit someone new to the school into the soon to become vacant role of Deputy. The rest of the leadership team and many middle managers have worked for the school for some time so this decision is seen as one that is positive for the school.

Good examples were also given of career planning. For example one person who is currently in a leadership role and is planning to pull back on the level of responsibility at a time in the future. This is being planned with regular discussion with the line manager who is fully supporting this transition.

The school is excellent at encouraging people to take on a role in leading and introducing initiatives and there is strong support and considerable acknowledgement for people who do so. Good examples were given such as the developments of the broader curriculum; skills based learning, developments to the library and many more. The leadership team is adept in recognising skills and interests in people including untapped potential. This review revealed a number of examples of people who had been given the scope to develop their role and as a result they had led new developments for the school and increased their skills and confidence along the way.

Review - Evaluating the Impact (Indicators 9 & 10)

The school has certainly moved forward in a number of ways. The following are the particular changes mentioned and described during the interviews with people. There are many others:

- The Thinking School concept and associated initiatives are seen as 'moving the school forward' both from a pupil and teaching perspective.
- Evaluation is a key principle of The Thinking School and people throughout the school are much more involved in the decisions being taken and have a better understanding and

involvement in making changes

- The outreach work of the school has increased and this is seen as having many benefits to the individuals involved, the school, the local educational community and the wider educational community
- The broadening of the curriculum and the extent that this has been led by teaching staff has developed confidence and an interest in utilising data and evaluative mechanisms to future plan – these are skills and responsibilities that are now second nature to a number of people
- The integration of support functions whereby there is greater teamwork in achieving whole school targets, utilising a range of skills. Although always valued, these groups appreciate more clearly how they contribute and they are being asked by teaching colleagues for their input and ideas
- The changes to performance management mean that there is more ongoing dialogue about progress. Due to the improved clarity of targets which are discussed each term (and sometimes more often) people have more ownership in considering their progress in meeting targets.
- Update to the process of performance management. The process itself has been updated and is seen as being much more valuable as a tool for discussing progress in meaningful ways. Also the process is seen as being much more relevant and vital for support staff
- There is a general view that the school has gained greater connection with parents via a range of exercises and forums
- Pupil tracking has developed and the Pupil Services Team are involved and central in the school's ability to draw on data as a basis for highlighting trends etc
- The role of tutoring and pastoral profiling is seen as being more defined with more useful sharing of data enabling tutors and year groups to plan more proactively
- Reporting system streamlined and now an on-line facility

Each year, examination results are analysed and these along with other evaluative information are used by subjects and department to put together action plans. Targets are continuously checked throughout each term at a number of levels and contingency plans or subtle changes are made along the way based on progress. Each department, team, year group etc. has action plans which are discussed and updated through the weekly line management session. This is a highly comprehensive and tangible process with clear links feeding from and to school strategy and targets.

All department heads do a self evaluation report annually under the same headings as the Head teacher's report to governors. This process maintained on a term basis and discussed and debated more regularly within departments and through line management.

Changes have been made to the weekly meetings timetable including the opportunity for departments to utilise some of these sessions to meet as a department. This followed staff feedback and suggestion. Also the school introduced Research and Development (R & D) forums as a means of enabling school based development. An example of an outcome from an R & D group is the changes made to the performance management process. Full initial consultation and survey on views was undertaken and follow up evaluation undertaken.

The 'Double Loop' learning principles are adhered and encouraged throughout the school. These principles are changing the thinking and understandings of people throughout the school in that people are at least becoming aware of their own 'maps' or assumptions in reacting to situations. This is progress in itself. People are also adopting practices that enable them to research and plan situations without these assumptions, ultimately bringing a more objective approach to situations.

Comment [CL2]: Changes in reference to the role of these groups, led by a member of the leadership team mean that they are more structured and more in depth.

The Headteacher's report to the governors is full and detailed including an update on all areas of the school and on school priorities. There is also information about staffing and learning and development.

Many changes and alterations have been introduced and these are rarely conducted without considerable consideration, evaluation and reflection on the difference changes bring about.

A staff survey is undertaken annually and results circulated. Action plans are drawn up in response to these surveys and form part of the school plan.

The school regularly utilise external consultants to evaluate progress in all areas of the school. Results of these evaluations are shared with staff and any changes introduced are evaluated prior to and following the implementation of changes.

The leadership team is clear on the resources and plans for learning and development and they are wholeheartedly involved and committed to the need to continuously update and enhance the school in terms of the skills base and in terms of ethos. Resources are set aside for learning and development activities and plans are co-ordinated and effectively instigated by a school Deputy.

Budgeting and outcomes against targets are reviewed in a structured and formal way along with every other aspect of school planning and line management.

Everyone interviewed was positive about the school's commitment to constantly look for ways to ensure that the best possible education is provided to the pupils and felt that the staff were seen as being central to the success and achievements of the school.

People confirmed that the learning and development of staff along with the effectiveness of school based communication, ethos, teamwork, ability to reflect and update etc were all priorities for the school and behind the success of the school.

4. Suggestions for further development

All of the suggestions below are areas that the school has already highlighted and/or already working towards:

Learning Support

There is an opportunity to develop the extent that the learning support team connects with the school planning process. Currently they are involved in terms of the pupils they work with and their progress. However focusing on these outcomes will not necessarily enable them to objectively view their own progress and achievements.

Although good evidence was provided to portray how team members discuss ideas and insights that can be shared as good practice, there is an opportunity to develop methods for defining plans and reviewing outcomes for this team so that there is an increased recognition of the inputs as well as outcomes. This is working so effectively on the teaching side it is suggested that given more opportunity to reflect, the team may be able to arrive at team based strategies and enhance evaluative arrangements for informing working strategies. Whilst it is recognised this happens informally between team members, more structure may be beneficial.

Whilst there are a number of records that these groups are required to maintain, there is a tendency to think that this is with a purpose of evidencing contribution rather than providing useful information that the team can base ideas, suggestions and learning. The difficulty is that whilst this is seen by some as being externally driven the extent that they can engage in the processes themselves (and utilise them) will be limited.

There is also an opportunity for more established meeting time for this group of people. Everyone is busy and needing to be reactive to the day to day needs of pupils and the school. It is important that the team feel able to have thinking time to discuss strategies and plan approaches. Some feel that this is not always seen as a priority. Although people said that managers are approachable in

principle they said they are not always available in practice. Meetings are sometimes cancelled due to reasons which others understand but this does limit the opportunity for moving forward in valuing the extent that these teams can improve their strategies in the same way that teachers do.

Space is an issue for most school's and this school is seen as managing well considering the limitations. A feedback point from the learning team was a need for a base. Whilst it is appreciated this may not be physically possible, it will be beneficial to establish a way around this if possible.

Some people on this team feel that further opportunity for learning and development would be appreciated. A suggestion is that a staff survey for Learning Development may provide more information here.

A few people from different parts of the school felt that middle management training would be useful. Although there is clearly lots of relevant training for the roles as managers, this refers to some basic management theories. It may be worth conducting further questioning for those people taking on line management responsibly and those who have recently taken on a role where they manage others. This ideally will provide the school with information to base any further support.

5. Next review

Recognition as an Investor in People is subject to reviews against the Investors in People Standard every three years. For guidance in respect of future Investors in People review options please refer to The Assessment Network Limited.

6. Quality Assurance

The Assessment Network Limited is responsible for the Quality Assurance of this assessment and will invite a representative from The Swayne Park 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 Limited in due course.

May I extend my thanks to all those who took part in the review process for their open and honest feedback in respect of their experience. Congratulations to all who took part in the review either directly or indirectly. It was a pleasure to spend time in your school.

Clare Laidler

				DO					REVIEW
01: BUSINESS STRATEGY	02: LEARNING DEVELOPMENT STRATEGY	03: MANAGEMENT STRATEGY	04: LEADERSHIP & MANAGEMENT STRATEGY	05: MANAGEMENT EFFECTIVENESS	06: RECOGNITION & REWARD	07: INVOLVEMENT EMPOWERMENT	08: LEARNING DEVELOPMENT	09: PERFORMANCE MEASUREMENT	10: CONTINUOUS IMPROVEMENT
THE STANDARD TOP MANAGERS SHOULD MAKE SURE (AND THEIR PEOPLE SHOULD CONFIRM) THAT:									
The organisation has a vision/purpose, strategy and plan	Learning priorities are clear and linked to the plan	People are encouraged to contribute ideas	Managers are clear about the capabilities they need to lead, manage and develop people	Managers are effective and can describe how they lead, manage and develop people	People believe they make a difference	Ownership and responsibility are encouraged	People's learning and development needs are met	Investment in learning can be quantified	Evaluation results in improvements to people strategies and management
People are involved in planning	Resources for learning and development are made available		People know what effective managers should be doing		People believe their contribution is valued	People are involved in decision making		Impact can be demonstrated	
	The impact will be evaluated								
YOUR CHOICE TOP MANAGERS SHOULD MAKE SURE (AND THEIR PEOPLE SHOULD CONFIRM) THAT:									
Clear core values relate to vision and strategy	The learning and development strategy builds capability		Leadership and management capabilities for now and the future are defined	Managers are role models of leadership, teamwork and knowledge sharing		Effective consultation and involvement is part of the culture	Learning and development resources are used effectively	The contribution of people strategies is measured and evaluated	Self review and information from external review are used
KPIs are used to improve performance	Plans take account of learning styles	A diverse, talented workforce is created	Managers are helped to acquire these capabilities	Coaching is part of the culture		People are supported and trusted to make decisions	Learning is an everyday activity	Impact on key performance indicators can be described	Effective feedback methods are used to understand people's views on how they are managed
	People help make decisions about their own learning		Leadership and management strategy link to business strategy, taking account of external good practice	People are helped to develop their careers	What motivates people is understood	Knowledge and information are shared	Innovative and flexible approaches to learning and development are used	Performance improves as a result	Internal and external benchmarking are used
People and stakeholders are involved in strategy development	Learning and developments innovative and flexible	Constructive feedback is valued	Everyone is encouraged to develop leadership capabilities	There is a culture of openness and trust	Success is celebrated	People are committed to success	People are given the opportunity to achieve their potential	Career prospects improve	People's views on how they are managed improves
	There is a culture of continuous learning	The structure makes the most of people's talents			Benefits strategy goes beyond legal requirements	There is a culture of continuous improvement	All learning is valued and celebrated and is an everyday activity		People believe it's a great place to work
					Colleagues' achievement are recognised	People can challenge the way things work	Mentoring is used		
						There is a sense of ownership and pride in working for the organisation	Personal development is supported		

Investors in People Assessment Plan

Assessor: Clare Laidler
Client: The Sweyne Park School
Project number: 09/2933
Onsite dates: 11 th – 15 th January 2010

First Assessment	Review	
Standard First Assessment + 6 additional evidence requirements	Standard Review + 6 additional evidence requirements	
Assessment + additional evidence requirements (number to be discussed at planning meeting)	Review + additional evidence requirements (number to be discussed at planning meeting)	
Bronze Assessment (65 evidence requirements)	Bronze Review (65 evidence requirements)	
Silver Assessment (115 evidence requirements)	Silver Review (115 evidence requirements)	
Gold Assessment (165 evidence requirements)	Gold Assessment (165 evidence requirements)	√
Continued Assessment	Retaining Recognition Revisit	

Summary of Planned Activities

(Please include details of additional objectives and evidence requirements/themes from the framework e.g. Social Responsibility, L and M, Reward and Recognition)

Scoping Rationale

Number of employees/in scope: 190
 Total number of sites:

 Number of sites included via onsite:

 Number of sites included via telephone:

Interviewee type (TM,M,P)	Number in scope	Number to be interviewed	Percentage
Senior Managers	3	3	100
Line Managers	17	9	
Teaching	111 inc above	20 inc above	
Support	79 inc above	19 in above	
Totals	190	39	20

Interview type	Number
One to one	To be arranged
Paired/group	Ditto
Telephone	Ditto
Total	

Summary of Business Objectives linked to IIP Framework

Business priorities/objectives	Related people issues/measures	Links to IIP framework
1. Improving Provision	Evolverment of roles (Lisa's) Recruiting effectively Appreciation of how roles impact on school success	Gold Standard
2. Developing the thinking school	Becoming a reflective practitioner Having a voice Culture of learning Ownership of job holder in their own development Double loop learning	Ditto
3. Enhancing the spiritual, social, moral and cultural dimension	The meaning of being a 'training school'	Ditto
4. Developing the VLE	Daily feed for topical Science issues	Ditto
5. Increasing Capacity	Distributed leadership Ownership TLA	Ditto

