

# **INVESTORS IN PEOPLE ASSESSMENT REPORT QUEENS' SCHOOL**

## **A Specialist Sports & Science College**

**“Committed to developing the full potential of all students in academic, sporting and all other respects.”**

## Key Information

Assessment Type	Assessment
Investors in People Specialist Name	Robert Thomson
Visit Date	13/11/2013 – 14/11/2013
Assessment Enquiry Number	ENQ – 90808 – 2FR860

## Conclusion

Very good evidence was obtained of Queens' School's (Queens') conformance to The Standard. The key findings of the Assessment indicated that the organisation continues to meet the evidence requirements of the current version of The Investors in People Standard with 12 additional evidence requirements.

The Appendices 2 & 3 – The Assessment Results Summary on Page 17 and the Investors in People Single Framework Topics, Pages 18-19, indicate the creditable achievement of the relevant evidence requirements across all Indicators linked to Queens' priority business objectives and the selected Management Theme – Management of Change.

May I also extend my thanks to all those who took part in the assessment process for their open and honest feedback in respect of their experience within Queens'. Special thanks are due to the Head Teacher and also his PA, who coordinated and planned the Assessment, providing the documentation requested both at the preparation stages and during the Assessment. It was a very pleasant and enjoyable process.

## Milestone Dates

Review of Continuous Improvement Plan	14 May 2015 (18 Months from the Assessment Date).
Date of Next Full Assessment	14 November 2016 (36 Months from Anniversary Date)

***It should be noted that “As of 1 April 2012, any organisation that has met the requirements of the Standard is required to undertake an interaction with its Specialist within 18 months of the organisation formally achieving or maintaining its Investors in People accreditation. Please note this is not an optional activity: all organisations must undertake this interaction to maintain their Investors in People accreditation, although the flexible activity can be designed around the organisation’s needs to add the greatest value and impact.”***

Specialist Name: Robert Thomson  
Investors in People Specialist  
18 November 2013

## CONTENTS

<b>Conclusion</b>	Page 2
<b>Executive Summary</b>	Page 4-5
<b>Feedback against the requirements of the Standard</b>	Pages 5-7
<ul style="list-style-type: none"> <li>❖ Introduction</li> <li>❖ Assessment against client objectives</li> <li>❖ Assessment Plan</li> </ul>	
<b>Management Theme:</b>	Pages 7-9
<ul style="list-style-type: none"> <li>❖ Management of Change</li> </ul>	
<b>Business Objectives:</b>	Pages 10
<ul style="list-style-type: none"> <li>❖ To improve the quality of teaching;</li> <li>❖ To improve student achievement, taking action to eliminate the significant difference in attainment between Girls and Boys;</li> <li>❖ Further development of leadership and management across the school;</li> <li>❖ To improve behaviour for learning;</li> <li>❖ To meet the Operational Targets: Quality of Teaching; Student Achievement; Behaviour for Learning;</li> </ul>	
<b>Evidence Summary</b>	Pages 11-17
<ul style="list-style-type: none"> <li>❖ <b>Strengths and Good Practices</b></li> <li>❖ <b>Suggestions for Performance Improvement</b></li> </ul>	
<b>Appendix 1</b> – Continuous Improvement Plan	Page 18
<b>Appendix 2</b> – Assessment Results Summary	Page 19
<b>Appendix 3</b> – Investors in People Single Framework Topics	Pages 20-21

## Executive Summary

During this Assessment, sufficient evidence was obtained to identify the Strengths and the areas for development to be included in the Continuous Improvement Plan. Having conducted the Assessment in accordance with Investors in People UK and Investors in People Central England's guidelines, I am pleased to confirm that Queens' School continues to meet The Investors in People Standard with 12 additional evidence requirements linked to the School's business priorities and the selected management theme – Management of Change.

This Assessment concentrated on determining the outcomes from Change Management and the school's ability to work with The Standard's Principles and the evidence criteria within each of the ten Indicators. The Key Strengths identified during the November 2010 Assessment are still in place and it was evident that significant improvements had been made on the Suggested Development Areas. More detailed evidence on Queens' performance in meeting The Standard can be obtained from the November 2010 Investors in People Report: the November 2010 Report format was designed to provide detailed evidence against each evidence requirement assessed.

Management of Change was also one of the two themes selected for the November 2010 Assessment. The justification for selecting this theme again were, in many ways, as a result of the continued development and changes in education with the additional significant changes associated with the 2013-2014 Queens' business priorities which include the development and implementation of the post-Ofsted Action Plan. The challenges/changes being faced by the school are fully detailed, with planned actions and measurable targets, within the three sections of the current Whole School Plan.

Immediately following the Ofsted Inspection Queens' created the School Improvement Team, (SIT), to address the issues identified in the Report. The SIT replaces Queens' Teaching & Learning Group which was in place before the November 2010 Assessment. The Ofsted Inspection, April 2012, judged Queens' as Inspection Grade 2 – a good school with 65% of lessons good or outstanding. It was evident that, based on improvements in performance achieved since the good to outstanding 2006 OFSTED Inspection and the school's classroom observations/learning walk ratings, Queens' expected a more favourable Report. It was also determined that Queens' recognises the validity of the Inspection and the recommendations have been built into the 2013-2016 Whole School Plan which includes the 2013-2014 SIT Development Plan.

The strengths of Queens' School which were identified based on the documentation provided and the interview sample during the Assessment, included:

- ❖ School Leadership;
- ❖ Career Progression;
- ❖ Planning: clear objectives with measurable targets within the Whole School Plan;
- ❖ Significant improvements being made to Teaching & Learning;
- ❖ Recruitment and Selection;
- ❖ Effective learning and development (L&D);
- ❖ Work Life Balance and Health and Wellbeing of both staff and students;
- ❖ Identification of areas for improvement/continuous improvement:
- ❖ Continued success of the Business Academy;
- ❖ The outstanding extra-curricular achievements of students managed and supported by school staff.

Although Queens' made the decision to be assessed against the core Standard only with an additional 12 evidence requirements, it became very evident throughout the Assessment that accreditation could be achieved with many more evidence requirements.

The one-to-one series of interviews included the Chair of Governors, the Head Teacher and his Leadership Team (SLT), members of the SIT, teachers and support staff and the three TU Representatives. The focus was on management of change, the development and improvement of Teaching & Learning (T&L) and career progression – both internal and external, in view of the high level of staff satisfaction and retention.

*“Management within my department/team are not planning to leave or ready for retirement.” “We know we should be applying for promoted posts at other schools.” “I know I could get a job nearer to home and reduce time spent on a round trip of 70 miles but the SLT and my Head of Department are very friendly, supportive and good at coaching and mentoring.”*

The evidence obtained was judged on its currency, validity, consistency and sufficiency which confirmed that Queens' School continues to meet the Investors in People Standard.

## Feedback against the requirements of The Standard

### Introduction:

Queens' School was formed in September 1969 by the amalgamation of Bushey Grammar School and Alexandra School on a 53-acre site on both sides of Aldenham Road. In September 1985, Grange Park School became part of Queens'. The School was awarded grant-maintained status, April 1993, and became a foundation school in September 1993. In September 2003, the school was designated a Specialist Sports College and, having been designated a High Performing School in 2007, Queens' became a Specialist Sports and Science College in 2008.

Even though specialist college status has formally ended Queens' continues to see itself as a Specialist Sports and Science College.

In July 2011, Queens' became an Academy. The School roll is currently over 1700 students with a specialist staff of 130 teachers and support staff, including the school accountant, TAs, technician team, secretaries, and administrative assistants, caretakers, cleaning and catering staff. Two new Assistant Head teachers were appointed – external appointments, in September 2013, one of whom has the primary responsibility for analysis of data.

Queens' achieved the Investors in People Standard in November 2001 with successful Assessments in November 2004, November 2007 and November 2010. The School was one of the first secondary schools in Hertfordshire to be awarded Healthy School status and has been successfully re-accredited. Other Quality Awards held include: Sports Mark; ArtsMark Silver; ICT Mark; British Council International Schools Award; Hertfordshire Award for Excellence in Careers Education and Guidance.

The School's Mission Statement reflects the importance which continues to be placed on:

- ❖ the school's commitment to developing the full potential of all students;
- ❖ school improvement through staff development;
- ❖ the building of collaborative working and leadership skills across the entire school community of staff and students;
- ❖ the commitment to lifelong learning; and
- ❖ the role it has to play, as a Specialist Sports and Science College, in the development of community well being of the wider local community. This includes a community education role in respect of the benefits of a healthy lifestyle and the provision of learning and exercise opportunities for the whole community, particularly the vulnerable and disadvantaged.

*"Learning is the most important purpose in the school and we undertake to provide a caring, safe and challenging environment for learning, which incorporates the use of new education technology, including the purchase of iPads for use by teachers and students."*

*"The staff and governors recognise the vitally important role of good health and exercise in the development of academic and vocational potential. We are totally committed to the Healthy Schools programme and a comprehensive programme of out of hours activities, with PE and sport at its heart."*

*"As a people business, the staff and governors of Queens' School value our staff above all else and believe in a continuous process of improvement. Our internal team management and staff development systems have been recognised as meeting the Investors in People Standard, and we give the highest priority to the well-being of our teaching and support teams and the development of their capabilities."*

*"We aim to support and challenge students to reach their full potential by:*

- ❖ *Offering a broad, relevant and up-to-date curriculum;*
- ❖ *Promoting a culture of high achievement within a safe and caring environment;*
- ❖ *Expecting a high standard of behaviour and mutual respect;*
- ❖ *Working with parents and the community;*
- ❖ *Developing self-esteem, ambition and personal skills and qualities necessary for the modern world."*

### **Assessment against client objectives:**

The purpose of this assessment is to:

- ❖ Establish whether Queens' continues to meet all of the evidence requirements of The Standard and 12 Additional evidence requirements;
- ❖ Provide an Assessment for the School's business priorities and the selected management theme – Management of Change. This includes: the use of clear targets and success criteria at individual, team and whole school levels; sharing of knowledge – Inset days, team meetings and collaborative working with other schools; ensuring that planned staff development activities have taken place and that learning has been applied and evaluated; the encouragement of constructive feedback; supporting staff to acquire capabilities; development of leadership and management skills at senior management and middle manager levels; planning and developing people's careers – succession planning; and leading and managing in line with the School's vision and ethos.

## Assessment Plan:

The Assessment was completed according to the Assessment Plan agreed with the Head Teacher. During the Assessment, sufficient evidence was obtained which confirmed that Queens' continued to meet The Standard and the 12 additional evidence requirements from the Investors in People Framework as detailed in Appendix 2.

The evidence collected by observation and obtained from the interviews, including documentary evidence and access to the website, was judged on its currency, validity, consistency and sufficiency. The results were then used to determine Queens' performance against the Investors in People Standard and the selected additional evidence requirements.

## Management Theme – Management of Change

### Strengths & good practices:

Considerable emphasis has been given by the Head Teacher, his SLT, SIT and the Governing Body to the management of change within the school: conversion to Academy status; collaborative working with and/or support for other schools; training for greater flexibility; increased emphasis on teaching and learning; and further development of the in-house provision for staff learning and development

It was evident that the progress being made on the 'Managing Change' process has been managed effectively, assessed against the elements of the change process: **Workforce Engagement; Shared Future Vision; Skills & Competences; Empowered Solutions; Recognising Change; and Evaluating Change.**

### Workforce Engagement

- ❖ The Governing Body, SLT and members of the teaching and school support staff have been involved and responded positively to the significant changes being made within the school;
- ❖ The high level of forward planning for the transition to Academy status which was completed successfully in July 2011. As a result staff were not adversely affected by the transition;
- ❖ Staff were fully involved in identifying the need for further changes from April 2012: briefings, staff meetings; performance management; department/ team meetings; one-to-one sessions; opportunities to suggest ways of achieving change objectives;
- ❖ Evidence of a culture that encouraged school staff to challenge and give feedback on the SIT and SLT's proposals;
- ❖ Staff believe that they had a good level of input into the management of change;
- ❖ During the past 18 months, the most significant changes have resulted from the Ofsted Inspection. Although management and staff were surprised at the Key Findings, no evidence was noted of management or staff being in denial – "The Kubler Ross Denial stage". *"The Inspection was a 'Wake-Up' call"; "We were not rigorous enough in assessing the quality of T&L and following-up action plans for improvement." "As our results demonstrated continuing school improvement we became complacent." "Ofsted identified lessons as: 3 Outstanding; 30 Good; 16 Satisfactory; and 2 Inadequate. The School Assessment as at April 2012 identified 40% Outstanding."*

### Shared Future Vision

- ❖ The Head Teacher and his SLT provided a clear vision of the future which helped staff to understand and buy into the end result. *“During 2012-2013 lesson observations indicated 28% Outstanding 63% Good 7% Satisfactory and 2% Inadequate. The quality of teaching target for December 2013 is for 93% to be Good or Outstanding”. The target for July 2014 is 95% Good or Outstanding and by December 2014, 97% Good or Outstanding;*
- ❖ Staff continue to believe and trust the SLT during the various stages of the ongoing change process although some adverse comments were made about the make-up, operational activities and the management of the feedback from the SIT’s Lesson Observations: *“Is there a need for the ‘email of Doom’ which is sent out to all members of staff detailing the next programme of classroom observations?”; “Although I recognise the complexity of the school timetable, why am I being observed by a member of the SIT who teaches in a completely different department?”; “I recognise the benefits of gaining consistency in rating T&L of being observed by two SIT members, but this only made me more stressed”; “The acronym SIT invites cynical variations, could this not have been anticipated?”; “I would have appreciated a more immediate feedback: they could have easily told me that I was awarded the ‘outstanding’ grade”;*
- ❖ The plan for managing change was shared with staff and the progress of change was monitored;
- ❖ Regular ideas workshops were held and one of the outcomes was the development of three grades within the “Good” T&L category – 2A, 2B and 2C;
- ❖ Updates on why the change is necessary were given regularly. The SIT Development Plan states that: *“The quality of teaching targets will be achieved by: use of lesson observations for staff development rather than just for Performance Management; Coaching and/or competencies for staff who cannot achieve satisfactory rating; CPD training for staff on developmental areas as a result of lesson observations and exam results.”* Although it is quite clear from the SIT Development Plan that the lesson observations are for staff development not just as an input for Performance Management some of those interviewed were concerned that there may be a ‘hidden agenda’;;
- ❖ People believed that the school’s leadership have the right skills and personal behaviours to carry out the change management.

### Skills and Competences

- ❖ As part of the change process, top management reviewed Queens’ Key Priorities in terms of the skills and capabilities needed;
- ❖ Twilight, targeted CPD for all teachers based on developmental lesson observations;
- ❖ Coaching for staff who continue to have difficulty in making improvements;
- ❖ Leadership L&D activities are in place for managers to develop their core competences;
- ❖ Top management have identified the change management skills required;
- ❖ The SLT and SIT recognise that good management is required to gain feedback and to give support for staff development as part of the change process. They also recognise that this aspect should be improved;
- ❖ Observation Sheets have been amended to provide a more detailed feedback – not just ticking the boxes;
- ❖ Paired observations are being used to develop greater consistency/standardisation;
- ❖ More involvement of the respective Heads of Department when their staff are being observed was noted: whenever possible the Head of Department can take part in the observation; when a vacancy in the SIT occurred, the replacement was a Head of Department who recognised the importance of this element.

### Empowered Solutions

- ❖ It was evident that the core principle adopted by top management was to engage staff from the very beginning in the development of solutions, new practices and better ways of working. It is recognised that this was the core principle in the achievement of the desired and necessary change.

### Recognising Change

- ❖ The SLT recognise the importance of ensuring that progress in the right direction is acknowledged and celebrated. Setting small milestones on the path to change makes success more likely and it provides a good opportunity to recognise how they have adapted their behaviour to Queens' vision and core values: the introduction of the 2A, 2B and 2C ratings was a good example. Some direct evidence as well as 'anecdotal' evidence was noted where more immediate recognition of successful outcomes from the classroom observations could have been given;
- ❖ ***“Recognising and valuing people’s efforts to introduce change is part of making sure they are motivated and feel positive about the change process.”***

### Evaluating Change

- ❖ The SLT recognises that monitoring of progress should draw in feedback from governors, students, parents and other stakeholders as well as staff from all staff groups;
- ❖ *Queens' has developed their own lesson gradings in order to demonstrate progress within the “Good” category – the introduction of three levels 2A, 2B and 2C;*
- ❖ Sharing positive messages about the change and demonstrating that the SLT is taking account of feedback are giving staff a sense of ownership.

### Anchoring Change

- ❖ To ensure that the emphasis on improving and measuring the quality of teaching and learning and elimination of the lack of consistency across and even within departments become fully embedded;
- ❖ Review of Queens' policies and procedures and possible revisiting of the targets to ensure that the objectives set for staff directly reflect the desired changes;
- ❖ The Action Research Project which has been set up tackle the low performance of Boys in comparison to the attainment by Girls should be extended to other Key Objectives;
- ❖ Ensure that the planned termly good practice T&L Bulletin is in place by July 2014;
- ❖ Planned introduction of Peer Coaching and Mentoring as a means of mutual developments to the quality of teaching;
- ❖ Review the procedures and develop the leadership and management skills for Performance Management/Appraisal: improved linkage between performance and operational targets; effective discussion of the outcomes from the SIT lesson observations, Learning Walks by SLT and Head of Department and lesson observations by Head of Department, Peers and Mentors, where appointed;
- ❖ Consider the possible benefits from designating a named coach for each teacher and, where relevant to the career stage, a Mentor.

### Areas to develop

Top Management should continue to address the issues on the elements of the 'Managing Change' process: In particular, **Recognising Change**, **Evaluating Change** and **Anchoring Change**.

## Business Objectives:

- ❖ To improve the quality of teaching This is fully covered by the SIT Development Plan and the activities of the SIT: Outstanding Teacher programme in Business Studies, Technology and English etc; programme of lesson observations;
- ❖ To improve student achievement: targets are very clear; improvements to classroom display of Data Analysis has been recognised as an effective means of improving student achievement – Ofsted comment and best practice from one of the new Assistant Head Teachers; Action Research Group formed to focus on improving Boys’ achievement. *“The percentage of students achieving 5 or more grades A\* - C is 85%. The percentage of students achieving 5 or more grades A\* - C including Maths and English is 75% - Girls 81% and Boys 66%. The target for 2014 is 82% - Girls 81% and Boys 83%.”*
- ❖ Further development of leadership and management across the school: continuation of the practice of seconding teachers to leadership scale and secondment to the SLT; A number of staff access the National College of Senior Leadership’s NPQML and NPQSL and the Deputy Head Teacher and one of the Assistant Head Teachers have successfully completed the NPQH programme. Targeted classroom teachers are enrolled on the Outstanding Teacher or SLE programmes. Five members of staff are following the Masters Degree in Education and two are undertaking PhDs – 50% of the University Fees are funded by the School, attendance at the University is on a Saturday. The 2012-2013 NQTs taking the Masters Degree were able to negotiate a discount from the University;
- ❖ To improve behaviour for learning: targets are linked to the percentage of lessons disrupted by bad behaviour;
- ❖ To meet the Operational Targets: Quality of Teaching; Student Achievement; Behaviour for Learning; to improve the performance of all students to ensure that they achieve their potential with a particular focus on strategies to raise the achievement e.g. the 10% Gap between Boys’ and Girls’ achievement. The progress towards each of the Operational targets is discussed at the weekly management meetings. Feedback on progress and any changes to current objectives is given to all staff through the staff meetings, Inset days and at the Weekly Briefings. There are structured Action Plans with measurable KPIs, identifying the staff involved and the role they must play in order to meet each objective. Key staff contribute to the action planning process. The school’s targets are embodied within Performance Management;

## Strengths of the organisation

### Key Strengths and areas of good practice

#### School Leadership

Inspirational and strong leadership demonstrated by the Head Teacher; strong leadership by members of the SLT and Governing Body; learning-centred leadership by SLT, Heads & 2<sup>nd</sup> in Charge of departments; and support team managers and team members – Accounts, Administration, Cover Assistants, Estates and Examinations; evidence of future leaders being identified. Head Teacher has developed good relationships with local area and national Trade Union staff.

Staff interviewed and the TU Representatives commended the school's approach to the recent Strike Day. The decision was taken to close the school after the TU Reps indicated staff support for the Strike Day. A few members of the TUs elected not to strike and they were paid: this did not result in any problem with those on strike.

Earlier in the week of the Assessment one of the TU National Organisers asked to visit one of the schools in Hertfordshire and the Area Organiser recommended 'Queens'. An Open Invitation was made to staff to meet and discuss any issues with National TU Organiser: the visit was successful but very few took up the invitation to discuss issues. The issues raised were concerned with the changes to pensions, performance management and curriculums being introduced.

The three TU 'Representatives' are neither elected nor active but are only recognised as communication channels. They do listen to any of the concerns raised by TU Members. The only concerns which have been raised apart from the 'Michael Gove Announcements' are concerned with 'contract clarification' over the non-payment of part-time teaching staff who are expected to attend the Parent Evenings when it coincides with their non-working day. This is the 'downside' of the Head Teacher's policy of agreeing/encouraging part-time contracts when staff return from maternity leave or have other personal commitments.

The Head Teacher makes himself very approachable and accessible to all members of staff and it was evident that he has a very in depth knowledge of the strengths, weaknesses, career aspirations and personal circumstances of all members of staff.

Learning Development and Career Progression	<p>Promoted posts and project development management held by former PGCE students, NQTs and GTPs; other examples of internal promotion; plus examples of staff trained and developed at Queens' being successful in gaining promoted posts at other schools; planning and development opportunities are given to further staff careers; there are clear opportunities for staff to achieve their full potential.</p> <p>The school is a member of the Bucks and South West Herts Teaching School Alliance and has developed very close links with a range of Initial Teacher Training providers, including the Institute of Education, University of Hertfordshire, Kings College, the University of Brighton and the University of Middlesex.</p> <p>A significant proportion of staff in the school, including the HT and those interviewed, had been recruited as PGCE Students/NQTs/GTPs/Unqualified Teachers. Career progression was very evident and in accordance with Queens' succession plans. Anecdotal evidence indicated that a number of staff had gained promoted posts at other schools.</p> <p>Through the Schools Direct Consortium, led by Parmiters, the neighbouring school, Queens' has taken on two Schools Direct Trainees. One of the trainees was included in the sample but, for personal reasons, was unable to attend. Fortunately another of the interviewees was an appointed mentor for Schools Direct. Schools Direct replaces the GTP Programme and is intended to replace the college-based PGCE programme. As a result there are no GTPs and there is a much lower number of PGCE Students available for school work placements. <i>"In the Head Teacher's 40 years experience in Education the quality of the PGCE Students and NQTs recruited within the past five years has never been higher. The GTPs recruited have also been of a very high quality. The new Assistant Head Teacher, recruited externally, entered the teaching profession as a GTP and, subsequently gained rapid promotion to senior management and Assistant Headship at his original school."</i></p>
Planning	<p>Clear objectives with measurable targets within the Whole School Plan.</p> <p><b>Futures Perspective:</b> Availability and application of improved educational methodology; increased costs of teachers relative to education budget/ongoing recruitment problems/impact by Teaching Schools initiative: building capacity; leadership development; Schools Direct programme and Initial Teacher Training;</p>

	<p>pressure on Education Budgets: reduction of funding; curriculum changes; Sports and Science Specialisms funding change; continued movement towards self-managing school – the need to attract funding and investment from private and public sources as an Academy (from July 2011): premises development and expansion to meet school population growth in SW Herts.</p> <p>The Strategic level of the Plan focuses on medium-term priorities over the next two to five years: curriculum developments, both from the government's changes and Queens' developing priorities;</p> <p>The third level, "Operational Targets" is the detailed focus on one-year Operational Objectives, which for 2013-2014 is the school's response to the April 2012 Ofsted Inspection - the School Improvement Team (SIT) Development Plan which is also informed by the SIT T&amp;L reports and by student performance in public examinations.</p>
Teaching & Learning (T&L)	<p>Significant improvements made to T&amp;L, (since the Ofsted-identified T&amp;L Assessment, April 2012) as measured by the SIT Observations, Heads of Department and Learning Walks.</p> <p>A high proportion of the Grade 2s are teachers who have recently completed their NQT year. In consequence, teachers with more experience now recognise the value of the range of T&amp;L activities and are encouraged to improve their T&amp;L capabilities by extending their participation in those activities.</p>
Recruitment and selection processes	<p>Recruitment and selection processes are effective in engaging high quality staff in conjunction with the ability to retain good quality staff most of whom could gain promoted posts at other schools or move 'sideways' to other schools nearer to their home base or earn higher salary within central London/outer London boroughs paying London Allowances: two new Assistant Heads recruited for 2013-2014 from 80 applications: this was the first time for a number of years that external candidates were selected for the SLT. Originally, there was only one SLT vacancy but the decision was made to create an additional one as a result of the high quality of the applicants – seven of those interviewed, including internal applicants, could have filled the vacancy.</p>
Effective learning and development (L&D)	<p>Use of internal and external programmes: New Staff Induction; Inset L&amp;D; support and encouragement for</p>

	<p>PhD and Masters Degree Courses; internal L&amp;D programmes and coaching for PGCE/ITT students, NQTs and Schools Direct Trainees (replacement for the GTP programme); and Mentors for NQTs and Schools Direct; national leadership programmes for Headship, Middle Leaders and Senior Leaders – NPQH, NPQML and NPQSL; support and development for Local Leaders of Education programme (LLE); knowledge and information is readily shared – Inset Days; team meetings; school intranet; collaborative working with other schools; continuation of partnerships formed through PE/Sports and Science Specialisms; membership, and, in some instance the lead school in a number of consortia, including the Schools Direct Consortium; the Head Teacher is an LLE and provides support and advice for new Head Teachers and low-performing schools.</p>
Work Life Balance and Health and Wellbeing	<p>Strong focus on Work Life Balance and Health and Wellbeing of both staff and students: staff returning from maternity leave are supported if they need to take a part-time contract; staff and governors recognise the important role of good health and exercise in the development of academic and vocational potential and are totally committed to the Healthy Schools programme.</p> <p>The school takes a very generous approach to paid time off for personal reasons. <i>“One of the teachers was allowed time off with pay to attend his son’s graduation in September but his wife, who works at another school (not an Investor in People) was disallowed.”</i></p> <p><i>“I am eternally grateful and loyal to the school for its support following the serious injuries I suffered from a car accident.”</i></p>
Continuous improvement	<p>Identification of areas for improvement: due account and actions taken is taken of improvement suggestions from staff recruited externally; school is moving towards an ethos of Action Research; retention of the services from the former School Improvement Partner (SIP); acceptance of the Ofsted team’s Key Findings for Improvement with the implementation of the SIT Improvement Plan; actions taken on the suggestions for improvement during the 2010 Investors in People Assessment; benchmarking its quality through close links maintained through Sports Partnership, Teaching Schools Alliance and a range of Initial Teacher Training, (ITT), providers.</p>

<p>Continued success of the Business Academy</p>	<p>Queens' is the only school in Hertfordshire to work with the UK Careers Academy in partnership with local and London-based businesses. 10 of the 12 students gained employment following their six-week internship with local and London-based businesses.</p>
<p>The outstanding achievements of students with the enthusiastic support of staff members many of whom are qualified coaches.</p>	<p>The outstanding achievements of students, over and above student attainment results in public examinations, which are managed, supported and encouraged by members of staff: Maths Challenge UK; 'Queens' Fest' fund-raising event, organised by Student Voice (School Council) under the management of a class teacher, for the development of the outdoor eating area; other fund-raising events and volunteering for Charities; Dragons Apprentice Challenge; winning the Houses of Parliament Debates Trophy and holding regular debates on up-to-date current affairs; involvement in the CCF (Combined Cadet Force) – engaging young people in activities leading to the development of leadership skills and commitment; Sporting achievements at local, county, regional and national levels, with both team and individual successes – Boys' Rugby; Girls Football; Boys Football; Cricket; Basketball; Netball; Fencing; Golf; and Swimming. Several boys have signed apprenticeships with Premier Teams and the Girls' Basketball Teams at each age-level are Regional Champions and may become National Champions.</p>

## Suggested Development Areas – refer to Continuous Improvement Plan – Appendix 1

<b>Suggested Areas for Development</b>	
Measurement of impact from staff Learning & Development (L&D)	Ensure that more attention is given to how the impact of all the learning and development activities will be evaluated by setting and agreeing action plans, with clear measurable objectives across all department and teams, for each of the L&D activities.
Measurement of the benefits from the investment in L&D and the assessment of the value for money	Although the SLT, management and staff were able to describe how CPD and staff development activities have benefited the school, the teams and individual members of staff, there was very little evidence of any examples of cost/benefit analysis being measured or reported. Queens' should continue to improve the assessment of the school's return of investment in learning and development and how this has contributed to improvements in student attainment and the management of the staff teams. This will enable the SLT and managers to improve their evaluation of their investment in learning and development and to develop their strategy for further improvements in school performance and management. The SLT, however, recognises that this only accounts for a small percentage of the school's overall investment of time, money and resources in learning and development: provision of cover by Queens' cover supervisors and supply teachers; mentoring; management of CPD; performance management; classroom observations by SLT and peers; Heads of Department observations; teacher support activities by ASTs, Heads and SLT; PGCE student placements; support for new members of staff etc. It is suggested that: flexible and effective approaches to measuring return on investment or value for money are considered; return on the investment in staff learning and development activities is analysed and reported to governors.

<p>Setting standards for Coaching and Teaching &amp; Learning:</p> <p>What is Good Coaching? – Checklist;</p> <p>What is Good/Outstanding practice in T&amp;L? What is less than Good/Inadequate</p>	<p>There is a need for a more consistent and clearer understanding throughout the school about the principles of coaching and the consistent adherence to those principles at all times. The application of the six-level “Coaching Pyramid”: Learning Direction; Personalisation; Feedback; How to Improve; Core Skills; and Building Independence.</p> <p>This could ensure that the T&amp;L outcomes are in line with building the capability of the school, teaching team and individual teachers and that the teacher being coached will be encouraged to identify the areas where coaching is required and possible solutions to the problem. For greater consistency, the SIT could produce guidelines such as “Top Tips for Coaching Observations”, “What is Good/Outstanding practice in T&amp;L?” and “What is less than Good/Inadequate”.</p> <p>For each T&amp;L activity, the expected outcomes and the impact on school performance should be defined during the initial stages. Attention to be given to those outcomes and support made available when the measurable outcomes are not being achieved.</p>
<p>Extension of “Action Research” projects</p>	<p>“Action Research” is currently linked to investigation of the 10% gap in performance between Boys and Girls. There are opportunities for other projects. Comparison could be made with other Herts schools that also hold The Standard. Several are involved in the Herts/ Cambridge University Teacher Led Workshop Group (TLDW) Programme: projects on this programme are designed to improve the quality of T&amp;L: Presentations to the SLT and colleagues are an important element of the TLDW Programme which can lead on to a comprehensive programme of L&amp;D, linked to improving T&amp;L, for the Inset Days. This has the additional benefits of enhancing the ethos of staff ownership of the solution to each problem, the linked L&amp;D and opportunities for working within cross curricular Action Research teams.</p>
<p>Performance Measurement</p>	<p>Records should be maintained of the T&amp;L activities and the outcomes/impact, both at organisational and individual levels: for example, spreadsheets recording participation and the impact of improved T&amp;L, certificates issued for accreditation of T&amp;L ratings and the maintenance of personal portfolios as evidence for Performance Management discussion and career development.</p>

## Appendix 1 – Continuous Improvement Plan

Business Issue - What	Suggested Actions - How	Potential Benefit - Why	Priority - When	Solutions/Support Available - Who
Measurement of impact on performance from staff Learning and Development (L&D) activities	Set and agree action plans for each L&D activity with Objectives and targets  Record outcomes	Improved performance  Greater level of ownership	Medium System in place by September 2014	The School's internal resources are more than adequate to achieve this action.
Measurement of the benefits from L&D investment. Assessment of the Value for Money	Record full cost of L&D Make an assessment of savings possible from the outcomes	Aid for decision-making with the availability of more effective information for the Governing Body and the SLT	Medium System in place by September 2014	Input by the GB and the SLT
Setting standards for Coaching and T&L	Develop guidelines for good coaching – “Top Tips” Identification of elements of T&L practice – Outstanding, Good, Satisfactory, Inadequate	Basis for the L&D of coaches. Improved coaching techniques Individuals will have the opportunity to take more ownership for performance improvement Improved recognition of T&L	High	Input from the SIT, SLT Heads of Department, ASTs, managers who are recognised as good coaches and Outstanding teachers
Extension of “Action Research” projects	Identify issues which could benefit from teacher-led research	Performance Improvement, greater ethos of involvement and ownership	Medium by March 2014	Benchmark with the TLDW programme Project procedures
To achieve Silver Award.	Select additional ERs	Reward and Recognition, pride in being part of the school	Medium by July 2015	The GB, SLT and all staff teams.

**Appendix 2 – Assessment results summary**

**The Investors in People Framework**  
The Evidence Requirements

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Total
The Indicators	1	✓	✓	✓	✓	✓		✓																						7
	2	✓	✓	✓	✓	✓		✓				✓																		7
	3	✓	✓	✓	✓	✓				✓															✓					7
	4	✓	✓	✓																										3
	5	✓	✓	✓	✓								✓										✓							6
	6	✓	✓	✓																										3
	7	✓	✓	✓							✓																			4
	8	✓	✓	✓																										3
	9	✓	✓	✓	✓	✓					✓		✓																	7
	10	✓	✓	✓	✓																									4
																The number of Evidence Requirements met is										<b>51</b>				

Key:



The Core Investors in People Standard



Your Choice from the Investors in People Framework



Not part of the Investors in People Framework

39 Evidence Requirements

12 Additional Evidence Requirements

Total: 51

**Appendix 3 - Investors in People Single Framework Topics within a School Context** **Exceptional; Strength; Good practice; Meets Standard with potential for improvement; Standard is not met**

Evidence Requirements: 37 + 10 The Investors in People Standard. (Numbers after topic headings are the number of Evidence Requirements per topic) **Not included in the Review Assessment, but included for guidance towards Silver.**

	1	2	3	4	5	6	7	8	9	10
<b>The Standard Good Practice</b>	Vision, Purpose, Values, Strategy, Plan. School Planning involves staff groups, provides vision to improve performance with measurable objectives set at all levels of the School	Staff L&D plans are in place reflecting the needs at School, team and individual levels with staff involved in identifying development needs	Staff encouraged to improve their own and others' performance with all staff having access to relevant development opportunities	School Leadership and Management capabilities are understood by all staff and are clearly defined	School leaders are assessed and developed against the defined capabilities. Performance Management is in place for all staff	Systems are in place for the SLT and colleagues to give recognition to staff achievement and contribution: performance management team meetings, personal thank you's etc	Ownership & responsibility are encouraged. Staff contribute to decision making. There is an ethos of empowerment and ownership	Systems are in place to ensure that planned L&D activities have taken place and learning is being applied. Induction processes are in place for new staff, trainees and those staff changing roles	SLT and staff at all levels can describe how CPD & L&D activities have benefited the school, the team and the individual. Investment in L&D can be quantified and impact can be demonstrated	Systems are in place for evaluating how new practices have impacted on leading, managing and developing people. SLT and staff can confirm that the school has improved its practices.

Best Practice	<p><b>Core values</b> 4 (7, 13, 19, 24)</p> <p><b>Targets &amp; Success Criteria</b> 3 (9, 15, 21)</p> <p><b>Social &amp; Community responsibilities</b> 3 (10, 16, 22)</p> <p><b>Involving of parents, staff, governors &amp; pupils</b> 3 (8, 14, 20)</p> <p><b>Core Values at the heart of school ethos</b> 3 (11, 17, 23)</p> <p><b>Social responsibility at heart of the school culture</b> 3 (12, 18, 25)</p>	<p><b>Staff L&amp;D strategy builds capability</b> 4 (5, 8, 12, 14)</p> <p><b>Succession planning evident at all levels including the GB</b></p> <p><b>People help make decisions about their own learning</b> 3 (9, 13, 16)</p> <p><b>L&amp;D can be accessed by all staff, is innovative and flexible – peer coaching, mentoring</b> 1 (6)</p> <p><b>A culture of continuous learning</b> 3 (7, 17)</p> <p><b>Plans take account of the learning styles of staff e.g. Visual, Auditory Digital, Kinaesthetic methods of delivery</b> 2 (10, 15)</p> <p><b>Leaders are seen as role models for L&amp;D</b> 1 (11)</p> <p><b>The Governing Body is fully engaged in its own CPD&amp; L&amp;D activities</b></p>	<p><b>Recruitment process is efficient and effective</b> 6 (6, 11, 14, 19, 22, 27)</p> <p><b>Diverse and talented workforce is created with full DDA compliance</b> 5 (11, 15, 20, 23, 28)</p> <p><b>Work life balance strategy meets peoples needs with link to school improvement</b> 6 (8, 13, 16, 21, 24, 29)</p> <p><b>Constructive feedback is valued</b> 3 (9, 17, 25)</p> <p><b>Performance Management and observations improve teaching &amp; learning standards</b> 3 (9, 17, 25)</p> <p><b>Structure makes the most of peoples talents</b> 4 (10, 18, 20, 26)</p>	<p><b>L&amp;M capabilities for now &amp; future are defined</b> 2 (4, 9)</p> <p><b>Managers are reviewed and supported to acquire capabilities</b> 4 (5, 6, 10, 11)</p> <p><b>Local and national leadership programmes are effective</b></p> <p><b>Distributed leadership and learning centred leadership are evident</b></p> <p><b>L&amp;M strategy links to school improvement strategy and takes account of external good practice</b> 1 (7)</p> <p><b>Everyone encouraged to develop leadership capabilities</b> 3 (8, 12, 13)</p>	<p><b>Managers seen as role models</b> 3 (5, 6, 7)</p> <p><b>Ofsted and SIP Review feedback confirm effectiveness</b></p> <p><b>Coaching is used to help staff achieve potential</b> 4 (8, 12, 19, 25)</p> <p><b>Planning and development opportunities help to develop staff careers</b> 6 (9, 11, 12, 16, 18, 23)</p> <p><b>Culture of openness and trust</b> 3 (7, 21, 24)</p> <p><b>Top Managers inspirational leaders</b> 5 (7, 14, 15, 22, 23)</p> <p><b>Efficient use of staff, parents' &amp; pupils' feedback</b> 5 (10, 13, 17, 18, 20)</p>	<p><b>Reward and recognition strategies linked to business strategy</b> 2 (6, 15)</p> <p><b>Representative groups are consulted</b> 5 (5, 8, 12, 14, 18)</p> <p><b>SLT demonstrate understanding of what motivates people</b> 3 (4, 10, 16)</p> <p><b>Success is celebrated</b> 2 (11, 17)</p> <p><b>Regular praise and feedback are encouraged – culture of praise and appreciation</b> 1 (9)</p> <p><b>Colleagues achievements are recognised</b> 2 (13, 19)</p>	<p><b>Effective consultation and involvement are evident</b> 4 (4, 6, 7, 17)</p> <p><b>Support and trust people to make decisions, cross curricular teams and team empowerment</b> 5 (9, 12, 13, 14, 15)</p> <p><b>Knowledge and information are shared – Inset, team meetings, intranet and collaborative working with other schools</b> 2 (5, 10)</p> <p><b>Staff feel empowered as decisions are devolved</b> 2 (12, 16)</p> <p><b>A culture of continuous improvement</b> 2 (8, 11)</p> <p><b>People can challenge the way things work</b> 1 (18)</p> <p><b>People have a sense of ownership and pride</b> 1 (19)</p>	<p><b>Effective use of internal and external L&amp;D resources – own staff expertise, coaching and mentoring</b> 3 (4, 8, 13)</p> <p><b>Learning is an everyday activity and valued. Support given after L&amp;D. Clear objectives for putting new skills and knowledge into practice.</b> 6 (6, 10, 11, 15, 16, 18)</p> <p><b>Innovative and flexible of approach to L&amp;D</b> 2 (5, 14)</p> <p><b>Clear opportunities for people to achieve full potential</b> 1 (9)</p> <p><b>Career progression is given sufficient priority</b> 1 (9)</p> <p><b>All learning including informal, formal, on and off the job, coaching &amp; mentoring, is used and valued</b> 2 (7, 17, 20)</p> <p><b>Support for personal development results in career progression</b> 2 (12, 19)</p>	<p><b>Strategies for leading, managing and developing staff are evaluated for their impact on school improvement</b> 2 (6, 10)</p> <p><b>Flexible and effective approaches to measuring return on investment or value for money are evident</b> 2 (7, 8)</p> <p><b>Return on investment in people is reported clearly to governors</b> 1 (9)</p> <p><b>Performance improves as a result</b> 3 (11, 13, 14)</p> <p><b>Career Prospects improve</b> 1 (12)</p>	<p><b>Self review and information from external reviews are used to identify areas for improvement</b> 2 (4, 10)</p> <p><b>Effective feedback methods are used to understand peoples views of how they are managed – staff surveys</b> 7 (6, 7, 9, 11, 12, 13, 14)</p> <p><b>Internal and external benchmarking is used</b> 1 (8)</p> <p><b>Investors in People Specialist involvement provides impetus for further improvement</b> 1 (5)</p> <p><b>People believe this is a great place to work</b> 1 (15)</p>
---------------	---	---	--	--	---	--	---	--	--	---