



CPD Mark Assessment Report

Abbey Grange

Assessor

Derek Coe

for

CPD Mark Ltd

Summary

The school Leadership were able to demonstrate a strong commitment to the principles of a universal entitlement to CPD: Training and Development for all teaching and support staff. CPD entitlement is seen as a transparent process, which is accessible and measured. One which is well directed through the offices of the Assistant Principal: CPD and supported through the dedication and drive of the Lead Practitioner: Post 16. The leadership use all available resources to support that holistic philosophy and are proud of the achievements gained in recent years. The process is seen as comprehensive, holistic, robust, well documented and universal. The activities are extensive and are often bespoke to the needs of the individual or development area being explored. It is used effectively to provide teaching and support staff with the knowledge, skills and content to support their own and pedagogical development.

Abbey Grange is a friendly and welcoming environment in which the community fellowship and the values of the school are well understood. Many articulated their feelings of professionalism and commitment to the school's vision, through the way they perceived the fellowship within the building and the way that percolates into all aspects of the school's activities and actions, supported by a raft of strategies to encourage positive engagement and effective development for all stakeholders.

The Leadership are commitment to the encouraging all members of school to consider themselves invaluable contributors to continuing to develop the school.

The students are nurtured in their academic and pastoral development through a responsible, comprehensive and caring school working environment which is seen as an essential part of the fabric of the school's and Trust's vision. This vision is supported by the policy and practice of training and development, one that recognises effective CPD: Training and Development, is an essential element in developing every stakeholder.

The Governing Body supports the continued development of CPD and with the recent election of a new Chairperson, has embarked upon ensuring increased accountability through a professional review process to ensure they are effective in the governance of CPD and all aspects of the school. They are seen as extremely supportive and have embraced the training offered through a wide range of deliverers and activities.

The Leadership Team are aware of areas for development and are already addressing aspects of delivery, evaluation and impact. They are endeavouring to create a positive learning environment that supports individuals and encourages learning.

In conclusion, Abbey Grange Academy has attained the threshold in all measurements and I therefore recommend the school be awarded the CPD Mark.

Report of Assessment Visit

Lead

This section relates to the school's vision and provision for Creating an environment that plans and supports strategic professional development

The CPD development plan is constructed and designed to deliver the educational vision of the school. The impact of the training is recorded through a series of procedures, which inform the school's planning and feeds into the appraisal procedure and the personal CPD portfolios.

The staff questioned expressed their support for the procedures as they believe the structures in place supports them as individuals while also providing a robust platform that enhanced their own, their departments, the school but most importantly, the student's, development and wellbeing.

The Performance Management process is seen as secure and is considered well focused, with individual and departmental training needs identified, shared and when ever possible addressed quickly and with empathy by the leadership. The process is well established and was understood by all those questioned with particular reference to the CPD co-ordinator. All the staff questioned were clear about the systems and felt they were treated as full partners in any dialogue on the PM Objectives and the interrogation of any data.

Evidence did support the view that all training requests must comply with the agreed CPD plan and protocols and that the application procedures although rigorous and requiring SLT approval, were sympathetically considered.

The Governors are encouraged by the Leadership to take an active part in CPD activities and a comprehensive CPD report is prepared and delivered to Governors.

The school was able to demonstrate that it provides the platform for all teaching and support staff to access the CPD programmes and that Governors are seen as a vital part of the vision for full partnership to take place.

There is clear evidence that all members of the support staff are actively encouraged to participate in the leadership's vision and aspects of the CPD programme reflects this commitment to all staff.

The belief that the leaderships' rigorous analysis of staff and pupil data has had a positive impact is supported by those questioned, especially with respect to the accountability of individuals who are key to continuing to move the school forward.

The evidence did support the belief that the CPD training and development employed within Abbey Grange has improved attainment, achievement, attendance and many felt it had also played a great part in improving the well being of all stakeholders, particularly the students.

All questioned were able to articulate how the process of departments identifying teaching and learning priorities at the beginning of the year, which then went on to inform the CPD delivery, was implemented discussed and then reviewed. The system of storing all forms centrally in order to offer direct access to the information by the Leadership Team and Lead Practitioners does provide the robust platform that enables the CPD delivery to be focused and effective.

Evidence was presented that supported the contention that weekly Senior Leadership and Extended Leadership Team meetings, cover present and future issues, that include regular updates on the Teaching and Learning within the school. These aspects are then well documented within the Lead Practitioner meetings where in depth discussion of the T&L takes place.

Leaders and Managers can describe how they ensure that the systems, policies and practices, are inclusive and relevant for the career opportunities of all staff. All those questioned felt there was a transparency between the cyclical work scrutiny and the School IP performance management system which all felt was there to support the review performance management targets. The evidence did support the contention that the Leadership can articulate how there is a celebration of the achievements of others within Abbey Grange and were able to demonstrate how they used this to create a positive environment that encouraged others.

The school has employed the strategy of all of the Senior Leadership and the Extended Leadership Teams attending a residential in order to provide the 'right' climate to develop competencies and to consider the actions required and the "areas of need" to be addressed during the next academic year.

The documentation and the interviews supported the belief that the school leadership encourages "positive" career stage expectations by the teaching and support staff. The internal mechanism of teacher participation in the completion of the "audit against teacher's standards" which is then used within the School IP, was seen as a successful model by all those questioned. Any subsequent training requirements were then considered to be professionally considered against resources and whenever possible implemented. All the teaching staff felt confident that courses were matched to their needs and that the CPD Co-ordinator was a key element in securing these effectively and is seen as approachable and his quiet manner encouraged staff.

The Leadership were able to demonstrate and articulate the processes and systems that help develop the 'vision for the school' and the active involvement in developing that vision through positive dialogue with all the stakeholders. It is believed that the policy of an 'open door approach'

has been particularly powerful in gaining the “trust” and objective views of the stakeholders as it encourages a vibrant communication network.

Documentation indicated that the subject leaders do plan their respective ‘Department Learning Community meetings’ in consultation with those within their departments and that they are seen as being effective in determining the needs and priorities. There was evidence that departments do invite those colleagues who have particular expertise in areas for discussion to both attend and in some cases, lead the meeting. This ‘cross-fertilisation’ was seen by many as “breaking down the mystic” between either departments or in some cases, between colleagues and created a positive learning environment.

The Leadership can demonstrate how they provide and maintain structures to ensure that improving performance is recognised as being at the core of holistic progression and personal development.

The Governors were able to evidence their contribution to the vision of the organisation and the training and development programme. The Governors and the Trust Board are seen as providing measured support and challenge and it is recognised that they do hold the Leadership to account. All those questioned felt the members of both groups brought to the school a wide platform of experience which was seen as productive and challenging.

CELEBRATE:

- *The holistic vision and values which are endemic throughout the school.*
- *The sense of Fellowship between staff and students.*
- *The commitment of the Leadership Team to the Training and Development: CPD programmes and processes.*
- *The experience and determination within the Leadership Team to continue to drive forward continuing improvement using the Training and Development: the CPD programme.*

DEVELOPMENTAL RECOMMENDATIONS

The Leadership Team and the Governing Body might wish to give consideration to:

- *Continue to explore ‘valid and reliable’ strategies for evaluating the impact and ‘best value’ of the CPD programme.*

**Abbey Grange has attained the threshold in all measurements.
(Lv1,Lv2,Lv3, Lv4,Lv5,Lv6,Ov1,Ov2,Ov3,Ov4 ,Gv1,Gv2)**

Plan

This section considers how the school is providing an environment that actively encourages a partnership in which improving individual and institutional performance is a key driver

The Leadership were able to evidence their own and middle leaders, active involvement and encouragement of those staff they line manage which supported the ability to effectively plan, adapt and implement improved practice. It was evidenced that the appraisal procedure, Staff and Governor meetings, reports from all levels within the school and leadership team discussions, are all used to inform and direct the dialogue and vision. All those questioned were able to articulate the processes and their contribution.

The evidence presented supported the belief that the leadership can articulate the needs and activities planned to achieve the stated objectives of the school and their own areas of responsibility. Those questioned felt it was a key skill of leadership to be able to convey this to colleagues as it underpinned the transparency of professionalism within the school.

All questioned expressed the view that the lesson observation cycle ensured all teaching staff were observed before the conclusion of the first term. This was not felt to be too restrictive or negative and it was commented upon that the manner of the observations and the transparent procedure was seen as professional and helpful as it highlighted their current strengths and any areas for improvement.

The leadership were able to demonstrate how the strengths and areas for improvement within their responsibility are identified, interrogated and actions agreed. The comprehensive structures, procedures and practices within the school to understand the needs and requirements were seen by all questioned as robust and balanced.

The evidence supported the contention that the Leadership were able to effectively demonstrate that the planning of the teaching staff and those who support learning, does impact on the delivery and strategies in Teaching and Learning and where necessary, how intervention is selected, implemented and evaluated.

The evidence presented confirmed that teaching and support staff were able to evidence involvement in their Training and Development: CPD programme and a when questioned were able to articulate their understanding, of their individual, departmental and school, training programmes and how the process was operated.

Teaching and support staff were able to demonstrate the encouragement given to them by the leadership and their line managers to take an active part in their own learning. Many expressed the view that the ethos within the school provided a secure environment that enabled them to discuss

support mechanisms and activities professionally in order to improve their own and colleagues performance.

The evidence supported the view that the Governors can demonstrate their participation and involvement in the appropriateness of the training programmes used by the Leadership. It was evident that the governors are made aware of the key strengths and areas for improvement within the Academy through the regular meeting cycles and cyclical reports. It was seen by those questioned as a major contributor to providing the Governors with the information in order for them to contribute effectively and make informed decisions regarding and Training and development: CPD provision.

Observations and documentaion supported the view that there is a robust and secure whole school monitoring and feedback process which is well used and understood. The collected evidence is seen by those questionned as being as, such as meetings, department monitoring and department meetings.

Many were able to articulate the key elements in the SDP and the Middle Leaders and Leadership members, were confident in their understanding of the elements within the process of effective school evaluation. The internal procedures and cycle of meetings were seen as providing a robust platform for all members of the school to have a 'voice' in the construction of key documentation. They felt their views in the planning process was seen as a vital component by the Leadership Team.

The documentation supported the view that CPD was encouraged at all levels and access was universal. All questioned expressed the view that they were encouraged to have individual targets that would reflect their own requirements and desires.

The school effectively employs a wide range of strategies and processes to inform and aid in the planning and implementation of any CPD. These include pupil and departmental tracking, previous records of staff CPD and the monitoring practice at departmental and whole school level.

The documentation demonstrates the extensive programme offered to all staff within the school , especially that which supports any PM training requirements. The leadership were able to articulate the processes and the extent of the provision from the individual to Department and the versatility of that training dependent on the need.

It was evident that there is a general recognition of the importance of using a range of data to inform on future development and there was an understanding that these were essential inthe drive to improve.

Evidence indicated that all contracts and internal documentation ensured staff understood the requirements of their job role. The importance of modelling positive values and behaviours was seen as central to the interview process and empathy was seen as essential.

CELEBRATE:

- *The commitment to the CPD: Training and Development policy, practice and entitlement.*
- *The determination of the Leadership to drive up standards through measured support and intervention.*
- *The induction procedures for all newly appointed staff.*
- *The universal opportunities offered to all staff within a Learning Environment.*
- *The transparent and accepted monitoring procedure.*

DEVELOPMENT RECOMMENDATIONS:

The Leadership Team and the Governing Body might wish to give consideration to:

- *Continue to explore the support the school could offer to external partners and encourage further liaison.*

**Abbey Grange has attained the threshold in all measurements
(Lp1,Lp2,Lp3,Lp4,Lp5,Lp6,Op1,Op2,Op3,O-4,Gp1,Gp2)**

Do

This section relates to demonstrating an environment where Continued Professional Development drives the improvement performance agenda at all levels of the institution.

The Leadership Team and Middle Leaders were able to demonstrate how they have been increasingly using skills, expertise and intervention developed through their own training development. This is seen to have presented them with a range of strategies to engage and lead those in their structure. Many felt that this had increased their own sense of responsibility for all those in their line management.

There was a consensus that the cyclical Lesson observation programme had presented the opportunity to ensure all staff are observed before the end of the first term. The belief that this ensured subject leaders and other relevant leaders were actively engaged in a productive process, that allows staff to become aware of their current strengths and areas for improvement was widely held and well articulated.

The Leadership were able to articulate the needs and activities planned to achieve the stated objectives of Abbey Grange and that those needed for their own areas of responsibility. All questioned were all those questioned were adamant that they felt ownership of the aims and that this enthused many to translate those objectives / aims, into reality.

The Leadership was able to demonstrate that it recognises that the appointment of competent staff, capable of delivering effectively is paramount. Evidence did support the view that the appointment procedure was seen as fair and transparent. They unambiguously expressed the view that the CPD Co-ordinator was always approachable and that he was seen as a “professional friend”, willing and able to offer help and advice.

The staff handbook is seen as indicating effectively the key areas of responsibility and line management with the school. All questioned expressed the view that this was a clear and unambiguous summary of the process in Abbey Grange. It was also noted that those responsible for developing and maintaining sections of the whole school SEF did so effectively and used consultation and dialogue to achieve an understanding from all interested parties.

The evidence supported the contention that the Academy’s Development Plan did transparently identify the lead and monitoring staff within the school and that this ensured that areas or responsibility in the document are identified.

There was a determination exhibited through documentation and questioning, that the completion of relevant sections for the Academy's SEF did ensure that there was a continuous reflection on objectives set.

The leadership and management were able to demonstrate how the strengths and areas for improvement within their responsibility are identified, interrogated and any actions agreed and enacted. Many questioned expressed the view that this was achieved through the culture within Abbey Grange of an 'open door' environment. It was seen as being a robust and key platform that was encouraged by the Leadership in order to ensure that there was a positive engagement with all teacher and support staff , enabling them to have the ability to communicate their views openly.

It was demonstrated that the Leadership, especially the CPD Co-ordinator, uses a variety of strategies to support the continued vision to have positive relationships throughout the building. These strategies include well managed and engineered INSET days and the provision of lunch and tea/coffee/toast at break times.

The evidence supported the view that the Leadership can demonstrate to an observer that all action and/or developmental plans do include training targets and that these have a valid and reliable method of selecting a training programme for the individual or group. However, it was recognised that this must be continuously employed to ensure value for money, best practice and effective development.

The evidence supported the belief that those with responsibility could demonstrate that the planning of the teaching and support staff, did impact on the delivery and strategies in Teaching and Learning and where necessary, how intervention is selected, implemented and evaluated. However, as indicated it was not seen by any questioned as being a "done deal" and a number felt evaluation of impact was both an exciting aspect but often difficult to effectively evaluate.

Documentation and questioning supported the contention that all NQTs are offered the opportunity to attend NQT networking events, subject specific training and examination board courses. NQTs map their CPD / Induction against national teaching standards and records are kept and regularly monitored. The school fulfils all statutory responsibilities in the required areas for training and development relating to new teachers.

All those questioned were able to evidence how the Abbey Grange Training and Development ; CPD programme and the ethos, has improved the management and development of them as individuals. Many were enthusiastic about the opportunities presented and the willingness of the leadership to support and development them. All questioned felt that the more robust system to manage the performance of teaching assistants has been a "great ".

The Governors were able to evidence and **articulate** their Governance of the distribution and allocation of training and development funding. The requirement of their input in the approval of CPD funding above the agreed limit, is seen as inclusive and developmental, while also providing another opportunity for the leadership to explain their systems and processes for a greater degree of understanding.

The evidence supported the view that Abbey Grange enjoys a positive reputation within the community and that there are a wide range of methods and strategies used to encourage open dialogue and constructive discussion with parents as partners and the community at large.

CELEBRATE:

- *A determined Leadership who understand the importance of a robust ,directed and well managed training and development programme.*
- *The dedication and determination of the Assistant Principal CPD.*
- *An effective and continually developing training network.*
- *Universal training opportunities for all members of staff.*
- *A systematic and effective programme of observation and feedback which informs training.*

DEVELOPMENT RECOMMENDATIONS:

The Leadership Team and the Governing Body might wish to give consideration to:

- *Continue to explore the introduction of CPD entitlement in all job descriptions.*

**Abbey Grange has attained the threshold in all measurements
(Ld1,Ld2,Ld3,Ld4,Ld5,Ld6,Od1,Od2,Od3,Od4,Gd1,Gd2)**

Review

This section Evaluates the influence and change of the Continued Professional Development on the stakeholders.

The Senior and Middle Leadership were able to articulate and evidence the capabilities of the staff they line manage and the strategies they used to inform and address any issues that emerged. It was seen by those questioned that the access to the school's IP area was a very successful strategy and that it enabled line-managers to have a robust, comprehensive and accurate 'overview' of the performance indicators of their 'team'. It was thought the ability to interrogate the data provided the best possible platform at the moment.

The evidence supported the view that the Leadership can demonstrate the positive impact their strategies have had upon the effectiveness of the staff they line manage in Teaching and Learning. Those questioned could also effectively articulate the benchmarking used in reviewing the impact of any selected Training. However, it was recognized that this was an area that required constant review and investigation to ensure 'Best practice'.

The school Leadership has instigated a number of strategies which is seen to have been effective by many questioned. This required Lead Practitioners to complete half termly reports which summarised their impact and the key obstacles that needed to be addressed. This process provided the opportunity for them to continue to populate the school database, which in turn informs the training and development programmes. There was positive dialogue seen to be taking place between Lead Practitioners and the Assistant Principal for Teaching and Learning / CPD which had quickly established active lines of communication and development that in turn supported the individual or group if particular interventions did not have the desired outcome or proved to be ineffective. All those questioned were adamant that the school had provided the support and network needed for them to improve and develop and that the review methods helped them evaluate their experiences.

Leaders and Managers were able to evidence that their performance reviews are universally robust, transparent and cyclical. All those questioned felt they were 'invited' to participate in a professional manner and that if disagreements or alternative views were to emerge, there were processes and systems to overcome any negativity. The online system for recording feedback is seen to ensure that all staff observations are recorded effectively and provide a positive platform for development and review. The contention that this provided an effective and "fair" pro-forma for all members of staff was supported by those questioned and that it allowed members of staff to be professionally aware of their strengths and areas for improvement alongside graded judgements.

The evidence supported the belief that the Leaders and Managers within Abbey Grange are able to demonstrate how the CPD programme of training and development, has improved both the management of the teaching staff and those who support learning. It was recognised that at times change or imposed structure does not meet with universal agreement. However, there was a universal acknowledgement that the process of introduction and the dialogue taking place between groups, was in general, open and welcomed by the Leadership. Likewise, there was a clear sense through the interviews that the process was seen by the majority as a supportive mechanism that was there to enable them to become more efficient and effective in their area of expertise.

The schools agreed appraisal programme was universally accepted as being necessary and important for both the school to continue to develop for the benefit of the pupils and the appraised, for their professional development. All questioned felt the process helped inform future practice within Abbey Grange and in-line with national practice. The reviews are seen as enabling appropriate targets to be set and any issues addressed as quickly as possible.

The school CPD: Training and Development Programme was seen as being transparent by all those questioned and the majority expressed a belief that it did provide opportunities which they may not have considered previously. In all cases, the dedication and determination of the Assistant Principal CPD was seen as the prime driving force in making sure the “training fits the need”.

All those questioned felt the school Leadership did place substantial investment into training as a universal right for all teaching and support staff. It was seen that there are many instances that illustrate that whenever possible, the Leadership supports and encourages, staff participation in a training activities.

There exists within the school a systematic and structured observation and review process to determine the progress and pedagogy taking place within Abbey Grange. These are directed and determined by the Leadership, take a variety of forms and in all cases were seen as positive by those questioned.

There was evidence of the active and robust involvement of the Governors in many aspects of the CPD review and programmes. Their participation was encouraged but it was acknowledged that at times their own pressures restricted their ability to attend some planned activities although they were eager to support all actions taken by the school to improve the Teaching and Learning through the continues development of CPD: Training and Development. The governance of CPD is clearly identified through a wide range of documentation and those questioned were able to articulate the interest the Governing Body displays towards the concept and delivery of CPD within Abbey Grange.

Staff performance targets include targets relevant to the SIP, as well as an individual personal/professional development target.

CELEBRATE:

- *The vision of the Leadership Team to ensure that CPD: Training and Development, at the centre of continued improvement.*
- *The established of the performance management policy and process and its links to CPD: Training and Development.*
- *The professional and empathetic support available to encourage the development of all teaching and support staff.*

DEVELOPMENT RECOMMENDATIONS:

The Leadership Team and the Governing Body might wish to give consideration to:

- *Continue to develop a robust procedure to evaluate the impact of any CPD: Training and Development activity or process, at the level of the participant and resultant teaching and learning outcome.*
- *Continue to explore a method of recording the actual training time and cost undertaken within the school and develop a method of effectively interrogating the data.*

**Abbey Grange has attained the threshold in all measurements
(Lr1,Lr2,Lr3,Lr4,Lr5,Lr6,Or1,Or2,Or3,Or4,Gr1,Gr2)**

Statement

Abbey Grange has demonstrated its effectiveness and has reached the threshold of the CPD criteria.

Recommendation to the CPD Mark awarding board

Following the assessment carried out on the 29th February 2016.

I recommend the award of CPD Mark be conferred upon Abbey Grange Academy.

Signed

Derek Coe
Assessor CPD Mark Ltd

Date: 19th June 2016

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

Procedure for the submission and awarding of the CPD Mark

The CPD Mark is comprised of an evidence Framework. The framework consists of 48 evidence descriptors, grouped into the 3 key indicators of **Leadership, Organisation and Governance** with the 4 elements of **Lead, Plan, Do and Review**. The assessment descriptors are used to establish the benchmarks for accreditation and to indicate if a school has achieved the standards required.

To attain the threshold for the award, a school or institution must achieve a minimum of 'Working towards' in 43 (90%) of the elementary core evidence descriptors. No more than two descriptors failing to reach the threshold may be within a single key indicator. This achievement will demonstrate to an observer, the leadership and organisation are of a high standard.

Schools and organisations use the Framework to both audit and develop their practice, and prepare for assessment.

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

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

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