

Assessment report

Ysgol Ty Coch School

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Assessment conducted by: Julie Hobby





Official assessment of Ysgol Ty Coch School conducted by Julie Hobby, operating on behalf of the following licensed Investors in People centre:

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Thanks must go to all staff and governors throughout the school who have taken part in this assessment, whether through the online assessment, interview or observation process. Everyone has been incredibly warm and welcoming, accepting of my presence and this has significantly helped and supported the assessment process. The hospitality received throughout the assessment was very much appreciated.

Executive Summary

Ysgol Ty Coch was assessed for accreditation against the Investors in People Standard in July 2016. The assessment involved initial context discussions and analysis, and the production of an assessment plan. Following this, the iIP 40 on line assessment was administered to 80 members of staff, with 59 responses. This represented a 74% response rate.

Through the context meeting and ongoing review of progress of the on-line survey an interview sample was created. In addition to the questionnaire responses, 24 staff were interviewed from across all levels of the school. The assessor also undertook a number of observations that included a tour of the school and each year group, a morning team briefing, a review of film footage of whole school events that included Head Teacher presentations, staff awards and a Pride of Ysgol Ty Coch video. A wide range of supporting documentation was reviewed to support the findings of this assessment and outcome.

The retirement of the senior team in 2014-15 has brought about a period of change with the new Head Teacher bringing about a fresh approach to leadership. Developing effective feedback from staff through one to one interviews and a staff survey has resulted in a clear understanding of people's needs and the development of a clear people strategy that is well integrated into the School Improvement Plan. Work has taken place to develop a fit for purpose structure, bringing about more effective leadership and an inclusive culture across the school. Working collaboratively externally and internally has seen positive results, building on internal people practices, particularly communication, change management, idea generation and team working. Change is seen by all to be well managed.

A clear vision, purposeful and robust planning, and involving everyone from the very start of the change process has ensured that people are more accountable at all levels for improving performance. Involving all staff in developing the new curriculum through weekly whole staff and leadership workshops and meetings has ensured a strong culture of learning and sharing knowledge. Setting out new roles and responsibilities, and implementing strategic working groups, has enabled people to champion change in their teams, particularly re-designing the curriculum and working to implement this into each year group.

Setting out a strategy for sector leading practice has led to the school being selected as a pioneer school to lead the digital competence pilot project. This is seen as part of the ambition of becoming a sector leading school in special needs education. Whole school training planned in the Restorative Approach and THRIVE in 2016-7 are seen to further build on sector leading practice with pupil behaviour management strategies.

There is a clear 3-year strategic plan that is well communicated and understood. School improvement planning is seen as a strong feature of the school with all staff playing a part in bidding for resources and taking ownership of objectives and targets set out in the plan. This is well supported by the performance management process. Getting performance management right has been a focus this year. All levels of staff are now part of performance reviews and this is currently ongoing, developing the structure to deliver high standards. The commitment to staff development means that distributed leadership is becoming more developed across the school with the nurture group, managing post 16 education, new TLR roles and co-ordinators leading curriculum areas.

Getting the culture right has been achieved by defining and embedding a set of core values. Engaging staff in developing a clear set of behaviours and values through colour works

workshops has meant that everyone believes in, and works in line with the values which has resulted in people consistently using these to support the school aims. RECIPE is seen by all staff as embedded in the culture of the school. The values and leadership profiling has been used to re-design responsibilities across the school resulting in a strong senior leadership team. Weekly meetings are being used effectively to build on and embed leadership styles resulting in a high level of trust and respect for leadership.

It is apparent from this assessment that staff feel the school is currently seen as a great place to be, with a passion, pride and commitment to meet the holistic needs of every child in the school. The curriculum forum and consultation process re-designing the school curriculum has meant that everyone sees how their contribution will make a difference to support the complex needs of pupils. There is a strong belief that the new curriculum will add value to enhance pupil attainment. The next step is to monitor, track progression and embed as part of the continuous improvement cycle.

The school bidding system also allows staff to take ownership of their learning aligned to the objectives of each area of the school. This is well planned and an integral part of the self evaluation process. External audits are being used to critically review performance and a range of feedback, including staff and parent surveys, feed into the school improvement planning. This includes Instructional rounds with 58% of lessons currently rated internally as excellent and peer observations developing teaching and learning practices with new policies in place for the Estyn Inspection in 2017.

There were a number of strengths identified throughout this assessment and one key area is communication and collaborative working which is seen to be a key factor in managing change through people. Learning and development is seen as more focused with plans to develop a pipeline of skills for the future.

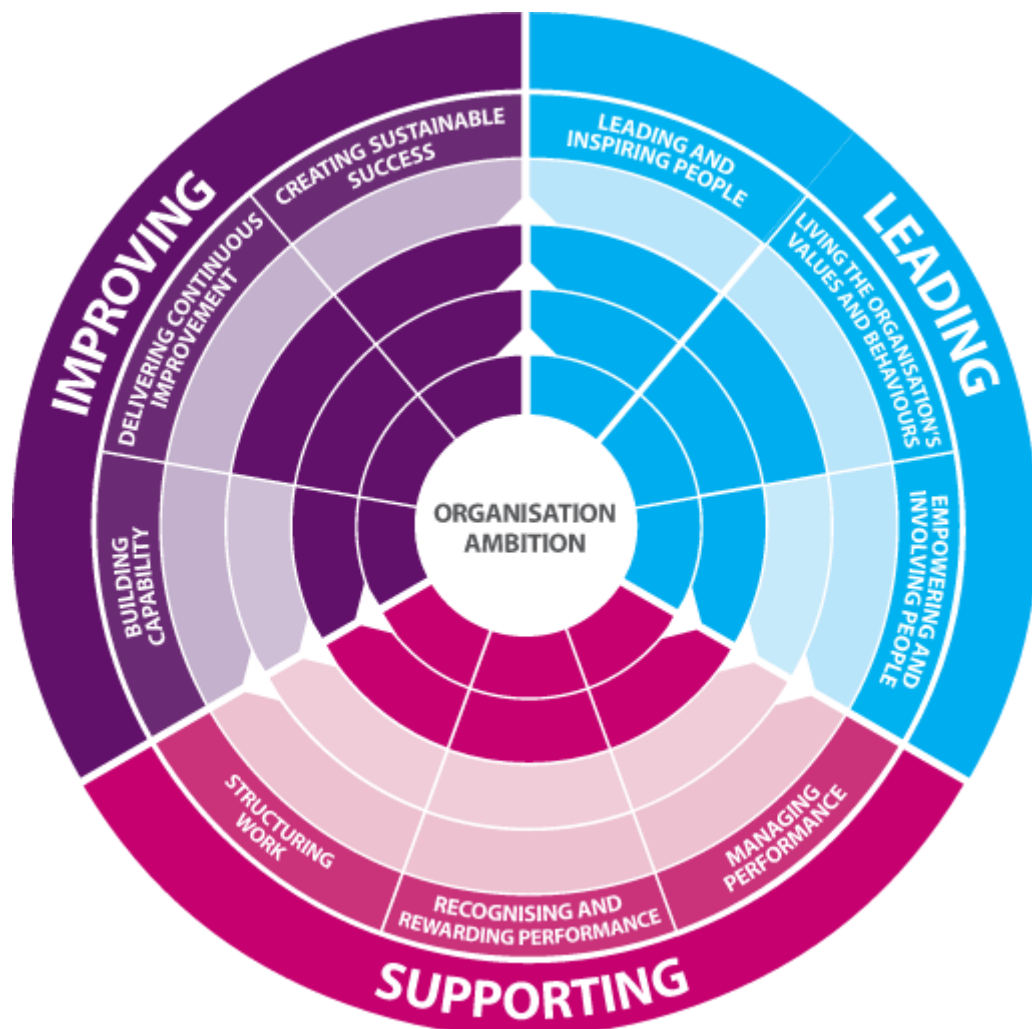
Coaching takes place at senior management level and this is being further developed through formal coaching and mentoring training planned so that coaching becomes an inherent part of the culture to help achieve outstanding results.

The focus for the school is to push forward change and improvement so that strategies for wellbeing, the new curriculum, creative curriculum, digital competence, LNF moderation and post 16 learning pathways are fully embedded. This assessment report contains a number of recommendations that support the vision and the school's ambition for sector leading practice. The opportunities for improvement include:

- Developing the middle leadership team aligned to the new leadership principles and using as a tool to further build on future capabilities. The new leadership principles should also be used as a framework for distributed leadership. This will add real value in building your ambition to achieve excellence in leadership and management.
- Developing a strong coaching culture at all levels. This will help drive forward change and improvement and support the embedding of the new curriculum and performance management processes.
- Embedding and evaluating the new curriculum and further building on engagement at all levels, including support staff taking forward peer observations. This will link to achieving your ambition as sector leaders.
- Reviewing the current development of reward and recognition strategies and benchmarking externally. This will assist in leading best practice across the sector.
- Continuing with succession planning and raise further awareness of the people strategy and recruitment processes that support it.
- Monitoring support staff expectations with the structure and grading in line with new responsibilities and career plans aligned to the school needs and vision.

The heat map below summaries the overall assessment outcome. It shows that the school has achieved Silver status, which has provided a solid platform to move towards high performance in line with the ambition as a sector leading school. Annex 1 provides a summary of the results for each indicator.

Ysgol Ty Coch School assessment outcome



Ysgol Ty Coch School final award outcome



Introduction

Ysgol Ty Coch is an all aged special school for children within a residential area of Tonteg. The school has 130 pupils split across two sites delivering primary and secondary education. This includes post education 16-19 vocational provision. All pupils have a statement of special educational needs (SEN). The school caters for pupils with severe learning difficulties, complex learning difficulties and autistic spectrum disorders. Provision is also made for pupils who have associated medical difficulties. In September 2014, a satellite site at Buarth y Capel (BYC) was set up to meet the needs of 14-19 year old pupils with autism, providing a varied curriculum, devised from 14-19 learning pathways, enabling each pupil to experience a range of learning and life skills.

The school employs 80 staff made up of the senior leadership team, teachers and instructors, part time and full time learning support staff, agency support staff, administration and ancillary staff. Most staff and leaders are long serving employees. Since the last assessment, however, there have been changes at senior leadership and middle management levels. The senior team retired with a new Head Teacher joining the school in 2015 and a fit for purpose leadership structure was carefully designed and two Assistant Head Teachers posts appointed internally in 2015-16. The middle leadership team includes four TRL point holders and one office manager. Three of the TLR internal appointments were made in May-June 2016, to take forward curriculum initiatives and to cover maternity leave. Recruitment has also taken place for new teacher roles.

In April this year, the Head was approached to cover the headship role at Ysgol Hen Felin School in a part time capacity. A further leadership re-structure with shared HT responsibilities took place to cover the Head Teacher's dual school were made to cover both YTC and BYC site needs.

The school achieved the Investors in People Standard in 1994 and since this time, has continued to achieve the core principles of the Investors in People Standard. Having been made aware of the introduction of the new version 6 framework, the Head Teacher was keen to take advantage of this and decided to be assessed against the new approach to support the school's ambition of developing sector leading practice across the school. The Head Teacher sought re-assessment against the V6 Investors in People standard in July 2016.

Schools that meet the world-recognised Investors in People Standard reflect the very best in people management excellence. Underpinning the Standard is the Investors in People Framework. Based on 25 years of leading practice, the latest research and workplace trends, the Investors in People Framework is organised around nine key indicators of high performance, each with three underpinning themes.

To achieve accreditation, schools are assessed against these themes and indicators, leading to an award level of standard, bronze, silver or gold, that represents the level of performance achieved, or the level of 'maturity', from a fundamental 'developed' level to 'high performing'. Assessment is carried out using surveys, interviews, meetings and observation. The approach taken in the assessment of Ysgol Ty Coch School is summarised in a later section of the report. The accreditation awarded represents the current level achieved and the standard can be used to facilitate ongoing development of people management practices.

This report summarises the assessment of Ysgol Ty Coch School and the level achieved. Following the Introduction, the analysis of the school carried out to provide insights into the school for IIP assessment is summarised. Two 'heat maps' are included, showing Ysgol Ty

Coch School's own assessment against the Standard, and the level that the school aspires to achieve. This is followed by a summary of the approach taken in the assessment process and of the overall assessment findings. The assessment against each indicator is then given in turn, noting strengths and development needs. Finally, implications of the assessment for Ysgol Ty Coch School are discussed, outlining development recommendations.

Organisational context

Since the last review in 2013, the school has undergone changes with a new senior leadership team taking post during 2015 and 2016. The Head Teacher has brought about a fresh leadership approach with a clear vision to be recognised as a sector leading school. The focus has been to develop a fit for purpose structure, leadership, clear goals and a strong whole school team culture to drive forward standards. As part of this change process, Ysgol Ty Coch has made significant inroads in delivering its strategy and vision through people. The school has taken considerable time to map out a new structure, leadership, people and process improvements to drive forward empowerment, accountability and decision making at all levels. With the number of changes at senior leadership taking place, senior leaders have been given new opportunities to extend their roles and areas of responsibility.

There is a well defined 3 year strategy and plan that outlines the key objectives and targets that include the focus on achieving outstanding teaching and learning across the school. The focus for the last 12 months has helped to achieve:

- A clear vision with an inclusive approach to whole school planning and self evaluation, sustaining an effective provision and standard of education and care.
- Regular evaluation against key targets and performance, evaluation of people progress, leadership and staff satisfaction.
- Care for pupils, parents and families with values introduced that supports a culture that nurtures the needs of every child.
- Designed a new training programme for Teachers new to SEN.
- Continual review and evaluation of leadership approaches. Improved outcomes in staff perception of leadership and people management through staff surveys.
- Leading school improvement designing and implementing a new curriculum across all age groups, and a wider range of options for 14-19 pathways.
- More robust processes to raise standards of teaching and learning.
- Promoting and driving excellence through peer enquiry and cross consortium steering groups.

Strategy

Ysgol Ty Coch has invested time and energy in developing a strong team with a clear vision and ambition to be a sector leading school, providing forward thinking SEN provision for pupils. This includes developing and further improving and embedding excellence to maintaining an outstanding Estyn Inspection in 2017. The leadership team were transparent in describing how the school has invested a significant amount of time to plan the long term strategy to deliver the highest level of leadership, teaching and learning and to fully embed the Ysgol Ty Coch curriculum. Performance management will continue to support distributed leadership and new leadership roles.

There is a clear strategy to work to structure the school so that the changing needs of pupils are met bringing together both sites, extending support for children with complex needs and

to raise standards of education and learning. This includes driving forward data tracking for pupil improvement and support.

Creating sustainable success is also important and embedding the culture and ethos of the school will continue across both sites. In the quest for continuous improvement, the peer enquiry and Continua model will continue to be used for reflection and school improvement. Work is taking place with all stakeholders to build on the support parents and families so that the best level of care and support is given to all pupils.

Building on existing best practice will continue. This includes a being a pioneer school for Digital competence. Sustaining good practice through external awards will continue that include ICT with the assistive technology centre, Forest School, Investors in Families, Healthy Schools Initiative, Eco Award and the Bonze Governor Award. Ysgol Ty Coch School is seeking to apply the IIP framework as a key part of its developing people strategy aimed specifically at improving its competitive positioning within the education sector.

Staff & Skills

There is a focus on the staff and leadership structure. The 2016-17 training plan looks to make the most out of the talents of staff, particularly driving forward ownership through distributed leadership for both teaching and teaching support staff. A key to success of Ysgol Ty Coch School's people strategy is the importance of making sure that everyone works as a strong team towards the school's vision. The importance of being 'one school', bringing YTC and BYC sites together and delivering excellence across all aspects of the school is recognised. The new curriculum will drive forward pupil care and achievements and attainments. Staff learning is integral to the School Improvement targets.

The senior leadership team were transparent in describing the ongoing planning and evaluation of staff skills and resource needs that embrace the following opportunities for progression, evaluation and further embedding:

- Staff structure to drive forward outstanding sector leading practice.
- Leadership development - investment in leadership and in-depth role profiling, implementing coaching and mentoring practices for middle leaders, developing aspiring leaders and support of distributed leadership.
- Staff ownership, empowerment and engagement.
- Learning focused on the Curriculum and to embed progression across year groups.
- Closing the Gap - strategic focus on literacy and numeracy strategies.
- Restorative Approach philosophy across the whole school.
- Sector leading practice across all aspects of the school - Digital competency pilot, values and behaviours, leadership, and excellence in teaching and learning.

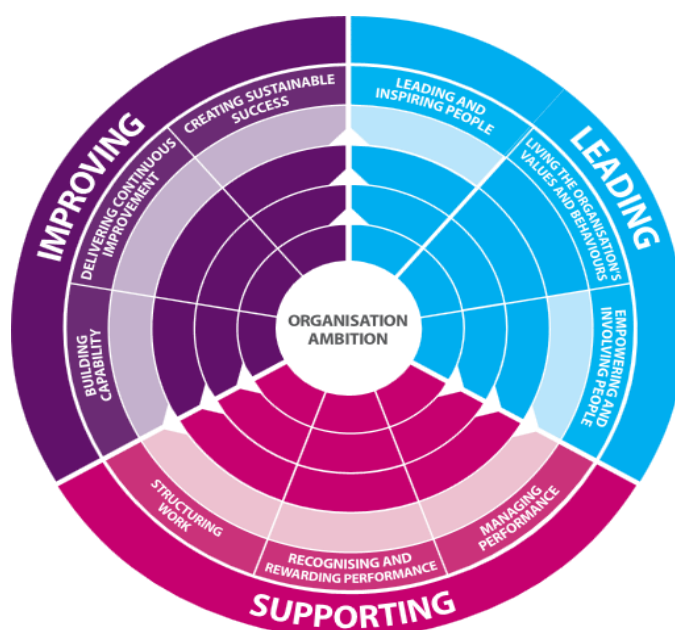
It is recognised that the school has to support the more complex needs of pupils and the skills set of staff focuses meeting the education and support needs of each child. Monitoring, evaluating and embedding the new curriculum is the next step so that the wellbeing and educational needs of each child is met through further developing new curriculum. There is a clear people and learning and development strategy that include middle leader development to achieve the 3-year plan.

Ysgol Ty Coch School's Self-Diagnostic

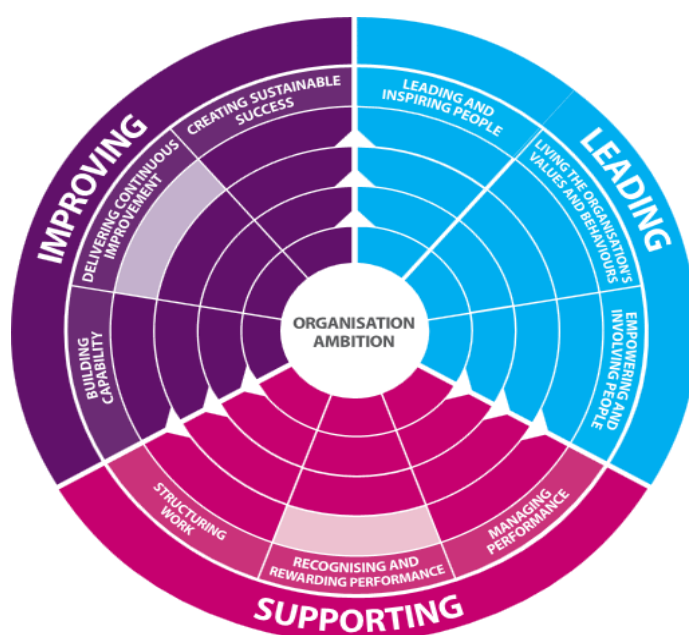
Having carefully considered the IIP Framework, Ysgol Ty Coch School believe that they are Advanced across all areas of the framework with Values being at a high performance level. The main area for improvement at this stage is to build on the middle leadership team and aspiring leaders for the future and bedding in empowerment through performance management outcomes.

The heat maps below summarise where Ysgol Ty Coch School believes it currently sits against the each of the nine IIP indicators and where it aspires to be in order to achieve its school ambition. The shaded cells represent the maturity level against the each indicator. The more cells shaded the more mature and embedded the practices are within Ysgol Ty Coch School.

Ysgol Ty Coch School 'As Is' heat map



Aspiration or 'To-be' heat map



Assessment Approach

Following the initial Context Discussion with the senior leadership team in Ysgol Ty Coch School, from which details for the school analysis were elicited, the school was assessed primarily using the IIP40 survey and interviews. The school culture of an inclusive approach was used to engage staff in the Investors in People process. In May 2016, the leadership team invited all staff to take part in completing the on-line survey and to attend a possible interview. This gave the school time to deal with any questions. The leadership team reported that there were no issues and that staff were more than happy to be involved. 80 staff members were asked to complete the IIP40 survey. 59 completed surveys were returned (74%), indicating a good level of participation by staff.

The results of the online assessment were collected and some key themes were highlighted for further exploration. The on-site interviews were planned to explore these themes in more depth and used to help build further evidence. The recent results of school staff survey was also analysed to add value to evidence gathering.

Semi-structured interviews were carried out with 24 respondents from across functions and levels, selected as they were ideally placed to discuss IIP related areas. 22 people were interviewed, in a private meeting room and 2 were via Skype, again privately conducted. Confidentiality was assured. Changes had to be made to the interview list to accommodate staff availability and school activities on the assessment day. Eleven people were interviewed on a one-to-one basis and eleven support/ancillary staff interviewed in small groups. Interviews lasted between 45 and 60 minutes, and group interviews between 60 and 90 minutes. 1 further interview took place over the telephone to gather additional evidence. Respondents appeared to willingly share and discuss their experiences and attitudes.

A range of observation activities were carried out. A tour of various classes and school site allowed effective observation of activities and interactions between staff and pupils, and between staff, teachers and leaders in the school. As part of the evidence gathering process, the leadership team filmed various internal presentations and training events, which were observed.

Data on which the assessment was based included that elicited from the staff survey and interviews, observations and through a range of documents provided by Ysgol Ty Coch School. Documents were freely provided and included Ysgol Ty Coch School's strategy, self evaluation, teaching and learning practices and a range of staff policies and procedures, and whole school performance outcomes.

How Ysgol Ty Coch School was assessed



The online assessment was deployed to 80 employees and we saw a response of 74%. This was above the international Investors in People guidelines of 50% and therefore the sample is considered statistically significant.



Based on the finding from the online assessment, we interviewed 24 employees from across the school.



Types of observation activities included a tour of the school, meeting staff and visiting each of the classrooms at Tonteg. In addition the assessor observed a morning communication session and film footage of training on data and tracking, Head Teacher presentation around school improvement and self evaluation, and reward celebrations for heroes within the school. This was to explore how the school communicates, supports learning and development and how reward and recognition is used to celebrate successes.

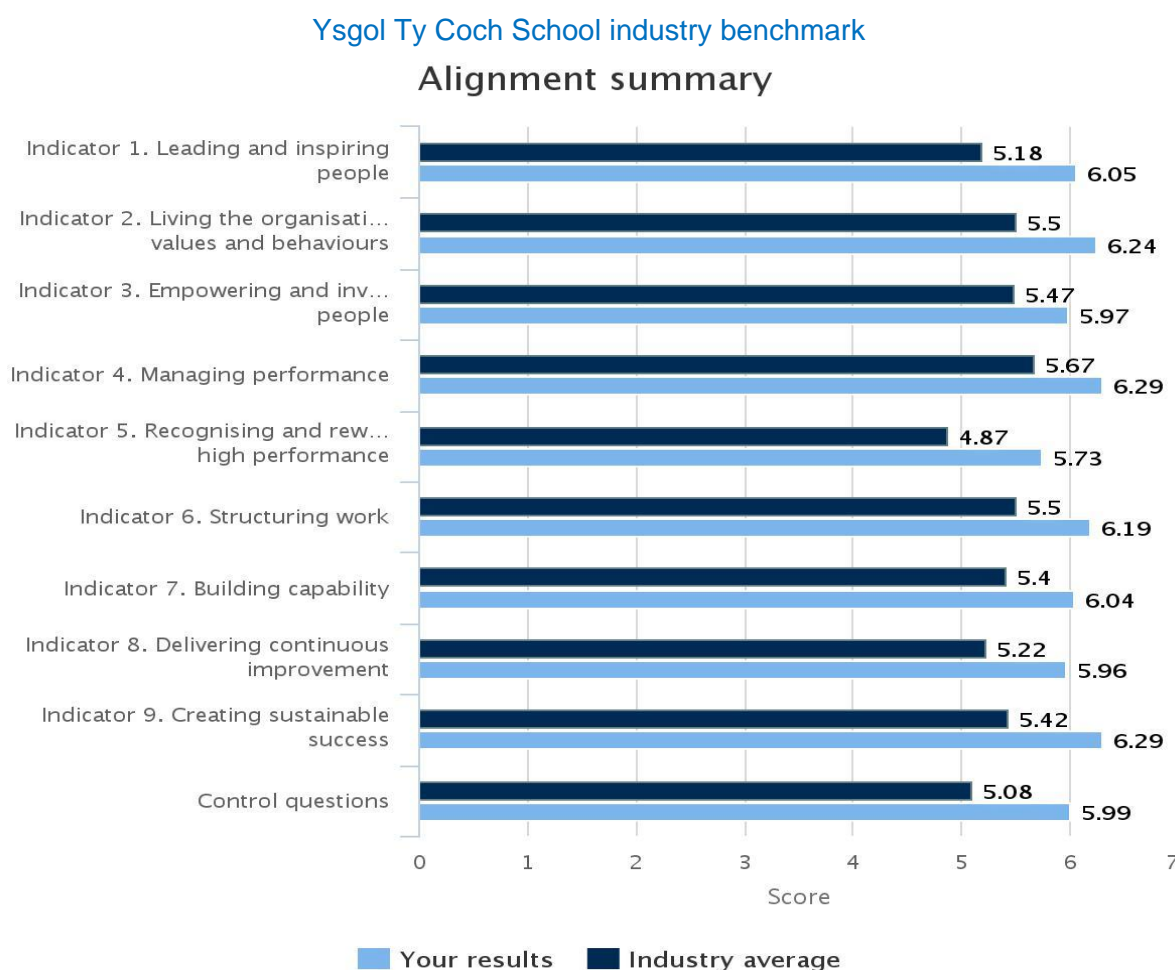


A full desk review took place of key documentation. The following analysis and sources of information were used to support findings and confirm internal practices:

- 3 year strategy and content of priorities.
- School Improvement Plan.
- School Self Evaluation/Report and outcomes.
- Staff survey and outcomes (3)
- SIG training grants/Training plans/training data base.
- 2011 Estyn Inspection report.
- Staffing structure and school design for leadership.
- Job descriptions for Leaders.
- Peer enquiry strategy and outcome reports.
- Parental responses/parent engagement strategy/plans.
- Instructional round/aims of teaching and learning/new teaching and learning policy.
- Staff training sessions on budget and finance.
- Annual data report.
- Parent/Governor newsletters.
- Restorative approach.
- Revised Leadership principles, ethos and code of practice.
- RECIPE core values and behaviours.
- School Assessment framework.
- SER events and activities.
- Diagnostic assessments for Literacy.
- Performance management policy and templates.
- BYC Education Improvement Grant (EIG) 2015-2016/2016-17 draft training plan.

Detailed Assessment Outcome

This section provides a detailed analysis of Ysgol Ty Coch School's assessment against the IIP framework. The table in Annex 1 shows the assessed maturity level for each of the 27 themes within the IIP framework. For the purposes of establishing an industry benchmark, data collected from the Education sector has been used as a benchmark, and is shown below.



The responses by group are further explored under each of the key themes and indicators. Each graph indicates how groupings rate against industry averages. Results from the online assessment have been aggregated to give a measure of alignment against the Investors in People Standard, per framework indicator.

Alignment is measured on a scale of 0–7. The highest measure of alignment against the Standard is 7, whereby a school demonstrates complete alignment with the Standard, according to the responses and evidence collected. Benchmarking data is also introduced to show the average score of alignment within the education sector.

Overview of online assessment results

Overview of online assessment results

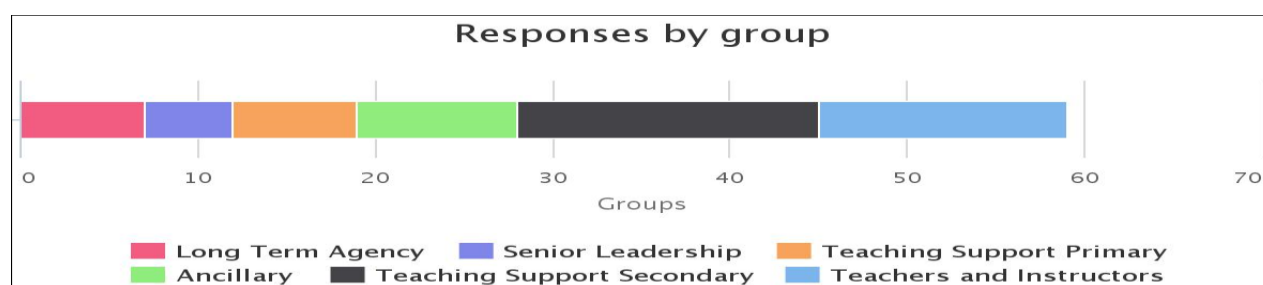
This overview provides a summary of the online assessment results, showing a breakdown of responses at an aggregate indicator level.

Both the IIP9 and IIP40 question sets cover all indicators of the whole IIP Standard. Each question asks the respondent to rate agreement with the statement aligned to one of the 9 indicators. The responses are categorised from Strongly Disagree (1) to Strongly Agree (7). The 1-7 point scale is then used as a score of alignment against the Standard.

The table below highlights areas for focus when considering strengths (green) and weaknesses (red).

IIP Indicator	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Indicator 1. Leading and inspiring people	39.75% (94)	35.75% (84)	16.00% (38)	6.75% (16)	1.75% (4)	0.00% (0)	0.00% (0)
Indicator 2. Living the organisation's values and behaviours	45.00% (106)	41.00% (97)	8.25% (19)	5.00% (12)	0.50% (1)	0.00% (0)	0.25% (1)
Indicator 3. Empowering and involving people	36.50% (86)	42.50% (101)	10.00% (24)	5.25% (12)	3.50% (8)	1.25% (3)	1.00% (2)
Indicator 4. Managing performance	49.50% (117)	37.25% (88)	8.50% (20)	3.00% (7)	0.50% (1)	0.00% (0)	1.25% (3)
Indicator 5. Recognising and rewarding high performance	30.75% (73)	35.75% (84)	19.00% (45)	8.00% (19)	3.25% (8)	1.75% (4)	1.50% (3)
Indicator 6. Structuring work	38.75% (92)	45.75% (108)	11.50% (27)	3.50% (8)	0.00% (0)	0.50% (1)	0.00% (0)
Indicator 7. Building capability	35.75% (84)	41.50% (98)	16.75% (40)	4.00% (10)	1.00% (2)	0.50% (1)	0.50% (1)
Indicator 8. Delivering continuous improvement	36.00% (85)	36.75% (87)	17.50% (42)	7.00% (16)	1.00% (2)	1.25% (3)	0.50% (1)
Indicator 9. Creating sustainable success	51.00% (120)	32.50% (77)	12.50% (30)	2.50% (6)	1.00% (2)	0.50% (1)	0.00% (0)
Control questions	37.75% (89)	36.75% (87)	15.25% (36)	7.75% (18)	1.75% (4)	0.75% (2)	0.00% (0)

Please note that some totals will exceed the number of overall submissions due to multiple questions across indicators.



Detailed information regarding the online assessment results are available in Annex 2 (separate PDF document).

Indicator 1: Leading and Inspiring People

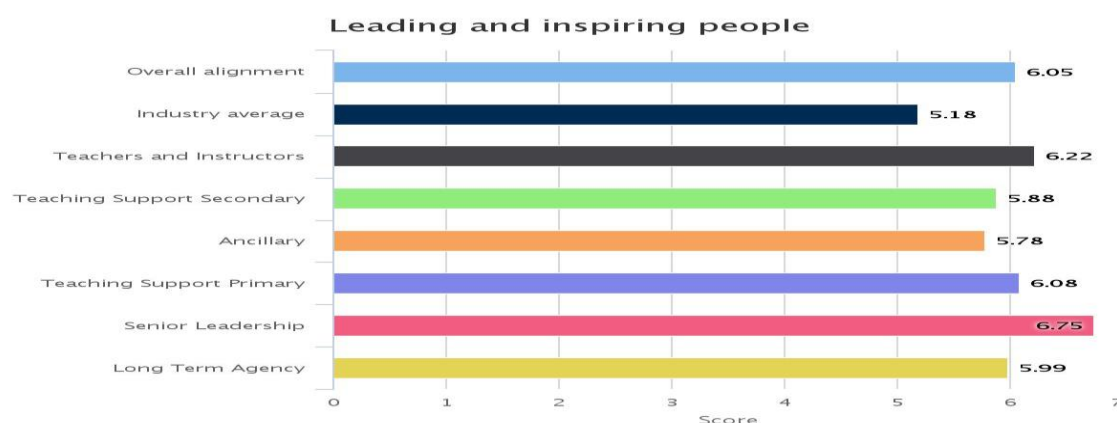
Indicator: 1. Leading and inspiring people

Questions in this set relate to how leaders make the organisation's objectives clear and inspire and motivate people to deliver against these objectives and are trusted by people in the organisation.

In the table below, green highlights stronger positive sentiment across the themes. Red highlights stronger negative sentiment across the themes.

Below is also a breakdown of responses by question, with the option to introduce industry benchmarking for comparison.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I trust the leaders in my organisation	46% (27)	34% (20)	13% (8)	7% (4)	0% (0)	0% (0)	0% (0)
My organisation develops great leaders	27% (16)	29% (17)	27% (16)	14% (8)	3% (2)	0% (0)	0% (0)
Our leaders clearly communicate the organisation's vision and objectives	49% (29)	34% (20)	12% (7)	3% (2)	2% (1)	0% (0)	0% (0)
Our leaders motivate me to achieve exceptional results	37% (22)	46% (27)	12% (7)	3% (2)	2% (1)	0% (0)	0% (0)



The leadership team is relatively new, although members of the senior team and two TRL/middle leaders are experienced leaders promoted from within the school. The results in the graph above demonstrate how people across the school believe that the senior leadership team motivate them to work to achieve exceptional results. Evidence shows that the school is working well above benchmark performance for the sector.

The Head Teacher talked about the importance of communication and staff consultation to manage change effectively. This was seen by staff as a real strength within the school. What is noteworthy is the way in which leadership has tackled response from staff feedback, by setting out clear people and leadership improvement targets in the school improvement plan.

What became clear through interview is that the Head Teacher is seen as incredibly inspirational, bringing a fresh approach and giving everyone a "voice". This, has resulted in a high level of trust and respect for leadership as a result of the Head Teachers vision and approach. The development of the new leadership team is leading to positive people outcomes. People interviewed saw the senior team as role models, each being seen as bringing a particular strength through their defined roles. Leaders confirmed that through the direction of the Head Teacher, weekly management meetings and regularly 121 sessions ensure that there is a good level of sharing of knowledge to coach and support leaders in the school. This needs to continue with the new structure and TLR team leading new initiatives.

All interviewees confirmed that the consultative approach is now part of the culture. Tuesday share and learn sessions, management and key stage meetings, and daily Head Teacher communications meant that everyone understands what is expected. Evidence shown with the staff survey demonstrates this with 94% stating that the school has effective lines of communication, up 59% since 2015. Staff confirmed the work of the leadership team to bridge the communication gap between Ysgol Ty Coch and BYC with Skype and more collaborative working taking place. This is seen as a positive move forward, particularly with the new Acting Assistant Head role recently introduced to help support change.

"Communication here is excellent - everything is shared, open and transparent."

Evidence collected throughout the on-site assessment shows a robust and effective objective setting through the planning and self evaluation process. Leaders and staff confirmed how the school uses internal and external reviews to monitor outcomes. Whole school self evaluation, Continua model, Instructional rounds, external peer reviews, challenge advisors and curriculum monitoring are all seen to drive school improvement. Leaders explained how staff and stakeholders such as external professionals, governors, staff and parent feedback is used to inform the school strategy and school improvement plan. These elements were reviewed extensively as part of this assessment desk top review and show how the school is achieving improvements with pupil targets and staff perception outcomes.

"The Head is outstanding. The changes that have been made are tremendous"
"It has only been a year and yet so much has been achieved."

The Head Teacher explained that from day one, work started to involve staff in decisions so that everyone has ownership for setting targets for improvement. The bidding system for resources means that everyone is responsible for budget planning and expenditure and this is directly linked to raising targets set out in the school improvement plan. Staff at all levels clearly understand what they need to do to deliver the highest level of education and care for pupils with complex needs and to support the more able and talented pupils. *"It's all about the pupils and achieving the best for every child."*

All levels of staff talked about the opportunity to challenge decisions made and how they can approach the Head Teacher with their view and be listened to. The work developing the new curriculum is an excellent example. The Head confirmed how he opens up discussions and encourages people to respond as a group, personally or via e-mail on any decisions relating to the improvement plan or specific needs of pupils. Teaching and support staff talked about how they are actively encouraged to take ownership of decisions in the classroom. One example staff shared is engaging people with their ideas and concerns within the sensory area and building resources for split year groups, this includes implementing forward thinking practice as a result of an internal staff member's published research work.

Leaders are seen as being passionate about planning and delivering results. This is confirmed through the on-line questionnaire, with 95% rating strongly agree, agree or slightly agree that the school clearly communicates the vision and objectives and a similar 95% rating to demonstrate that leaders motivate people to achieve great results. Teaching and support staff talked about how all stakeholders were involved in writing the new curriculum and the 14-19 curriculum strategy and this was cited as a real motivational approach to develop innovative thinking and approach. Self evaluation is seen by all as an ongoing process and each confirmed their input to monitoring and evaluating with Continua model. This is used to improve performance in line with leadership, and teaching and learning expectations that has resulted in people having a renewed sense of ownership and accountability for raising standards within the classroom and in teams. Tuesday twilight

sessions are recognised by all teaching and support staff as actively engaging people in discussions around standards and improvement. Teachers talked about how all staff are part of planning lessons and evaluating outcomes. Feedback from classroom monitoring and instructional rounds has included support staff so that they work to improve their own performance in the classroom.

"We have a pupil friendly SiP and targets are very relevant to learners"

The Head Teacher's approach to meet with every staff member and the introduction of the bi-annual staff survey meant that everyone understands what is expected from their manager and could describe how feedback is effectively actioned. The results of the internal school staff survey show a significant shift in people's perception of senior leadership. This demonstrates that leadership have effectively listened to the needs and views of staff. One example is that 100% stated that leadership communicate high expectations to all staff and this was mirrored at interview, where everyone confirmed their understanding of the importance of delivering excellence for the benefit of every child. People talked about how they are involved in steering groups internally and externally to allow people to develop leadership capacity; the Literacy and Numeracy Framework and the recent Digital competency groups are great examples of this. Support staff talked about how they are involved in all learning and development and are actively encouraged in decision making.

People felt that distributed leadership was now taking place more effectively with support staff becoming more actively involved in leading intervention strategies. People talked about how this was a really positive step forward and has motivated people to achieve the best outcomes with the need to continue to evaluate this approach. This was seen as important so that everyone's capabilities leading areas continue to be supported and strengthened.

Leaders talked about how weekly meetings are used to challenge their strategic thinking and approach to support 3-14 and 14-19 year provisions. The meeting structures are seen as productive allowing a high level of discussion around raising standards. Leaders talked about how they regularly review how they are managing areas of responsibility and explained how meetings are used to discuss their leadership approach against targets and action plans from staff surveys.

The Head explained the strategy for leadership development. Investment in the Future Leaders and Teachers new to SEN programmes are in place to help with the transition into Ysgol Ty Coch's ethos and culture. As part of succession planning senior leaders confirmed that there is a pipeline of aspiring leaders aligned to the longer term strategic aims of the school. The strategy for monitoring and evaluating middle leadership and those identified as potential leaders through the colour works profiling and new Leadership principles will add real value in embedding effective leadership for the future. Senior leaders talked about how they participate in delivering leadership training through the cluster school aspiring leadership programme. This is seen to allow a good level of external benchmarking of leadership performance.

It was made clear by staff that the hard work and efforts of all over the past year has resulted in positive outcomes with staff morale and a strong team culture. All felt that the senior team complemented one another, with a good level of coaching and support taking place at this level. One example of an outcome is seen through monitoring and peer observation with 58% of lessons now deemed to be excellent with confidence in the future of the school to achieve an excellent inspection outcome in 2017. *"I have learnt a lot from...." "...is a role model and I look up to, the respect is there."*

Support staff pointed out that they did not want to go back to the *"leadership of the past"*. This is represented by the on line survey where 83% strongly agree, agree or somewhat

agree that the school develops great leaders. With the high level of changes with the leadership structure, it is important moving forward that the leadership theme continue its momentum to sustain and embed the many good practices being introduced. The general message around future improvements is that that the great things being achieved continue, where everyone through distributed leadership develops the core competencies that are currently being displayed by the leadership team.

"There has been a very different style of leadership now and some are taking time to adjust after years of the old leadership practice. We can all see the change and it's for the better - this management team is really good. They really do listen and take on board what you say. You can challenge them if you disagree and they always listen to your point of view - they will change if they see the benefit of it and take on board your ideas..... This is definitely the way forward."

"I am very happy here, the change has been tremendous.."

".....(TLR) is a good team player - really good at leading and pulling the team together."

"...(TLR BYC) does a fantastic job, we have regular meetings and ... listens. I find my job so rewarding."

The outcome achieved is Advanced.

Summary of Action Points to maintain the level of performance and to aspire to achieve your vision for sector leading practice:

- Continue to build on and monitor the impact of the new members of the middle leadership team through performance management.
- The recent piece of work completed by the whole leadership team to define future capabilities should be cascaded. A workshop looking at how these relate to distributed leadership across the school will ensure that the culture is driven down to every level. This will make sure that leadership / behaviours are clearly linked to your vision of sector leading.
- Continue to monitor and evaluate middle management effectiveness aligned to the vision of leadership and value structures.
- As the governors have been involved in developing best practice through the Bronze Governor award, involving and encouraging governors to reflect on their leadership styles in line with the future capabilities will ensure that the vision for leadership is positioned across all levels of the school life. This will show sector leading practice.
- The coaching workshop being introduced next term, together with the in-depth Colour works profiling and analysis, will strengthen and embed the leadership so that it is rightly recognised as sector leading. Implementing basic coaching training for staff would also benefit your plans for embedding the new curriculum, wellbeing and support the restorative training.

Indicator 2: Living the school's values and behaviours

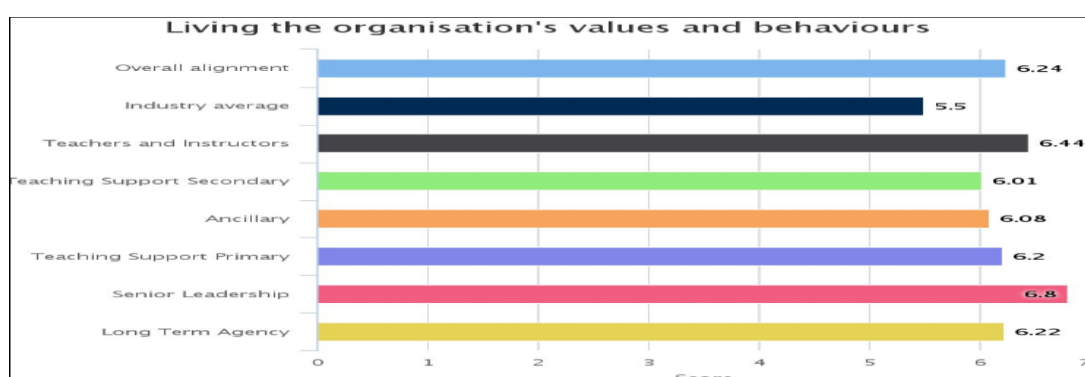
Indicator: 2. Living the organisation's values and behaviours

Questions in this set relate to how people and leaders act in line with the organisation's values at all times. The questions explore whether they have the courage and support to challenge inconsistent behaviours.

In the table below, green highlights stronger positive sentiment across the themes. Red highlights stronger negative sentiment across the themes.

Below is also a breakdown of responses by question, with the option to introduce industry benchmarking for comparison.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I share the same values as my organisation	46% (27)	44% (26)	7% (4)	3% (2)	0% (0)	0% (0)	0% (0)
My day to day behaviour reflects the organisation's values	61% (36)	30% (18)	7% (4)	2% (1)	0% (0)	0% (0)	0% (0)
My organisation's values guide the way we operate and make decisions	39% (23)	44% (26)	12% (7)	3% (2)	2% (1)	0% (0)	0% (0)
We challenge behaviours which are not in line with our organisation's values	34% (20)	46% (27)	7% (4)	12% (7)	0% (0)	0% (0)	1% (1)



The consistently high ratings of this indicator show that the great work developing the school values through consultation has impacted the whole ethos and culture of the school. The results of the on-line questionnaire show an average of 6.24 overall compared to the benchmark in your sector averaging 5.5. What is pleasing is that the lowest result was 6.08 for ancillary staff which demonstrates how far the values have been embedded across all levels of the school. This result was explored further in interviews with staff and again there was praise for the leadership team, without exception.

There is a set of six core values translated into a mnemonic RECIPE. The initial involvement of all staff in 2015 to set the culture, share expectations and agree the vision and way forward has resulted in everyone understanding what the values mean in practice. Everyone spoke about how the collaborative approach to defining the values meant that they were values that came from all stakeholders. During interview people explained that the Colour Works behaviour profiling meant that people could discuss what behaviours underpinned the values.

Engaging everyone in this process has resulted in the values being fully understood at all levels from leaders to cleaning staff. Respect, Expectation, Challenge, Integrity, Passionate and Enjoyment were consistently explained as your core values and people see these values as an integral part of the culture at Ysgol Ty Coch. People talked about how the values were integrated into areas of work, such as monitoring, planning lessons, key stage

meetings and work scrutiny which ensured a team approach where expectations were realistic with the passion and enjoyment for developing pupils to their full potential.

Leaders talked about how the values are used to make effective decisions around the needs of staff, stakeholders, pupils and parents. This extends to managing people, and an example shared was that people enjoy coming to work and encouraging the best from staff so that they gain a passion for the care and education that they provide. All talked about working in a challenging environment and how decisions are well supported in workplace.

Managing challenging behaviour was shared when discussing how the values are used in decision making in teams. This links in with the learning strategy for THRIVE training and Restorative Approach. Staff commented how meetings with external stakeholders such as parents and therapists worked around the values of respect, integrity and to challenge so that everyone is meeting the needs of every child and their families.

The values were made aware to the assessor on visiting the school and the importance of the values for the benefit of staff, pupils and parents were clearly explained. It was noted that the values are positioned across the whole school in school improvement plans, leadership statements and in policy documents. The themes clearly run through your teaching and learning approach where staff are clear about how the values are used through planning, monitoring and peer observations. The values are clearly displayed in the foyer and on monitors so they are clearly visible to all stakeholders and visitors to the school.

People were very clear how the values impacted their roles and explained how they were aligned to their targets with the children. Policies being adopted link into the values, such as teaching and learning strategy and behavioural policies, including the work developing the new curriculum. This can be seen in the following results from the on-line assessment with 97% confirming that the values are shared and 98% feeling the values guide school activities. This result is also reflected in your recent staff survey results with 100% of staff believing that the school fosters behaviour such as honesty, fairness and respect and 98% of staff seeing senior leaders modelling and promoting behaviours and values that contribute to creating a school ethos in which pupils and staff feel valued.

Staff explained that they have all been a key part of the colour works training where behaviours and individual traits were openly explored and discussed. This allowed staff from all levels of the school to look at how their behaviours impacted others as a result of their colour and how a mix of colours allowed for effective teamwork. People gave examples of how respect was a key value that ensured that everyone had a voice such as developing the thematic approaches into lesson planning. This is seen by support staff as creating a culture of openness to discuss and involve people's ideas so that everyone works with integrity in making the right decision to support pupils with complex needs, for example, developing life skills for children with autism.

"Colour works has helped to determine how people interact, respond and learn differently. It has really helped to shape our team. We all respect people and we live the values definitely."

"We developed the behaviours and values together - everyone's bought into that; it's a part of what we do here."

Everyone commented on the importance of enjoyment and the importance this makes to learning so that it is stimulating. Other examples included the work of the staff in areas such as the sensory room and support therapies where progression through care and wellbeing is continually sought. One observation is the way that the 2016-17 timetable has been

designed so that everyone's interests and strengths are utilised and this is seen to show the embedded respect, challenge and enjoyment of people taking the new curriculum and SIP plan forward next year.

Everyone stated that they respected their peers and talked extensively about how the colour works training enabled people to consider how they impacted others on their team and how they could approach things differently, understanding what each colour represented in terms of the style and personality traits when communicating or making decisions.

People believed that their day to day behaviour is in line with the school values. Through observation of the morning meeting, exploring the film footage of presentations and when walking through the corridor areas there was a real feel of a warm and friendly environment, where people talked positively about the team culture. One example was the work relating to World War II and how everyone took part in an empowering way. The outcome was external recognition through award presentation and this is seen as the reward for the hard work and contribution from people across the whole school.

What is important is that the colour works is seen as an important part of the team culture. Some staff wore the colour badges that represent their colour type and this is seen to help people think about how to approach decision making and communications in the school. This is an integral part of discussions. What became clear from interview is that everyone, from the senior team to cleaning staff believed in the values. This included staff reflecting on their values when making decisions around managing pupil behaviour. The senior team explained how recruitment and selection are interwoven into the questions and expectations of behaviours with candidates so that decisions form part of the decision making process. The recent round of TRL posts reflected this approach.

It is clear that everyone sees the senior team as role modelling the values and this is a key part of up-ward feedback. Everyone felt that they could challenge the senior team at anytime and that they could talk openly about any concerns that they may have. This open and transparent culture was seen to reflect what the school values were built on. However, a couple of support staff felt that there was still an element of the *'old approach'* and questioned whether they could challenge Teachers if they were not working in line with the values. The new TRL leader roles will add value here and evaluating the use of the values within teams will help to further embed the great work that has taken place across the school.

Development may be considered where:

- Leadership capabilities for all levels are revisited so that people can reflect on and share how they would like to see the leadership and values further embedded in their teams. This will support the work of the new curriculum and build on the strong culture of empowerment that you are seeking to achieve.
- Encouraging regular team discussions around the values will also form part of the implementation of the restorative approach being introduced in the next school year.
- Make sure that everyone evaluates their own performance living the values. Making the behaviours explicit in the recruitment and selection policy and performance management guidance notes may also help to further embed and challenge behaviours.

The outcome of this indicator is Advanced.

Indicator 3: Empowering and involving people

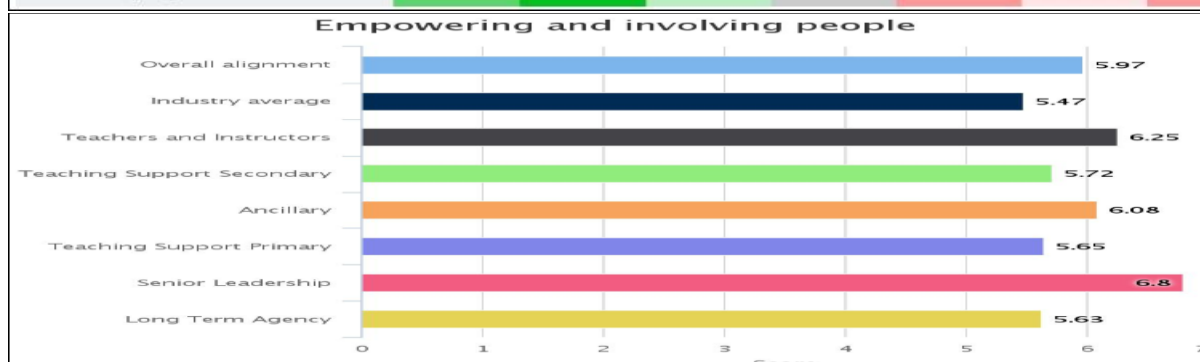
Indicator: 3. Empowering and involving people

Questions in this set relate to whether there is a culture of trust and ownership in the organisation. The questions explore whether people feel empowered to make decisions and act on them.

In the table below, green highlights stronger positive sentiment across the themes. Red highlights stronger negative sentiment across the themes.

Below is also a breakdown of responses by question, with the option to introduce industry benchmarking for comparison.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I am encouraged to take initiative in my role	49% (29)	37% (22)	7% (4)	2% (1)	3% (2)	2% (1)	0% (0)
I am trusted to make decisions in my role	41% (24)	42% (25)	5% (3)	5% (3)	5% (3)	0% (0)	2% (1)
I feel empowered to make decisions and act on them	24% (14)	42% (25)	15% (9)	12% (7)	4% (2)	3% (2)	0% (0)
I participate in decision making with others in my organisation	32% (19)	49% (29)	13% (8)	2% (1)	2% (1)	0% (0)	2% (1)



The results above demonstrate that people believe that they are very much encouraged to take the initiative in their role and are trusted and empowered to make decisions. This is demonstrated through the on-line survey, which shows that the school is above industry benchmarking for the sector with a score of 5.97 compared to the industry average of 5.47. This is also demonstrated with 93% of people agreeing that they are encouraged to take the initiative and 94% agreeing that they participate in decision making with others in the school. This shows that people are comfortable in making decisions and reinforces the level of team working across groups.

People talked about how the Head Teacher met with every member of staff at the start of his appointment and this was seen as having a significant impact on the empowering style now evidenced in the school. Across the whole school, from the senior leadership to the support staff network, there was seen to be a shift in the level of trust and inclusive approach which is leading to a new culture of empowerment and involvement.

These findings were explored in more depth in interviews and people stated how there is now a definite culture of enabling people to both use their initiative as well as working together. People talked about how historically, decisions were not always shared and, therefore, saw the culture very much as hierarchical. At that time this meant that decision making was not devolved within the school but people are now well on their way to adapting to this change and way of thinking across all areas of the school. This meant that most people have embraced change and see it as positive.

At interview people talked of their motivation to be the best that they can be because of the way the leadership team has embraced change through people. This began with workshops

where open discussions took place around what the curriculum needed to include, with A3 sheets and post it notes used to engage everyone in this process. This meant that everyone had a voice and ideas were valued. Tuesday sessions allowed opportunities to build on new ideas. People are proud of what has been achieved and leaders confirmed how this meant that the school was in a strong position to embed the curriculum well in advance of the 2018 guideline.

The decision to revise and re-write the curriculum ahead of the timescales set out in the Donaldson report recommendations has resulted in a well honed team where the sharing of ideas and innovative thinking were actively encouraged through whole school workshops. At interview people commented on how the leadership approach of full engagement had a significant impact on the perception of value of staff and this is seen as motivating for all staff interviewed.

People confirmed how they are encouraged to participate in the School Improvement Planning process with teams presenting their bids for resources and this means that people have ownership with the purchasing of equipment and resources. Information is actively shared and so decision making is sped up with people being able to access resources and schemes through the 'P' drive. People valued that and that policies, schemes and ideas for resources are readily available for people to utilise. Support staff talked about how their skills and knowledge set were being utilised, such as developing the use of Welsh language.

The efforts made with Instructional Rounds where 172 lessons were observed, has resulted in the school giving staff the confidence to feedback good practice and share what excellence in teaching and learning looks like. This includes the supporting roles in the classroom so that everyone is a part of the feedback process. The development of the new teaching and learning policy has pulled together everyone's experiences and set out good practice guides for the future. People talked about how this has led to positive outcomes. Review of results of the Instructional Rounds has shown that both teaching and teaching support staff see the progress now being made.

Daily meetings, weekly leadership, key stage and whole school weekly sessions make sure that staff are actively encouraged to voice opinions and share ideas. This is an opportunity for everyone to talk about what level of support is needed or to share any issues or to update people. This was observed through the daily Head Teacher morning brief where everyone is encouraged to attend. It is clear that people are happy to contribute and share what was needed, for example support of the school sports day and Olympics theme.

"We have regular meetings and share what worked well and what we can improve..."

Deployment of resources is seen as far more effective through distributed leadership with a number of people confirming that they are taking the lead with initiatives within the school, such as running the nurture group. Staff talked about how they are encouraged to run with new ideas, such as with post 16 Education, building on the hospitality side and promoting salon skills, including arranging placements and relationships externally. This includes forging relationships with retail stores to build on student placements and this level of decision making and influence on children's experiences is seen as transformational.

What became very clear from interview with the senior team is that the open and transparent approach means that people are actively encouraged to act on their ideas and make decisions for the benefit of the pupils. This was evidenced through the work with support staff and parents, where the support of families is seen as a key part of the school life.

A comment of *"It's brilliant here; it seems too good to be true"* was a statement made about the shift in culture and ethos. All staff confirmed that there was a culture emerging of strong participation and collaboration where teamwork is an essential component to decision making and idea generation. Each talked about how they are involved in leading aspects of the school and involvement in external working such as leading the creative schools initiative or working within PLC groups, such as science, IT and digital competence. *"We work well as a team. That's definitely one of our strengths - the way we all share and learn together."*

The BYC autistic unit talked about how leadership allowed a team approach to planning activities and were extremely positive about the leadership support of behaviour strategies. There are seen to be more activities across sites and this is helping people to share ideas more freely, with staff visiting each site more frequently, helping to build greater teams.

It is clear that the school has changed the culture and given staff back the accountability and ownership to make a difference in the classroom. A couple of support staff, however, mentioned some small concerns around team behaviour where not all staff had embraced the culture of empowerment, decision making and ownership. Therefore, continue to monitor this when evaluating the restorative training.

"The school is definitely becoming more open, but with so much change that has happened, some are finding it hard to take everything on board. There needs to be time to embed things. What is good is that they encourage you in all ways and are so supportive. There is a clear message for everyone to follow the same values. I believe that we all live these."

Teaching support and ancillary staff talked about how they are working hard to improve the support of teachers and the leadership team. Reception talked about the importance of a professional approach and developing more efficient working with a more paperless approach. Maintenance and cleaning staff talked about the importance of the environment and making decisions so that any issues are resolved quickly. Staff talked about how external audits feed into the decision making process and this means that proactive actions can be taken to make sure that areas are properly maintained and cleaned. The health and safety committee and regular meetings with the Head Teacher have meant that information is regularly shared and actioned. One outcome explained is that the Head has to deal with less issues with people having the trust and confidence to effectively deal with issues in their area e.g. maintenance.

The outcome of this indicator is Established with elements of advanced performance.

Development may be considered in further promoting staff engagement and to support and embed the approach for decision making at all levels:

- To evaluate the level of engagement in classrooms with more time allocated on a Tuesday to reflect and discuss progress within teams. The ongoing evaluation to embed the curriculum will actively support this.
- A lot of change has taken place with support staff now being utilised more effectively in the classroom to share ideas. Continue to work with teachers and middle leaders to build on further embedding the culture of empowerment at all levels.
- Support Staff have been actively encouraged to lead new initiatives and this needs to be monitored and evaluated with ongoing coaching to develop their leadership skills.
- To make sure that the school further develops devolved distributed leadership with the same approach as colour works, engaging people in what this means to embed empowerment and decision making. Continue to build on the peer observational rounds for support staff so that they can see best practice and use to build on decision making.

Indicator 4: Managing Performance

Indicator: 4. Managing performance

Questions in this set relate to whether objectives within the organisation are fully aligned, performance is measured, and feedback is used.

In the table below, green highlights stronger positive sentiment across the themes. Red highlights stronger negative sentiment across the themes.

Below is also a breakdown of responses by question, with the option to introduce industry benchmarking for comparison.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I am encouraged to achieve high performance	59% (35)	29% (17)	7% (4)	3% (2)	0% (0)	0% (0)	2% (1)
I set my objectives with my line manager	46% (27)	37% (22)	12% (7)	2% (1)	2% (1)	0% (0)	1% (1)
My organisation's success is reliant on all of us achieving our individual objectives	46% (27)	41% (24)	8% (5)	5% (3)	0% (0)	0% (0)	0% (0)
My performance is reviewed regularly	47% (28)	42% (25)	7% (4)	2% (1)	0% (0)	0% (0)	2% (1)



The ratings of this indicator in the on-line survey reflect the efforts over the past year to build on ownership and accountability of performance. Results show an average score of 6.29 against the UK industry benchmark score of 5.67. It is noted that all groupings rated the school above 6.0 which demonstrates that the approach to now involve every member of the school in the performance management process is starting to pay dividends. What is impressive is the score of 6.5 with teacher responses. This shows that the school is giving clarity of objectives so that teachers and instructors can add value to school improvement. This is in direct correlation to the interview process where people described how they all now receive a performance management review with a couple stating that these are underway.

The senior team confirmed that the approach this year is to get the performance right in the school, identifying people's strengths, and areas of interest and to set out areas so that everyone can raise their performance in the school. The senior leadership team had ensured the development of a more robust and consistent approach for managing performance to meet the school's short, medium and longer term planning. In order to set SMART objectives, the senior team made sure that individual performance management was delivered to all staff members, regardless of their role. This method was used to ensure a robust process with strong linkage to both pupil and whole school targets. Senior leaders confirmed how the values and traits are integral to discussions. This coincides with the Instructional Rounds, building trust and support raising performance in teaching and learning, where a clear framework was given to teachers against key criteria with the

Continua model used to now track progress from good to excellent. This process needs to continue.

The behaviours are again seen by all staff to be used informally, making sure that pupils benefit from the approach, such as respect for the pupil, making learning fun and challenging and this was evidenced across all areas with autism, key stages, foundation or sensory areas. All confirmed that tracking of pupil progress took place to identify and work to achieve and where possible, exceed individual targets.

The fact that everyone, including cleaning and agency staff are a part of the performance review process shows the commitment to an inclusive school. A couple of support staff commented that this approach needed to continue. *"Before this one, I didn't have a performance review...."* All staff talked about how the school now uses performance standards in order to measure and stretch individual performance in performance reviews and targets are set to ensure that everyone develops aligned to their personal goals and expected standards. *"Everyone is passionate about where we are going as a school...."* In line with the re-structure, continue to measure that performance reviews are consistently delivered across all levels in the longer term.

External audits are used to benchmark performance, such as the peer enquiry and this is seen by leaders as providing opportunities to stretch performance. A RAG rating system is used to monitor objectives set in the school improvement plan and this involves the pupils so that progress is tracked. There is a real focus this year on data and IEPs are used as a base and linked into target setting with scrutiny of work to monitor progress so that everyone is accountable for raising standards.

Staff talked about how Team Teach has been cascaded down to all levels and behaviour training regularly reviewed so that behaviour and standards are consistently applied. People talked about how termly evaluation, weekly staff and leadership meetings, and daily briefings all contributed to monitoring progression.

The senior team talked about how they have taken the lead with performance management so that everyone understands the expectations for performance in the school, with ongoing conversations to monitor and support improvements. *"We are coached to help us achieve high performance in our performance management...."*

Performance management is new for some support staff, however, most talked about how at least one or two reviews have taken place or are planned and this has meant that everyone has an opportunity to discuss their performance. This needs to be further embedded for consistency through the new leadership structure.

Teaching staff talked about their personal progression, particularly where they have been identified as future leaders, with progression paths mapped out for their roles. All staff talked about how they are part of school improvement whether it is taking forward outdoor learning or developing ICT resources for literacy. This shows the progression this year as a result of performance discussions.

The senior team explained the importance of coaching to encourage greater decision making. People felt that they could challenge the Head at anytime around resources or driving forward initiatives which demonstrates that people are taking responsibility for their own performance. An outcome of performance discussions is that people are taking more responsibility for disciplines across the school. One good example is within ancillary areas where staff are monitoring cleaning activities and working with new systems to improve cleanliness across the school. Another is that maintenance issues are dealt with so that

there is less contact with the Head Teacher with the trust that health and safety and any contract work is dealt with effectively.

People confirmed that they have regular discussions around ways to build on their capacity and contribution in the school. People see the improvements that they are making through working with their objectives, for example developing literacy and numeracy resources and strategies, improving the wellbeing of pupils or developing life skills. Leaders confirmed the progress that people are making and gave examples of how they have purposely created an environment where giving and receiving feedback to people is valued. Teaching and staff talked about how instructional rounds gives feedback on classroom activities and enables each to monitor their own performance. All staff talked positively about a trusting and a more positive environment with the desire from all to be seen as delivering excellence in the classroom. *"We get good feedback from instructional rounds.."*

"It's great that we are all involved in the decision making process. SMT tell us what needs to happen and there is great clarity about where we are going and what we all need to do. Training days allows everyone to share ideas and we discuss everything."

Staff interviewed touched on how behaviours are used in whole school meetings, morning meetings and through staff survey outcomes. This is seen as a way of monitoring that people are using behaviours for the benefit of the children in the school. Staff survey and termly self evaluation data is used to monitor performance management and target outcomes. Senior leaders talked about how behaviours and personal traits are used as an intrinsic part of the performance process and examples were given of how people are given new responsibilities around their colour works profiles and training. Some staff were, however, less able to talk about how the behaviours are explicitly monitored in performance management. Some thought could so be given to how these values can be made explicit in the performance management process, particularly to continually review effectiveness in the longer term.

People talked about how learning and development evaluation forms a key part of self evaluation where resources and training are regularly evaluated in KS and leadership meetings so that value for money is being achieved. INSTEP evaluates effectiveness of P scale pupil progress against targets so that intervention is targeted, assessed and tracked. External benchmarks, such as peer enquiry and PLC outcomes link into SIP targets. Observation of internal training sessions filmed showed the Head Teacher delivering learning with the importance of data collection and its use and impact on performance. The staff survey links into measuring how people see progress, for example, 96% now agree that effective arrangements are made for performance management, tracking and that performance management data is used so that it informs whole school priorities.

The next step is to continue to delegate and develop the new TRL posts/middle managers and sharing responsibility with the new performance management approach. The Head explained the work in September to develop the colour works further by introducing more in-depth profiling and assessment for the whole leadership team. This will coincide with the formal coaching training. This will help embed the practices across all areas and ensure that the robust approach continues and is well established for the future.

The outcome of this indicator is currently at an Established level.

The performance management of support staff requires further embedding. Taking the school to advanced and high performing levels, the following areas should be considered:

- To continue with the Head Teacher performance review, particularly to monitor the dual Headship arrangements and leadership objectives.
- Continue to coach middle managers so that those new to post are well trained in delivering the current performance management approach. Encourage each to seek up-ward feedback on how they are supporting and managing their teams.
- Build in specific line manager questions into the internal staff survey. This is important so that consistency in approach is firmly embedded to maximise high performance and manage underperformance at all levels in the longer term.
- Continue to evaluate the performance management process through staff surveys to make sure that SMART objective setting continues to take place across all levels and is consistently applied. This is vital to monitor performance as a result of change and new opportunities with the new culture.
- Fully utilise the new leadership principles as a benchmark in performance reviews for leaders.
- Performance data needs to be used to further embed cultural change with support staff. Build performance management targets into HR metrics to ensure 100% compliance is embedded with the new leadership team. This is important to measure and monitor the quality of discussions and consistency in approach as the new structure becomes embedded.

Indicator 5: Recognising and rewarding high performance

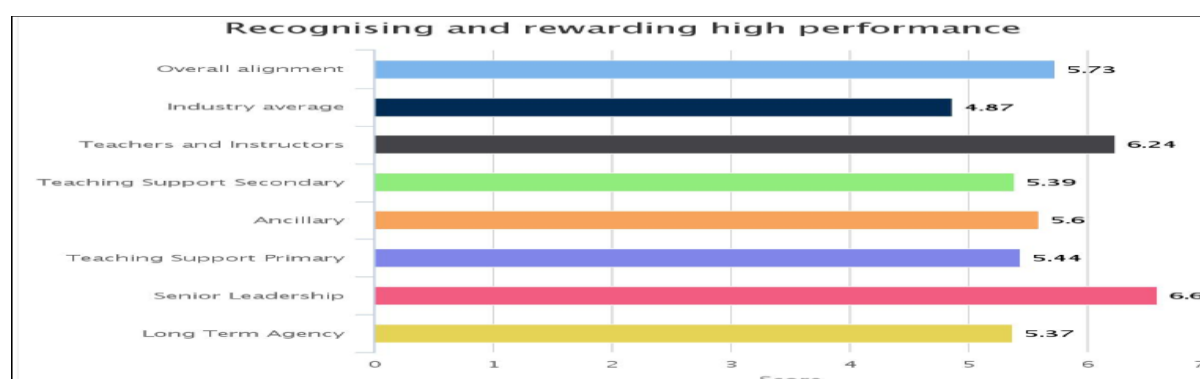
Indicator: 5. Recognising and rewarding high performance

Questions in this set relate to whether recognition and reward is clear, fair and appropriate, and specifically is there is a culture of appreciation where people are motivated to perform at their best

In the table below, green highlights stronger positive sentiment across the themes. Red highlights stronger negative sentiment across the themes.

Below is also a breakdown of responses by question, with the option to introduce industry benchmarking for comparison.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I feel appreciated for the work I do	39% (23)	31% (18)	20% (12)	3% (2)	5% (3)	0% (0)	2% (1)
I/my team are consistently recognised when we exceed expectations	32% (19)	36% (21)	17% (10)	8% (5)	3% (2)	2% (1)	2% (1)
I/my team receive higher levels of recognition and reward for higher levels of performance	22% (13)	32% (19)	24% (14)	14% (8)	3% (2)	3% (2)	2% (1)
My organisation has a flexible approach to recognition and reward	30% (18)	44% (26)	15% (9)	7% (4)	2% (1)	2% (1)	0% (0)



Combining all areas of the school results, the online assessment shows that the school is operating above the industry benchmark. The performance score of 5.73 is above an

industry average of 4.87. However, the spread of responses suggests that the school could further benefit from building on best practice approaches if it wishes to achieve the high scores shown in the other indicators of the Investors in People framework.

During the context meeting, in-depth discussions took place around the challenges of rewarding high performance within the constraints of the education sector which limits the formal range of what the school can offer its staff. There are pay structures and thresholds in place for teaching staff and levels are introduced for teaching support staff from level two to level four HLTA posts. It was explained that whilst the school did not have a written reward and recognition strategy, the senior team have worked to link performance to the aims and achievements set out in the 3 year plan. The senior team explained that the focus was to develop all staff aligned to their strengths and areas of interest so that each member can develop new skills, experience, responsibilities and qualifications for personal growth. This is seen as important to develop people so that they contribute effectively in a stimulating learning environment. School assembly is seen to be used to celebrate staff and pupil successes and this together with investment in skills and qualification, is seen as the approach to recognise reward high performance. People confirmed this at interview. This investment over time is seen to allow people to develop in their qualifications and career paths.

People commented that the changes taking place meant that that the school is a *"great place to work."* People talked about how the Head knew everyone's name and this personal approach meant that they felt a valued member of the school. Leaders talked about the importance of having an open door policy, where staff can talk about any issue that impacts them personally or in their role.

What was seen as important to the senior team was a culture of praise and recognition. The senior team explained the importance to *"Give away the credit at every opportunity"* and this is seen to be of fundamental importance moving forward, to recognise that ideas and innovative thinking are celebrated across all aspects of the school. The assessor observed the introduction of celebration events through the Heroes Assembly and Pride of Ysgol Ty Coch films. The capturing of staff activities has gone down incredibly well across the school.

Thank a Teacher Day, and celebrations of Stars in Our School, recognition and celebration at morning meetings are seen to be used effectively to thank people for their specific contribution. Staff talked about free breakfasts, newsletter recognition, cakes and treats in the staff room and birthday celebrations. One staff member talked about how they received flowers for their efforts and another shared how staff go with pupils to receive external awards for the work achieved in the school e.g. WWII events. Staff received gifts and flowers for their efforts and confirmed that they attend evening events, such as fund raising nights and how this supported both parents and pupils in the school. All staff attend internal training events, such as colour works so that everyone is a part of the learning in the school.

The presentation of certificates to all staff, giving specific reasons for awarding and recognising high performance whether this was around people's approach to the values or individual achievements. This level of recognition was seen as motivational with staff feeling valued for the contribution that they make to improve the school. The recent questionnaire to staff has helped to look at ideas for future awards. This shows that the school is working to review and refresh the school's approach to rewarding and recognising people.

People talked positively about the supportive culture, and where work life balance is always considered. Staff talked about how there is a two way approach where people give up their time for the needs of the school and are rewarded by having time off to attend their own

children's school events and this is seen as a way of rewarding the contribution that people make to the school. Staff talked about recognition when they took time to attend events, such as the trip to Llangrannog and support of the Duke of Edinburgh Awards. Staff talked positively about the number of successes with children achieving Silver and Gold awards and this is seen as an outstanding achievement with a strong sense of pride in what children achieve, particularly with the children overcoming any obstacles around their disability. The recent responsibility given to run vocational programmes with the on-site hair and nail salon is a good example of how people are rewarded for their ideas and commitment to raising standards.

People felt that high performance was rewarded informally in a consistent way across the school and that recent celebration events were motivational. Some staff talked about how they are given every encouragement to take on new initiatives and qualifications to support personal interest and career aims and this allows staff to increase their opportunities within the school and to seek promotion externally. People talked about flexible working arrangements with part time options and time off to support family needs. Leaders talked about how return to work and leaver discussions are used to help inform strategies and approaches in school. One staff member talked positively about the approach to those returning to work after a period of absence and was complementary about the high level of support from the senior team and arrangements for flexible working arrangements.

The work of the governing body to celebrate events in assembly, attend the school Prom with staff, particularly the very recent letters to all staff from the governing body shows the ongoing approach to build on reward and recognition in the school. Whilst this shows great practice, developing a well defined and communicated strategy for reward and recognition will support your people culture.

Staff talked about how the school endeavours to reward high performance and felt that the current approach to recognise individual contribution should continue. People appreciated the recent questionnaire and an opportunity to present ideas. Responses from interview and on line questionnaire suggest that more could be done to encourage people's input in designing and sharing ideas introducing flexible options for future recognition approaches, including using the salon services.

The school has some really positive elements for reward and recognition and it is currently at the Established stage for this indicator.

Formalising and sharing your strategy here aligned to your longer term vision will be important to develop your aim for sector leading practice.

Development may be considered.

- The recent questionnaire is a great start to get people to think about reward ideas. Involve people in defining, reviewing and expanding on the reward and recognition approach. The school needs to demonstrate that it regularly reviews innovative approaches tailored to individual needs throughout the school. Consider a small working group to assist in developing new ideas for recognition. This will help to develop innovative and flexible approaches for teams and individuals. This will help to build on your vision for excellence.
- Look to benchmark your approaches with reward and recognition against other schools. Neston High School in Cheshire was shortlisted with the Investors in People annual awards for their approach to reward and recognition and sharing good practice will help to further build on reward strategies. Look to also benchmark

reward strategies outside the education sector with the links already developed, for example Tesco's and hospitality sectors.

- Staff talked about how wellbeing is an important factor within the school and this could be further expanded by looking at the Investors in People Health and Wellbeing Award or the Wales Corporate Health Standard as these will offer a number of different opportunities for staff and can be linked to your reward strategies. This could also work developing your corporate social responsibilities through initiatives such as cycle to work schemes.

Indicator 6: Structuring work

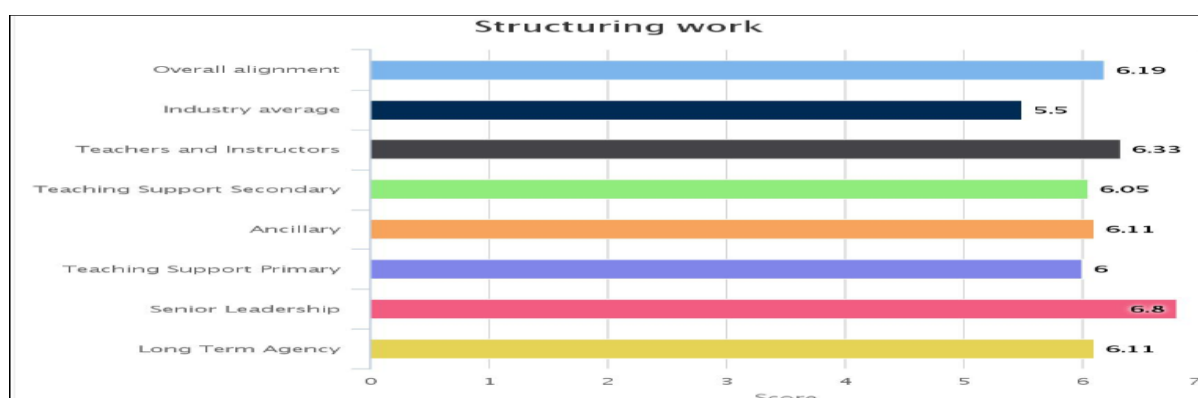
Indicator: 6. Structuring work

Questions in this set relate to whether the organisation is structured to deliver its ambition. The questions explore whether roles are designed to delivery organisational objectives and create interesting work for people, whilst encouraging collaborative ways of working.

In the table below, green highlights stronger positive sentiment across the themes. Red highlights stronger negative sentiment across the themes.

Below is also a breakdown of responses by question, with the option to introduce industry benchmarking for comparison.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Our roles are structured to enable us to work well together	35% (21)	49% (29)	12% (7)	2% (1)	0% (0)	2% (1)	0% (0)
My role allows me to develop the skills needed to progress	37% (22)	46% (27)	10% (6)	7% (4)	0% (0)	0% (0)	0% (0)
My role is structured to allow me responsibility	34% (20)	47% (28)	14% (8)	5% (3)	0% (0)	0% (0)	0% (0)
My work is interesting and uses my skills and capabilities	49% (29)	41% (24)	10% (6)	0% (0)	0% (0)	0% (0)	0% (0)



At the context meeting, discussions took place around the importance of getting the structure right to deliver the 3-year strategy and plan. The rating shown from the on-line assessment demonstrates that there is a culture where people's work is structured so that their skills and capabilities are utilised and work is interesting. 93%+ rated between strongly and somewhat agree, demonstrating the belief that people can take responsibility for their work and can develop their skills set to enable them to work well with others. Given the high degree of change over the past year, this indicator was explored further during staff interviews to determine how the structure was embedded.

Roles are designed to make work interesting with all levels of staff with skills set and qualifications understood in order to progress within the school. Long serving staff confirmed how investment their learning over time has allowed them to progress within the

school. 70% of support staff interviewed talked about how the investment in their learning has allowed them to progress within the school between levels 1-4. Improved target setting and development focus in the recent round of reviews has meant new opportunities to develop skills sets. All staff talked about a work life balance with a number of part time working opportunities that demonstrate a flexible approach to resource planning. All staff felt that they had clear areas of responsibility and clear roles in the classroom taking up more teaching roles.

Work has taken place this year to re-design roles and responsibilities at leadership levels aligned to the 3 year strategy and plan. The recent round of interviews and restructuring are seen to give people new opportunities to lead school priorities which ensures that leaders, teaching, support staff and those new to SEN teaching roles have clear goals for their development and career paths. This includes longer term agency staff being recently recruited into permanent roles. Documentation evidence of the school strategy for the right organisational fit, reporting structures and job descriptions showing key capabilities were evidenced. This includes the skills needs and training outlined in the School Improvement Plan. However, a couple of staff interviewed see the structure and plan as "*work in progress*", particularly to drive forward roles and responsibilities.

The recent whole school presentation around budgets and planning for next year was also noted. It was evident when in discussion with people at interview that the re-structuring has been consultative and well communicated. This was observed through the daily staff briefing, where the daily diary of events and activities for the day were openly shared, including plaudits for achievements. The open door policy meant that anyone can get in contact with the Head Teacher or senior team to discuss any concerns around individual job roles.

The senior team talked about how it has the right team to drive forward change and improvements, including the recent leadership restructure to support the Head Teacher taking on a dual headship role, leading Ysgol Hen Felin School through change. This includes offering internal promotions into Acting Assistant Head roles aligned to individual strengths and colour works and leadership profiling.

Staff at BYC are pleased to see the effectiveness of communications and training between both sites, particularly with leadership and the need to build on more shared resources and best practices across sites. Support staff felt that they are able to step into each other's roles so support classroom needs. Each talked about how they can progress and take on new responsibilities with opportunities to do so across the school. New positions have been introduced as a result of performance review discussions, such as level 3 posts to build on options for school leavers, such as the on-site beauty salon and hospitality, and a new centre leader role to further develop the Duke of Edinburgh centre. The new TRL roles have distinct responsibilities to support the curriculum. These roles now need to be bedded in and supported through ongoing performance discussions. The coaching training will add value here to help support the learning cycle and empowerment through devolved decision making. People commented that the school had high expectations from staff and explained that there was a team approach to be seen as an excellent school. "*There is a high expectation to achieve the best - we're all in it together.*"

The one to one interviews between the Head Teacher and regular meetings ensured that the Head and the senior team understand the needs of every staff member. This has resulted in the 2016-17 timetabling being structured to make the most of people's talents so that they can expand their roles and experience across key stages. Staff talked about their new

responsibilities, such as developing outdoor learning, supporting primary and secondary sensory pupils, developing ICT and eye gaze technology.

Internal policies are seen by staff to help speed up decision making. Examples shared include the SiP bidding process, behavioural policy and tracking behavioural issues, teaching and learning policy and Assessment for Learning, Health and Safety committee and action planning and external cleaning audits. People talked about how the SiP bidding process for resources which is seen to allow better planning of staff and resources. Teaching and support staff confirmed that they are given the trust and ownership for decisions made, working on thematic approach for children in planning lessons and the promotion of the sharing of schemes of work and resources through the 'P' drive. People confirmed that the structure was clear in terms of who to go to when advice or guidance is needed. Governors are well aware of the success being achieved through the link governor roles and their input to support pupil activities with horticulture and outdoor pursuits.

Collaborative working takes place with external stakeholders with staff working closely with health practitioners and parents to support the needs of each child and their families. People confirmed that resources are pulled together to develop pupils so that all children continually work to improve aligned to their specific needs and IEPs. Tuesday sessions are used for shared learning. The next step is to evaluate and progression across key stages. Teaching and support staff talked about the team effort to write the new curriculum with all staff feeling proud of the achievements made to date with the belief that the curriculum reflects the changing needs of pupils.

As is the case in education, there is a dichotomy in that support staff are looking for more interesting work but there are constraints placed upon the school with budget and job evaluation remits. Support staff talked of the greater emphasis on working to take on additional responsibilities and this is seen as motivating, taking forward their areas of interest. However, they also talked about the need to continue to review the support staff structure and levels for teaching support roles in particular. Work is taking place to ensure consultation through the UNISON union to ensure that all support staff have a voice with any negotiation around roles and responsibilities. Performance management needs to be used to effectively manage perceptions moving forward. *"I feel they need to look at the levels as everyone now does the same level of work."*

"There was no progression previously, you just slotted in. Now there is progression for us, I take the lead with...." *"Opportunities are there."*

"The structure is still 'work in progress'".

"The class lists have changed so that everyone can be the best that they can be.explains everything so that change is accepted because we are all involved in decisions. We've been put into classes that are in the best interests of staff and the team and what is best for the children."

Whilst there is clearly a high degree of change and great focus is taking place to build on a fit for purpose structure to meet the long term ambition, the current level for this indicator is Established with elements of advanced performance. There is a view from staff that the structure is still work in progress and new roles supported and embedded.

Some areas for ongoing development are:

- Significant work is taking place to build an effective structure that supports the school ambition. To move to advanced level, embedding and evaluating the new structure

will be necessary so that you achieve the successful outcomes with the new structure.

- Coaching skills across leadership levels will help to support those developing into new roles.
- Continue to work with support staff to evaluate the changing needs of the school and how personal progression and grade expectations can be managed in the longer term. This is important to maintain transparency and to balance the needs of the school and continue with the level of staff satisfaction.
- Continue to work with staff to evaluate how the new leadership structure is working through new TRL posts and senior leadership support of the Head teacher's dual role. This is seen as important by staff interviewed to continue to improve achieve an excellent inspection in 2017.
- Staff at BYC talked about the importance of sharing activities and resources across sites and gave examples of things that they would like to see develop, such as more joint activities at the BYC centre.

Indicator 7: Building capability

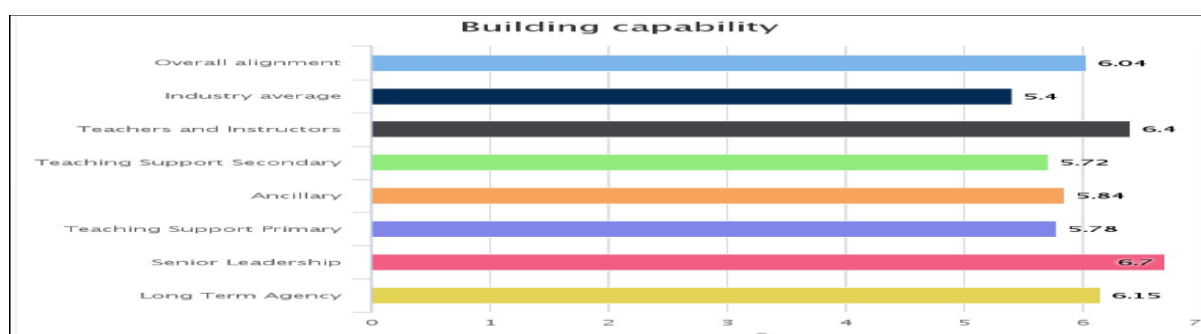
Indicator: 7. Building capability

Questions in this set relate to the extent to which people's capabilities are actively managed and developed. Specifically, the questions explore whether people are able to realise their full potential.

In the table below, green highlights stronger positive sentiment across the themes. Red highlights stronger negative sentiment across the themes.

Below is also a breakdown of responses by question, with the option to introduce industry benchmarking for comparison.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I develop my capabilities to reach my full potential	44% (26)	41% (24)	13% (8)	2% (1)	0% (0)	0% (0)	0% (0)
I have every opportunity to grow my capabilities to be the best I can be	31% (18)	37% (22)	25% (15)	5% (3)	2% (1)	0% (0)	0% (0)
My organisation believes it is important that we all learn and develop our capability	46% (27)	46% (27)	7% (4)	1% (1)	0% (0)	0% (0)	0% (0)
People are selected for roles in my organisation based on their proven capability	22% (13)	42% (25)	22% (13)	8% (5)	2% (1)	2% (1)	2% (1)



The results in the graphs shown above demonstrate how people across the school believe that the senior team is committed to building the capacity of the teams across the school. This is particularly relevant to that people can see how they are developing their capabilities to achieve their full potential, with 98% of staff confirming the commitment to personal development. This was probed further during interviews where all levels of staff confirmed

that they are encouraged to develop their qualifications and capabilities to meet their job needs. This was evidenced at all levels.

Staff talked about regular Tuesday for all levels of staff in training such as Team Teach, Touch Therapy, behaviour training, behavioural and Health and Safety and e-safety. Staff talked about how they are well trained with qualifications being encouraged at all levels of staff from NQT teaching to level three and four in learning support. In discussions with staff, it became clear that work is taking place to build on the capabilities so that the school can achieve its ambition of being recognised as sector leading. Expanding the leadership team to incorporate office manager is seen as an example of the commitment to an inclusive culture.

Staff confirmed that they are working collaboratively with other schools to take forward initiatives and to develop specialist skills such as hydrotherapy, hair and beauty, ICT and health and safety. All staff interviewed confirmed how they are encouraged to undertake learning with a firm belief that everyone's development mattered under the new leadership. One example is involving the cleaning staff in colour works training so that everyone plays a key part in developing and setting out the standards, values and behaviours needed to work to in the school.

There were many examples shared of how staff in the school have developed as a result of the nurturing approach, such as lunchtime supervisors becoming trained classroom assistants, working towards their level 3 qualifications. Teachers new to the school are offered programmes that the school has developed to help mainstream teachers understand the SEN provision and needs. *"We've discussed where I see my role developing and meet with....to see how my career is progressing..."*

Evidence from documentation review and discussions with senior leaders show that there is a pipeline of talent determined from recent performance discussions where people are taking on a range of new and interesting work, such as leading wellbeing, co-ordinators developing Literacy and Numeracy framework and work to develop the curriculum and post 16 education. Staff confirmed this took place through consultation, encouragement and support of leadership.

There is evidence that training is disseminated so that everyone can be a part of the learning process such as working with Autism and using ICT resources to improve pupil's literacy and numeracy. The majority of support staff talked about the level of integration and inclusion to develop good lesson plans. The peer observation approach is seen to have brought about a better understanding of actions to develop from good to excellent lessons in classrooms. Staff commented also commented that the performance management process was an open and honest process and they are consulted about any changes that impact their own performance.

Staff understand the training needs for the school, such as the work to bring about the Restorative approach and skills set such as THRIVE being planned and to be cascaded. The work of the senior and middle leadership team with more in-depth profiling using colour works and coaching is seen to allow every leader to develop their leadership strengths. Coaching and mentoring workshops are being planned so that everyone adapts a coaching approach and this is seen as important to further empower and give confidence in decision making for support staff and this will lead to sector leading practice.

Recruitment and retention was an area that was explored during staff interviews. What became clear is that historical practices around recruitment and selection were not seen by support staff as fair and equitable, with a strong perception of past favouritism. However,

evidence from interviews and a review of the recruitment process shows that the new approach is based on a fair and efficient process and there is a clear criterion focused on the job role requirements in an unbiased way. However, some staff felt that this needed to continue to be demonstrated. *"There have been a lot of internal promotions and some question how these were not external."* Progress is clearly being made and this is evidenced through the internal staff survey with 81% believing that recruitment is now effective, an increase of over 50% over the past year.

The Head and senior leadership team explained how the selection process of their own roles followed local authority guidelines, with presentations, leadership profiling and competency interviews, including interviews by pupils of the school council. The TRL post holders (both successful and unsuccessful candidates) talked of their personal experiences and confirmed their perception of the fairness of the current recruitment process where candidates, presented and were interviewed against the requirements of the job role. Each confirmed that they had opportunities for feedback and support of their development needs to help them take forward the skills needed for the future. This showed that the approach was fair, transparent and robust. The appointments at TRL roles need to be embedded and continually measured.

There is evidence that the 2nd round of performance management this year has allowed a critical review of roles and helped to identify future potential. This has led to a number of teaching and support staff taking up the challenge of new and additional responsibilities, such as leading strategies for wellbeing, safeguarding, creative schools, autism and work to develop ICT for non verbal readers. Support staff also gave examples of how they are developing further qualifications to run and lead aspects of the school such as BYC, D of E and post 16 education activities. This shows that whilst the new team have only been in situ for a year, good progress is being made to recognise and support talents for future roles. People felt that this needed to continue, particularly for support and agency staff levels. This now needs to be embedded.

The school is currently operating at an Established level for this indicator, with some evidence of advanced practices. In order to progress to the advanced and high performing levels, the work with the curriculum and new responsibilities being introduced need to be embedded. This is a key requirement of this indicator is the evaluation and embedded of middle leaders, distributed leadership, coaching the new structure and succession planning.

Some areas for development are:

- The strategy and policy for internal and external recruitment could be re-communicated so that there is no disputing the decisions that are made for the good of the school.
- Whilst the school is restricted in terms of staff budgets, continue to work with Unison and staff to review the roles of teaching support staff. Some staff are embracing change better than others so continue to monitor how well change is being managed through the staff surveys.
- Staff felt that there needs to be a balance of learning and embedded work within teams. Look at how the Tuesday sessions can be fully utilised to support staff needs for time building the curriculum.
- In line with your strong drive for an inclusive and empowered workforce, future evaluation of the people strategies, processes and practices could be achieved through a working group representing different levels of the school
- Review your approach to HR metrics and set out a wider range of measures, which will help to track and monitor the impact of HR strategies. Use this to monitor progression and structure and continue to share with staff.

Indicator 8: Delivering continuous improvement

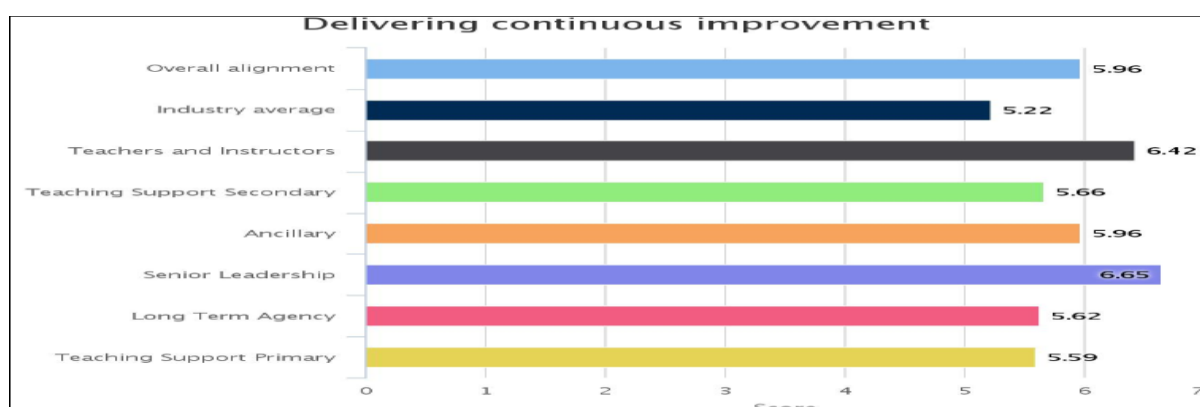
Indicator: 8. Delivering continuous improvement

Questions in this set relate to whether there is a focus on continuous improvement. The questions explore whether people use internal and external sources to come up with new ideas and approaches, supported by a culture that encourages innovation.

In the table below, green highlights stronger positive sentiment across the themes. Red highlights stronger negative sentiment across the themes.

Below is also a breakdown of responses by question, with the option to introduce industry benchmarking for comparison.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I am responsible for improving the way we do things	27% (16)	39% (23)	20% (12)	7% (4)	2% (1)	5% (3)	0% (0)
I can experiment without feeling worried about making mistakes	25% (15)	32% (19)	27% (16)	12% (7)	2% (1)	0% (0)	2% (1)
I look for improvement ideas from within and external to my organisation	41% (24)	39% (23)	13% (8)	7% (4)	0% (0)	0% (0)	0% (0)
We are always seeking new ways to improve	51% (30)	37% (22)	10% (6)	2% (1)	0% (0)	0% (0)	0% (0)



Across the whole school, as demonstrated in the table above, there is evidence of a culture of continuous improvement. Teacher and Instructor scores reflect the scores of the senior team, with ancillary showing higher results which indicates that people are seeing improvements to the way the school operates. This area shows how the school has build on the existing best practice developed from the built over time to show continuation of continuous improvement. There is good evidence to show that focused target setting is helping to bring about more effective processes and practices. What became clear at interview is that some support staff are still getting to grips with new responsibilities, but are gaining more confidence in developing their roles in the classroom to help towards achieving another excellent inspection.

People are aware of how they contribute to ways of working. Self evaluation activities are seen to drive forward understanding of the targets being achieved against the SIP. This allows co-ordinators to measure impact of intervention strategies. The Head Teacher confirmed the commitment the focus on continuous improvement and how evaluation and tracking of data is reviewed to monitor standards. Data presented in the self evaluation shows how pupils are making progress with their IEP and that staff see this improvement with areas with literacy, wellbeing and behaviour management and progression of children

with Autism. Learning and development is evaluated to identify how well pupils are responding to intervention strategies.

The Head and team described the importance of best practice sharing with both SEN and mainstream schools. Benchmarking also includes working with training and leadership providers e.g. colour works, to stretch outside thinking to develop effective teamwork, value and behaviours. This includes leaders delivering aspects of the consortium Future Leaders Course and how this helps to benchmark internal and external leadership practices. Peer Enquiry provides external judgement on performance with positive feedback on progression being made aligned to the Estyn Framework.

The on-line survey shows that that people believe that they are responsible for improving the way things are done. What has made a real difference is the work to involve all levels of staff in experiential learning re-designing the new curriculum. This approach has had a real impact on achieving the aims of an inclusive school culture.

Teaching, support and ancillary/office staff talked of the importance to seek out new ways of working to support the needs of staff and children. Examples shared were identifying ways to minimise paperwork and ensuring a well maintained school that is safe and clean. This is also reflected in the canteen areas with a five star hygiene rating score that shows that everyone looks to achieve the highest outcomes.

60% of support staff talked about how they review what has gone well in the classroom and what could be improved with lessons. This allows people to try out new approaches to continually learn on ways to improve. The focus on instruction rounds is allowing continuous improvement to take place. 40% of support staff interviewed felt that more sharing of good practice across support teams could be further encouraged and this would help others develop the confidence to experiment without fear of mistakes. Developing coaching skills across teams will strengthen problem solving within teams and encourage trialling new approaches building on confidence applying learning. Support staff felt that their skills were starting to be utilised more in the classroom, for example, Welsh.

Leaders talked about how they are actively encouraging staff to take reasonable risks when applying the curriculum and work to improve new teaching and learning approaches, such as trialling new ideas to help manage pupil independence in the community or generally trying new approaches to help children improve skills set such as cooking skills. Support and teaching staff talked about how they encourage pupils to improve one point with their IEPs, testing out new approaches in line with pupil's specific wellbeing and complex needs. Specialist skills, such as hydrotherapy and reflexology are also being invested in for use in school. As a result of the work undertaken this year to develop the curriculum and to engage people in decision making has resulted in people being passionate about being innovative in the way that children are supported so that their life skills, wellbeing and educational needs are met.

"We have a 3-year plan in place and we know where we are going and we know how skills and learning fits into this..."

"ICT has made a big difference - engaging children from the start to the end. We can see the impact it has on the children."

"We have regular meetings and sessions on a Tuesday. Everyone is a part of discussions implementing policies and behaviour plans. We get together with staff to talk about challenging behaviour. We are all Team Teach trained on how to handle children effectively. Inset days are so helpful."

Leaders talked about the importance of innovation. This reflects the findings from interview where all levels of teaching staff are engaged in some level of benchmarking internally or externally to improve their areas of responsibility through cross consortium projects. Instructors lead whole school initiatives and talked about growth opportunities through external benchmarking e.g. use of ICT.

Staff talked about how they work with strategic partners and practitioners to develop the best support for pupils. The school uses a range of information from internal and external sources to monitor how well it manages and develops staff with an ongoing approach to networking with cluster schools with SEN provision and sharing best practice through the SIG group and leading PLCs groups. The school has achieved a range of awards including Healthy Schools, Investors in Families and the work with external best practice projects. There is also evidence of staff working externally to share internal best practice with the work in the school. Looking outside of education, colour works is used as a tool to set out better teamwork and leadership approaches. The Head talked about the importance of Emotional Intelligence and leadership development planned for the whole leadership team is around coaching and enhancing this skill set so that people development and support can be further advanced.

Teaching and instructors are networking with other schools, colleges and organisations to support students and to develop the post education curriculum. One of the key messages that come from the senior team is the importance to continually drive a strong culture of improvement, with *"no excuses and no cover-up's - about learning from our mistakes."* Staff at all levels confirmed that they put forward ideas and this is shown in the on-line results with 98% believing in the need to strive to seek new ways to improve.

Foundation phase base lines are used with pupils seen to be making good progress against pupil targets. One teacher talked about how she is supporting SEN provision for main stream teachers and this is seen by leaders as leading best practice and supporting professional practice.

"This is a very happy place to be at the moment..."

"It's now about embedding change."

"NFL tracking of pupils measures progress - each child is making progress with their targets... we have seen excellent results....."

"We have lots of opportunities to visit and see best practice" "There is a real passion with people enthused and excited preparing very high quality resources and experiences for children."

We have targets set for ICT- making short films and use technology with Apple Software.."
"Our investment in ICT is having a positive impact on standards."

"There is a lot of cause and effect and the school has improved a lot as a result. We have achieved a lot with ICT - using I Pads as communication aids. There is a focus on digital competency and targets link into that.."

The work this year developing the new curriculum demonstrated how people could be innovative and stretch their thinking about meeting the needs of children of mixed ability. This meant that people are working closely developing the thematic approach, looking at different ideas through lesson planning for the good of the pupils in the school. The outcome is seen by staff as a well designed curriculum that everyone understands with plans in place to ensure that the curriculum is fully embedded well before the Donaldson report

recommendations for implementation in 2018. This is seen to take the school forward as sector leaders.

INSTEP assessment is used effectively with staff seeing the benefits of the work that they do. People commented that they work as a team to make sure that each child makes good progress and if not to share ideas why. Agored Cymru is used for 14-19 provision and this monitors progress for each child and staff confirmed that they make good progress with students through the range of options being implemented. During interview staff were clear about the use of data and this is very much focused at teacher and management levels.

The outcome of this indicator is Advanced.

Some of the outcomes of ideas

- Encourage teachers to explore how they can further encourage staff to experiment and take calculated risks within teams. Continue to encourage teachers and new middle leaders to set out personal objectives from both experiential and post course learning, embedding the senior leadership philosophy.
- Evaluation of learning approaches could also be build on within teams so that line managers look at how learning is impacting the new curriculum. Developing a stronger coaching culture within teams will help to bed-in your people strategy.
- Continue to evaluate understanding and use of data /analysis for pupil improvement and support across all levels.

Indicator 9: Creating sustainable success

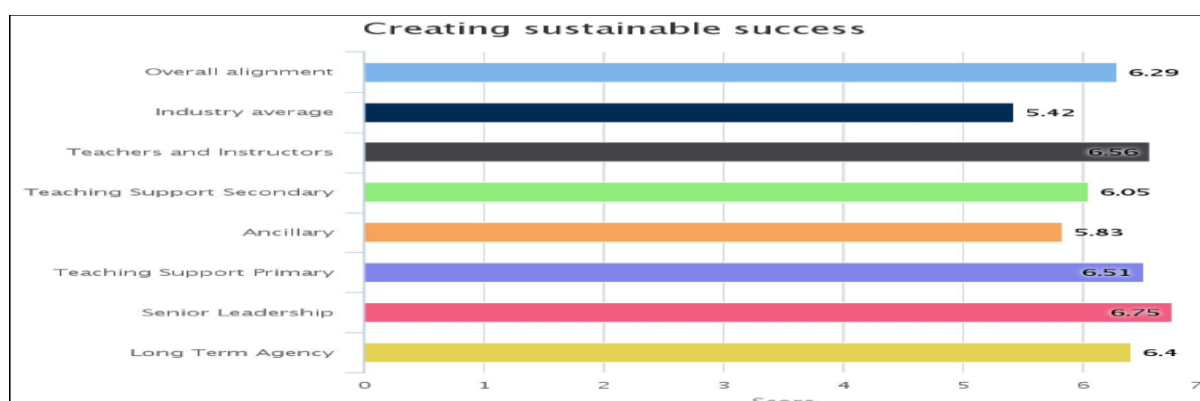
Indicator: 9. Creating sustainable success

Questions in this set relate to whether the organisation has a focus on the future and is responsive to change. The questions explore whether leaders have a clear understanding of the external environment and the impact this has on the organisation.

In the table below, green highlights stronger positive sentiment across the themes. Red highlights stronger negative sentiment across the themes.

Below is also a breakdown of responses by question, with the option to introduce industry benchmarking for comparison.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
A positive relationship with the community is key to my organisation's continued success	49% (29)	32% (19)	17% (10)	2% (1)	0% (0)	0% (0)	0% (0)
My organisation embraces change to create a sustainable future	53% (31)	30% (18)	12% (7)	3% (2)	2% (1)	0% (0)	0% (0)
My organisation has a plan for the future to ensure our continued success	51% (30)	39% (23)	8% (5)	2% (1)	0% (0)	0% (0)	0% (0)
My organisation is a great place to work and has a bright future	51% (30)	29% (17)	13% (8)	3% (2)	2% (1)	2% (1)	0% (0)



As can be seen from the on-line assessment results above, one of the key strengths within Ysgol Ty Coch is the commitment to creating sustainable success for the school. This demonstrates that the efforts of the past year to drive forward more robust planning and evaluation of change and improvement is leading to positive views and outcomes. This was also demonstrated during interview, on how change has been championed and supported across the school. Evidence from the desk top review shows that the leadership team are auditing practice against school policy, such as teaching and learning and safeguarding so that the school achieves consistency and teams feed progress against SIP in frequent self evaluation activities and meeting structures, through key stage and leadership weekly meetings. Co-ordinators lead curriculum moderation and evaluation and this is embedded. Each act as change agents to ensure consistency of practice across the curriculum and aligned to best practice frameworks e.g. Investors in Families, Healthy and school criteria.

The responses are above the industry sector average with a 6.29 against a 5.42 benchmarking score. The design and implementation of the new curriculum, BYC autistic team and the 14-19 pathways is adding value to the school *"there has been a lot of change, more like a hurricane than a broom, but it's all change for the better for the pupils and everyone in the school."* The results from the on-line survey show that 98% strongly, agreed or slightly agreed that the organisation has a plan for continued success. The long

term strategy has been well communicated with everyone understanding what the next year holds in terms of school progression. 95% of online responses felt that the school was a great place to work and has a bright future. What is really pleasing to see is the responses from long agency staff who rated a high average of 6.4% demonstrating they are impacting change. *"There has been a lot of change and some deal with it better than others".*

"We work collaboratively - everyone is working together with the new curriculum. There has been a massive move working together towards the same goals. There has been lots of change but it's worked really well. I wouldn't be afraid to voice any concerns as we are all part of the change process."

Head Teacher one to ones, performance management and links to learning and development for whole school improvements have resulted in strategies for the school to meet future challenges. Staff recognise that there are more children with more complex needs and consideration is given to plan the resources and learning that will have the best impact to support pupil's changing needs, such work to build on non-verbal reading. Staff see the challenges and opportunities using space, land and buildings for horticulture, outdoor learning and family activities. Curriculum co-ordinators and staff leading whole school initiatives and are clearly acknowledged recognised by staff and leaders and champions for change and improvement. This has lead to embedding literacy and numeracy strategies and support for the complex needs of pupils in other areas, such as sensory and post 16 education. This involves both teaching and support staff. The approach to developing champions for embedding change is seen by people to have led to a number of external and internal successes such as healthy schools, eco school awards and the bronze governor award.

People see themselves as champions of change, for example leading innovative thinking in the sensory department and using research to develop children's capabilities. Governors are involved in both governing and in a practical capacity, sharing their expertise and areas of interests, for example, outdoor pursuits. BYC and sensory teams are changing the age groups being taught so that lessons and support are more focused. A dip in pupil numbers is predicted in the future, BYC are changing to 14-19 age groups with more effective use of the skills, expertise and resources of the team with autism to help with maintain pupil numbers. Staff talked about improved links with industry, schools and colleges to support transition of pupils with new options being made available. Staff talked clear about the focus for embedding initiatives so that progression across key stages is achieved. ICT digital, emotional literacy, Creative and Literacy and the Numeracy Framework (LNF) cross consortium moderation groups are seen to be leading best practice.

Evidence from interview show that there is a lot of discussion that takes place on what lessons have worked well and what could be done differently and staff felt that there was a high level of teamwork to achieve this aim. A couple felt that change and ongoing training meant that more time was needed in teams to discuss and embed learning. *"There's been so much change. We need to use Tuesday sessions more in our teams to have the time to discuss what we are doing as a team".*

"Distributed leadership is working well, we've set up robust safeguarding, and defined people's roles leading creative schools and wellbeing."

The on-line responses show that 98% agree with the statement 'A positive relationship with the community is key to my organisation's continued success'. Lots of work is seen by all to take place with fundraising events, generating funds for resources and good causes. Staff talked about the horticultural activities, working to more paperless systems and re-cycling

showing the commitment to social responsibilities. Leaders talked about how Ysgol Ty Coch has worked to be seen as a part of the local community so that it supports local residents' needs and parents of the school.

Evidence from self evaluation, performance management and staff survey results show how the school is making significant inroads to change the culture and to strive for excellence across all areas of the school. Some of the outcomes shared were that pupils were suitably challenged and supported with an emphasis on creating more innovative thinking to develop best practice, such as developing ICT resources and training specific to the complexity and needs of each child. Evidence of reports with the analysis of P scales show that good outcomes are being made with foundation subjects. Evidence also shows how pupils are gaining accreditation pathways in Post 16 with the introduction of a wider range of courses and with the introduction of AGORED Cymru units and OCR units. This is being reviewed to more accurately matching the most appropriate accreditation for pupils.

Parents and staff internal survey evidence also confirms improvements to the way the school operates engaging stakeholders. 100% staff stating that 'Our Pupils enjoy life in the school' and 98% agreeing that the school effectively liaises with external stakeholders. Staff commented on how parents come into the school and being a part of fundraising, school assemblies and use resources in the school and cafe.

"There used to be around 20 parents coming into the school, now there are 50-60 parents who get involved in assemblies. It's fantastic seeing the difference...."

"The curriculum is now far more suited to our learners..."

"We have all been a key part of the changes here - everything is open and shared...everyone has a say in the changes made."

"We are sector leading in wellbeing and pastoral care."

*....is RAG assessed and this is a really good tool for reflective thinking and practice."
"Pupils make good progress."*

The outcome of this indicator is Advanced. To achieve high performance, the school needs to work to embed practices so that change is viewed as "business as usual".

Areas for development are to:

- Consolidate and continue to monitor people and leadership practices so that everyone feels secure working through the pace of change.
- Monitoring the impact of change and use the coaching training to support those who need additional support.
- Consider ways to link your fundraising events to health and wellbeing strategies.

Implications and Recommendations

The following recommendations for the leadership team are based on the professional judgement and assessment of Ysgol Ty Coch School undertaken by Julie Hobby.

Ysgol Ty Coch should be congratulated for their achievement, particularly for the significant work that has taken place over the past year to build on a culture of empowerment, inspiring people and igniting their passion to take the school towards its ambition and long term aims. The results from the online assessment and comments obtained from the onsite interviews have helped to provide a clear picture of the strengths and areas for development outlined in this section.

The development points have been highlighted for consideration to support the continued development of your goals and your defined ambition to be a sector leading school. The development areas are not defined as weaknesses, but to support and help further embed current people strategies and leadership practices.

One of the school objectives is to sustain the Estyn Inspection of Excellent grading next year. Embedding the new curriculum and its intervention strategies to raise pupil performance in all aspects of their care, wellbeing and educational needs is seen by all as a key focus. It is the opinion of your people that leadership capabilities have improved significantly, with senior leaders seen as positive role models, inspiring people to improve and stretch performance. To further stretch and build on distributed leadership, the new middle layers and teaching staff will benefit further from being coached and mentored against your new Leadership principle. This will ensure consistency with the inspirational style is embedded at all levels. The colour works in-depth profiling and coaching training planned in September will bring benefits developing a strong leadership team.

Driving down confidence in decision making and reward and recognition are areas that received the least response from people. Work is well underway to adopt a more flexible approach by actively eliciting people's ideas for the future. This process should be further encouraged to ensure people are a part of reviewing and developing innovative approaches for reward and recognition. The message from staff is to continue with the current approach and giving time for teams to further build confidence in decision making and to monitor progression across year groups to embed new interventions and resources. Action here is to embed good practices.

The results from the online assessment indicate that the school has changed the culture through strong communications, consultation and collaborative working. The strength is creating sustainable success through leadership, staff engagement, inclusive approach, robust evaluation and the setting objectives that ensure continuous improvement for the school, pupils and staff.

The table below summarises recommendations from the report. The opportunities for improvement are recommendations for the future and link to development points identified at each indicator:

Opportunities for improvement	Benefits leading to High Performing	Timesales - 12 and 24 months
<p>Implement the leadership development strategy by further developing management capabilities of the middle leadership team particularly in relation to how they provide support to achieve consistency in high performance. Developing the whole leadership team with colour works profiling with coaching and mentoring training with all real value to the work undertaken so far.</p> <p>Devolve responsibilities for performance management. Build your values into the performance management guide for new leaders so that they continue to become an integral part of performance discussions.</p> <p>Build in specific questions that measure the changes in leadership. Build in specific line manager questions into the internal staff survey.</p> <p>Cascade your future vision for leadership across all levels and how these translate to the way of working in teams aligned to the behaviours and values in place. This could be done in conjunction with Restorative training. This could also be extended to the Board of Governors.</p> <p>Continue to review and consult with staff the impact of the joint HT role across the two schools.</p>	<p>Embedding the new leadership principles and coaching training would prove effective developing confidence aligned to your goal of sector leading practice for leadership.</p> <p>This will give even greater emphasis on the relationship between staff and whole school performance, particularly embedding the key initiatives and areas of responsibility with the new structure.</p> <p>This is important to support the embedding of change and improvement. Continued commitment to staff consultation around the new structure will further strengthen the confidence of staff and decision making. This is seen as necessary to continue with the goal of achieving an outstanding/excellent Inspection in 2017.</p>	
<p>Look at the benefit of introducing an induction and training team.</p> <p>Look at how ICT and digital can be used as a tool for self reflection and evaluation on the delivery of internal training.</p> <p>Continue to evaluate understanding and use of data analysis for pupil improvement and support across all levels.</p>	<p>This will give another dimension to ownership of learning and evaluation and to make sure that the ROI (Return on Investment) is linked to your people and learning strategy as well as pupil and whole school outcomes.</p> <p>This will help to engage people more in discussions about learning and</p>	

	progression across year groups.	
<p>Coaching & mentoring training extended to staff using tools such as GROW and OSCAR coaching models.</p> <p>For further reading material, the assessor recommends:</p> <p>The coaching manual by Julie Star Coaching for Performance by John Whitmore.</p>	<p>This will add further value to the change process and assist to fully embed your culture and practices maximising staff ownership, empowerment and engagement.</p> <p>This will build on peer support, particularly to help build on internal mentoring and to support peers through change. This will add value to explore, question and embed the curriculum monitoring processes.</p>	
<p>Monitoring and evaluating the new structure so that this is bedded into the school.</p> <p>Continue to work through Unison/ support staff forums to review the support staff levels and structures. Discuss the structure and vision so that distributed leadership has maximum impact at support staff levels.</p> <p>Continue to share staff and resources between YTC and BYC.</p> <p>Continue to encourage support staff to observe good practice in lessons in different year groups.</p> <p>Continue to develop learning support with data analysis for all support staff so that they contribute to measuring key outcomes with progression.</p>	<p>This will ensure that the great work continues.</p> <p>This is important to maintain the level of staff satisfaction and support of career plans internally and if needed, externally.</p> <p>This will further embed the accountability and support of continuous improvement.</p>	
<p>Encouraging regular discussions around the values at team level with time on Tuesday's given to reflect on progress of change and improvement.</p>	<p>This is important to help people take on board change aligned to the ethos, values and behaviour. This will also encourage people to challenge their peers when behaviours are</p>	

<p>Making the behaviours explicit in the recruitment and selection policy and performance management.</p>	<p>misaligned to the needs of the objectives of the team. This will align people's thinking with the implementation of the restorative training later this year.</p> <p>This will help to manage any issues around staff engaging in change and build on confidence decision making. This will help to quickly address any issues around team dynamics and challenge and coach people with any inappropriate behaviour.</p>	
<p>Build on your people metrics to measure your people strategies, such as performance management targets to ensure 100% compliance is embedded with the new leadership team. Some examples of metrics in addition to absence, staff survey and turnover are:</p> <ul style="list-style-type: none"> • % performance management targets. • HR measures such as %/numbers achieving high performance. • Targets for excellence in teaching and learning and cascaded monthly. • Time to recruit; statistics internal and external reporting. • Talent management and flexibility for long term planning. • Succession candidates in the pipeline. • Movement and mobility of staff between levels 1-3 and progression statistics. <p>Looking outside of the sector, a reference to the CIPD reviewing your talent would support the development of metrics. For more information please see: http://www.cipd.co.uk/research/valuing-your-talent/hr-data-stories.aspx</p>	<p>Developing clear People metrics, reporting and sharing against these will help people to see how talent is being developed and how internal policies are working. This will help raise awareness of your internal growth strategy, plans and achievements.</p> <p>This will help measure the high performance culture that you are looking to achieve. This will show staff the outcomes of your people strategy.</p>	

<p>Consider benchmarking the school against the Health and Wellbeing Award.</p>	<p>This will help to monitor stress in the workplace and inform the change process and people strategy moving the school forward. This will also link into the Healthy Schools and Wellbeing initiatives. Adopting this approach can also link well with future reward and recognition strategies.</p> <p>Look to link staff fundraising with the wellbeing agenda, sponsored walks, cycle to work schemes and health week events. This will support your commitment to corporate social responsibilities.</p>	
<p>Build on your reward and recognition approaches so that they form part of your evaluation process.</p> <p>Encourage greater staff input in designing future non-financial reward and recognition strategies.</p> <p>Implement staff and governor ideas and evaluate the worth and impact. Look to benchmark your approaches to reward and recognition externally and outside of the education sector. Looking outside the sector, further access to HR professional guidance on reward and recognition can be found at:</p> <p>http://www.cipd.co.uk/hr-resources/factsheets/strategic-reward-total-reward.aspx</p>	<p>Clarity on your reward and recognition strategy and engaging people more in the process will further embed your culture of people engagement.</p> <p>Using effective HR metrics will help measure high performance.</p>	

Next Steps and Key Dates

Ysgol Ty Coch School Accreditation date	Ysgol Ty Coch School 12-Month Review	Ysgol Ty Coch School 24-Month Review	Ysgol Ty Coch School Accreditation Expiry
08/07/2016	26/06/2017	26/06/2018	26/06/2019

Formal feedback of this report will be presented to the Leadership Team on the 8th September 2016.

Annex 1: Assessment outcome table

Ysgol Ty Coch School final outcome against 27 themes Note: Lowest theme level dictates final indicator outcome		Developed	Established	Advanced	High Performing
1. Leading and inspiring people	Creating transparency and trust				
	Motivating people to deliver the school's objectives				
	Developing leadership capability				
2. Living the school's values and behaviours	Operating in line with the values				
	Adopting the values				
	Living the values				
3. Empowering and involving people	Empowering people				
	Participating and collaborating				
	Making decisions				
4. Managing performance	Setting objectives				
	Encouraging high performance				
	Measuring and assessing performance				
5. Recognising and rewarding high performance	Designing an approach to recognition and reward				
	Adopting a culture of recognition				
	Recognising and rewarding people				
6. Structuring work	Designing roles				
	Creating autonomy in roles				
	Enabling collaborative working				
7. Building capability	Understanding people's potential				
	Supporting learning and development				
	Deploying the right people at the right time				
8. Delivering continuous improvement	Improving through internal and external sources				
	Creating a culture of continuous improvements				
	Encouraging innovation				
9. Creating sustainable success	Focusing on the future				
	Embracing change				
	Understanding the external context				

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