

COMMERCIAL IN CONFIDENCE

**INVESTORS IN PEOPLE  
LEADERSHIP & MANAGEMENT  
ASSESSMENT  
FEEDBACK REPORT**

**Ewloe Green CP School**



Prepared by

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June 2008

## **CONTENTS**

1. Introduction
2. Objectives of the Assessment
3. Abbreviations used in this Report
4. Summary of Findings against the Leadership & Management Model
5. Summary of Strengths and/or Good Practice
6. Summary of Continuous Development
7. Feedback on Identified Objectives for Assessment
8. Conclusion

## **1. Introduction**

This report has been produced following the Investors in People Leadership & Management Model Assessment of Ewloe Green CP School carried out on behalf of Investors in People Wales. The report reflects on the findings of the Assessment and highlights areas of good practice identified, in addition to those areas recommended for further development.

I would like to thank Head Teacher Ruth Dyas, and Deputy Head Chris Morrison, for their help in arranging the interviews, and all Ewloe Green CP School employees who took part in interviews, for their openness and co-operation during the Assessment process.

### **Background Information on School**

Ewloe Green CP School is located in the village of Ewloe, near Queensferry, and provides educational care and support to 435 pupils, with a total staff of 55, including all Governors, management, teaching staff, teaching support staff and other support staff (eg: administration, caretaking and lunchtime supervision).

The school has a good reputation for pupil achievement and standards, and was last inspected by Estyn in June 2006, when the inspection team concurred with the Head Teacher in many of the development needs identified, within the school's pre-inspection self evaluation document.

The school appointed a new Head Teacher in September 2005, and has made a number of other management and staff appointments since that time, including a new Deputy Head Teacher, and the appointment of two existing staff to newly-created TLR positions, as part of an expanded senior management team. A change in culture is also taking place within the school, with all staff being encouraged to take on more leadership and management responsibilities for their subject and work areas.

Ewloe Green was originally recognised as an Investor in People in July 1999. The school was successfully reviewed against the Standard in March 2002, March 2005, and November 2007.

### **Management Structure**

#### Top Managers

Ewloe Green CP School has a Governing Body of 8 'non-staff' people and a Senior Management Team of 4 (comprising the Head Teacher; Deputy Head; and two senior staff with TLR – Teaching & Learning Responsibility - roles). Collectively, these staff were considered to be the Top Managers within the school, for the purposes of the Leadership & Management Model assessment.

## Managers

For the purposes of the Leadership & Management assessment, the following staff were identified as current and potential leaders and managers within the school:

- The Governing Body
- The Senior Management Team
- Subject Leaders
- Teaching staff
- The School Cook
- The Caretaker

In total 28 staff were considered to be 'in scope' for this Leadership & Management Model assessment.

## **2. Objectives of the Assessment**

The agreed objectives for the Assessment were:

- To establish the school's current status against the requirements of the Investors in People Leadership & Management Model.
- To suggest continuous improvement/development areas within the context of the Leadership & Management Model, to help the school improve its performance.
- To identify particular strengths and/or good practice, demonstrated by the school.
- To identify what benefits staff felt they had achieved, by taking part in leadership and management training courses

### **3. Abbreviations Used in the Report**

ICT	-	Information Communication Technology
INSET	-	In-service Training
NPQH	-	National Professional Qualification for Headship
PPA	-	Planning, Preparation and Assessment
TLR	-	Teaching & Learning Responsibilities

## **4. Findings against the Investors in People Leadership & Management Model**

### **COMMITMENT**

**Top managers are committed to making sure that your organisation is successful through effective leadership & management**

#### **1. Top managers direct your organisation's approach to effective leadership and management**

Governors and members of the Senior Management Team within Ewloe Green CP School see effective leadership and management, at all levels within the school, as being crucial to helping the organisation to achieve the aims and objectives identified within the School's Improvement Plan. *'Leadership and management development is enabling the necessary changes in the school, to help it achieve it's vision'; 'Subject Leaders are key in driving change and balancing the workload of the Senior Management Team'; 'The creation of the TLR posts is helping to support the change process'* were all comments used to explain this contribution.

Members of the Senior Management Team have played an active part in helping to define the leadership and management responsibilities (and the implicit associated knowledge, skills and behaviours that staff in management roles require within the school), with the Head Teacher leading staff sessions on the role of the Subject Leader, and job descriptions being reviewed and updated with all staff on an annual basis. Governors have also played a part in approving this process, with the Staffing Committee being actively involved in agreeing the person specifications for new leadership and management appointments, and the whole Governing Body being kept informed about development of managers in line with the school's requirements.

The Governing Body was actively involved in agreeing the Workforce Reform programme, which included creation of the current TLR posts and the identification of the benefits of developing further TLR positions in the future, to support the school's ongoing development. Both Governors and Senior Managers have also played an integral part in approving recruitment processes for leadership and management positions; in leading the delivery of Performance Management within the school; and in supporting the provision of formal training and qualifications for both senior and middle managers, in line with the requirements of their roles.

## **2. Top managers are role models for leadership and management development.**

Top managers at Ewloe Green CP School continue to dedicate time to their own learning and development, through attendance at school INSET sessions, by following courses of accredited study, and by involving themselves in networking and forum events, which keep them abreast of developments within education (eg: the Deputy Head working towards his NPQH qualification; both TLR staff attending the School Leadership programme; the Head Teacher and Chair of Governors attending Head Teachers Conferences and Chair of Governors Forums, respectively).

All staff interviewed during the course of the assessment described how they have been actively encouraged to develop their leadership and management skills through further learning and attendance at formally-accredited courses, and confirmed the example set by the senior team, through their involvement in on-going development activity. Several staff described the personal support they had received, which has inspired them to develop further (eg: *'My line manager and the Head have been very supportive, they've let me take on the responsibility as a development project'*; *'They encourage us to do things that suit our individual style of learning'*), while some staff discussed their reluctance to take advantage of the development opportunities that have been offered to them, due to concerns that they might impact negatively upon their workload (eg: leaving less time for planning and preparation of lesson activity). As part of its commitment to continuous improvement, I would encourage the school to look again at ways of reassuring those staff who have reservations about the time commitment involved in further leadership and management study.

## PLANNING

**Your organisation knows what effective leadership & management is, and how it can be achieved**

### **3. Leadership and management requirements are defined and understood**

Ewloe Green CP School's leadership and management job descriptions support the school's aim of creating a proactive culture of continuous improvement, where staff are encouraged to take individual and team responsibility, for identifying and implementing subject, area and school improvements. Job descriptions are reviewed with staff on an annual basis, to ensure that they remain relevant and current, and targets and objectives are agreed with leadership and management staff, which support achievement of the school's aims, objectives and culture (eg: teaching staff targets including identification of appropriate leadership and management training that will help with development of knowledge and skills related to their job roles).

The school has referred to several forms of external guidance in the process of identifying its leadership and management requirements, eg:

- Terms of Reference for its Governing Body committees, are taken from example guidance issued by Flintshire County Council
- Job descriptions for the Head Teacher and Deputy Head have taken account of the National Standards for Headteachers
- Subject Leaders' and Teachers' job descriptions take account of the Professional Standards for knowledge, skills and behaviours issued by the Training & Development Agency for Schools (see [www.tda.gov.uk](http://www.tda.gov.uk))
- The Caretaker's job description has been developed in line with County guidelines

It has also considered the social-responsibility aspect of its leadership and management roles, and has included the following within job descriptions and Performance Management process targets: **(i)** promotion of health and wellbeing initiatives; **(ii)** projects designed to encourage responsible behaviour amongst pupils; **(iii)** environmental awareness and promotion activities; **(iv)** additional support for children who are identified as 'more able and talented'; **(v)** promotion of the Welsh language and culture **(vi)** awareness and management of health & safety areas.

The school has clearly defined the requirements it expects of people with leadership and management responsibilities, eg:

- Within Governing Body Committee Terms of Reference
- Within job descriptions for Senior Management Team members, Subject Leaders, Teachers and supervisory Support staff

and people confirmed that they have a good understanding of these requirements, and of the ways in which they need to carry out their job responsibilities.

#### **4. Leadership and management development is planned**

The learning and development needs of leaders and managers within the school are considered as part of the School Improvement Planning process, and specific development activity is included within the School Improvement Plan, to enable leaders and managers to fulfill their duties effectively (eg: attendance at accredited leadership and management training). The individual development needs of management staff are also considered during the Performance Management review process, when individual targets are discussed and agreed, and related learning or support needs are identified.

People have a good understanding of the learning and development opportunities that are open to them, and which support the development of leadership and management skills throughout the school, eg:

- attending accredited management development training courses
- attending external conferences as a school representative
- attending Governing Body meetings, to observe strategic decision-making in action
- leading whole-school improvement projects
- receiving coaching or mentoring support from a member of the Senior Management Team
- leading staff INSET sessions
- representing the school in forum or external liaison roles (eg: Transition meetings with local secondary schools)

## **ACTION**

### **Your organisation takes action to improve leadership & management**

#### **5. Leader and manager selection is effective**

Ewloe Green CP School selects all candidates for leadership and management roles in line with the identified requirements of the specific role, using job descriptions and person specifications, to ensure that interview and selection processes are consistent, transparent and fair. All leadership and management appointments are made with the approval and involvement of the Senior Management Team and the Governing Body.

People with the potential and desire to take on more responsible leadership and management positions are given the opportunity to develop their skills, by delegation of management responsibilities from the Senior Management Team. This is done on an equitable basis, and following discussion of individual circumstances, interest areas and aspirations. People interviewed during the course of the assessment stated that they believed selection of current and potential leaders and managers within the school to be fair, citing the following examples to illustrate their point:

- All staff are encouraged to take on leadership and management responsibility for their own area of work, and are supported by the senior team in developing and applying new knowledge and skills
- The Governing Body Staffing Committee is either directly involved in, or reviews, all new leadership and management appointments
- The school operated an open application process, for the recent appointment of a new TLR position, within the Senior Management Team
- Performance Management is used to discuss areas of responsibility that interest staff and, where possible, individuals are given the opportunity to gain experience in those areas

#### **6. Effective leadership and management is reviewed and encouraged**

Staff with leadership and management responsibilities play an active part in reviewing their performance and identifying their development needs in line with the requirements of their individual roles, through the Performance Management process. This provides them with an opportunity to review their job descriptions, and to update them if their roles have changed, and also to receive feedback on their performance from a member of the Senior Management Team or Governing Body (eg: in the case of the Head Teacher).

Feedback on performance is also received from other sources, such as the Estyn Inspection team, LEA Advisers, the Head Teacher's External Adviser, school colleagues (eg: at staff meetings; following INSET), from County Supervisors (eg: in the case of the School Cook and Caretaker) and as part of formal leadership and management training courses, which many staff are attending.

Although there is no formal recognition policy or procedure at Ewloe Green CP School, staff in leadership and management roles were able to describe ways in which effective leadership and management is recognised, eg:

*'Through thanks and acknowledgement by the Governors'*

*'In being given extra time to carry out management tasks'*

*'By having opportunities to raise your profile, and to attend leadership courses'*

*'Being asked to suggest my own targets for Performance Management'*

*'Being thanked at staff meetings for leading INSET sessions'*

Some staff did make the point that more frequent recognition for good class management and for *'just being a good teacher'* would also be appreciated, and the school's Senior Management Team may wish to reflect upon the powerful effect that such regular, informal feedback can have upon staff motivation generally.

The rewards that the school considers to recognise effective leadership and management include:

- Promotion to positions of more responsibility (eg: the appointment of two existing TLR positions, as members of the Senior Management Team, with the prospect of further similar appointments in the future)
- Delegation of whole-school improvement projects, and the spending of associated budgets to staff who demonstrate the ability to take on the responsibility (eg: the ICT Coordinator's purchase of hardware and software for the school's new computer suite)
- Support to attend further accredited training and development, when staff demonstrate the inclination and application needed for further study (eg: Staff who have attended Subject Leader courses going on to School Leadership training)
- Formal gestures of thanks and recognition, within the Head Teacher's report to Governors, and at Staff Meetings

## **7. Leaders and managers continuously learn and develop**

Staff at Ewloe Green CP School confirmed that access to learning and development activities for current and potential leaders and managers is fair, with all leaders and managers being offered, and actively encouraged to attend, training aligned to their management roles and responsibilities. A number of staff have chosen not to take up this offer of accredited training, partly because of their belief that they will have to use some of their PPA time to attend the training, and that this will adversely impact upon their workload generally. This does not appear to be an issue for those staff who have taken advantage of the training, but the school may wish to consider how it could better facilitate an arrangement whereby staff who don't currently take advantage of training offered to them, may feel more inclined to do so.

People were able to describe a wide range of development activities in which they are taking part, and which help them to meet the requirements of their leadership and management roles within the school, eg:

- The School Cook attending a County-led Healthy Eating course at college, which is enabling her to make key decisions about planning and management of meals within the school

- Teaching staff attending courses related to the introduction of the Foundation Phase and New Curriculum Orders in September, enabling them to plan delivery of these new approaches within their subject and class areas, and to lead INSET sessions for other staff, to spread this knowledge throughout the school
- A Class Teacher attending Transition Meetings with the local High School, learning more about the expectations of pupils moving up to secondary education, enabling her to produce guidance booklets for pupils, to assist with their smooth transition
- A Subject Leader with aspirations to progress to a TLR position, taking part in the School Leadership Programme, and working on a whole-school improvement project, as part of her course
- An experienced teacher with ambitions to secure a Deputy Headship role, leading a whole-school improvement project, which gives her the opportunity to work with support staff in a leadership/management role

People were also able to give examples of ways in which the learning and development opportunities provided, meet the needs of different individuals and groups, eg:

- Subject Leaders providing one-to-one guidance for colleagues on their Subject area and/or on particular activities, which support its effective delivery
- Performance Management and Annual Review meetings allowing people to decide if they want to develop their knowledge and skills through formal courses, or by working on particular tasks or projects in-school
- A class teacher with former TLR responsibilities, choosing to relinquish those responsibilities in the short-medium term due to personal circumstances, with the full support of the Head Teacher and Governing Body
- Governors being provided with a range of options to increase their knowledge of school activities, such as attendance at County-led courses; being linked with a Subject Leader within school; receiving information and presentations on curriculum areas at Governors meetings; and being informed and updated on developments by the Head Teacher

As mentioned previously, some staff do not feel inclined to take advantage of offers of accredited training, due to their belief that this will increase their workload, and the school may wish to review this situation again, to identify ways in which their fears can be allayed.

## EVALUATION

**The approach to effective leadership & management helps your organisation to succeed**

### **8. The approach to effective leadership and management improves your organisation's performance**

Ewloe Green CP School's approach to encouraging the development of leadership and management abilities within the school has seen successful development of individuals, in line with the requirements of their roles, eg:

- There is now a consistent approach to planning, marking and assessment amongst teaching managers, following consultation, discussion and agreement on this area at staff meetings
- Subject Leaders are now taking the lead in driving their own subject development, and in setting targets for performance improvement, following encouragement by the Senior Team to do so
- Teachers and members of the senior management team are developing their people management skills, through the mentoring of student teachers placed at the school, and the leading of school improvement projects, involving support staff
- More team-working is being encouraged between teaching and support staff, in the planning and management of improvement projects and educational developments (eg: the introduction of Foundation Phase)

The impact that the school's approach to developing its leaders and managers has had upon achievement of the school's aims, objectives and desired culture has included:

- Individual staff members now demonstrating more confidence in taking on responsibility for the leadership of whole-school improvement projects, which supports the work of the senior management team and enables the school to directly involve more people in the achievement of School Improvement Plan targets and objectives
- Current approaches to educational development now being used more widely within the school (eg: thinking skills), to the benefit of pupils in all classes
- The updating of the Performance Management review process for current and potential leaders and managers, in both teaching and support roles, seeing the school set targets and objectives for individuals that directly contribute to achievement of School Improvement Plan targets and objectives
- New resources being acquired and developed, through the individual efforts of leaders and managers in the school (eg: a new computer suite; an interactive web site [www.ewloegreen.co.uk](http://www.ewloegreen.co.uk); substantial funding for 'outdoor classroom' equipment)

The costs and benefits of investment, in the learning and development of leaders and managers within the school, is well understood by its Governors and senior team, as they are directly involved in approving expenditure on such activity, and receive regular reports on the positive outcomes that result from it (eg: within the Head Teacher's report and through direct presentations from management staff).

## **9. The approach to effective leadership and management is improved**

In developing its approach to cultivating an effective leadership and management culture within the school, Ewloe Green has made a number of improvements, namely:

- By offering a wide range of accredited courses to staff with leadership and management roles and potential
- By asking staff to lead INSET sessions for other staff on key developments (eg: new curriculum orders; development of thinking skills; assessment approaches)
- By creating an expanded Senior Management Team, and providing open opportunities for staff with personal development aspirations to apply for positions on that team
- By involving Governors in the monitoring and evaluation of progress in curriculum areas, to improve their understanding of the impact of staff learning and development on improvement of standards within the school
- By providing more opportunities for staff to practice and develop their leadership & management skills, through leading whole school improvement projects and tasks
- By specifying more clearly the responsibilities and expectations of all staff, through the development of common-format role descriptions for leaders and managers
- By involving staff more fully in self evaluation and whole school improvement planning

## **5. Strengths and/or Areas of Good Practice**

The key strengths and/or points of good practice, highlighted by the Assessment, were:

- The school has a very clear vision of how effective leadership and management, at all levels, will help the school to achieve its School Improvement Plan aims and objectives
- There is a clear and structured development process for managers, which focuses upon improving their knowledge and skills, and which encompasses Performance Management target setting, formal training, and Senior Management Team support
- People have a good awareness of the development opportunities that are available to them
- The selection process for leadership and management roles is closely aligned to the requirements of the roles, and is open and transparent
- The school provides good opportunities for work-based learning activities for leaders and managers, which support their more formal training

## **6. Continuous Development**

The change in Head Teacher over the last few years has seen a very different leadership style being introduced to the school, one which is more focused upon preparing the school to deal with the advances that are being made within the education sector generally, which clearly sets out the expectation that all teaching staff will be required to play a part in the leadership and management of these developments, and which encourages staff to become actively involved in the change process.

This management style contrasts with that of the previous Head Teacher, who was seen as approachable but quite informal, and who tended to shoulder much of the responsibility for planning, performance management, and evaluation of outcomes. The change in leadership style is strongly supported by the Chair of Governors and members of the Governing Body, but has created a tension amongst teaching staff, some of whom welcome the new challenges presented to them and have whole-heartedly embraced them, and some of whom feel uncomfortable with what they perceive as new demands being placed upon them.

In order to ease this tension, I would encourage the school to consider the following:

- That more frequent recognition of good class management and general teaching practice would clearly be welcomed by a number of staff, and may provide greater motivation for them to become more engaged in wider leadership and management activities.
- That some staff have genuine concerns about the potential for leadership and management training to adversely impact upon their PPA time. As such there may be a benefit in bringing together those who are already attending the training and coping effectively with their workload, with those who have concerns about taking part in such courses, to discuss this concern and share ideas about how it can be addressed.

I would also encourage the school to consider the following, as part of its commitment to continuous improvement:

- Involving members of the Governing Body in defining more clearly the specific knowledge, skills and behaviours that would be desirable for a 'Ewloe Green CP School Governor', as a way of encouraging their on-going development within the role.
- Introducing a process of collective review for the Governing Body, which focuses upon how the skills of individuals and teams could be further enhanced, linked to priority areas within the School Improvement Plan.
- Developing a formal recognition process, whereby good leadership and management practice is officially acknowledged and marked in an established way, by both the Governing Body and the Senior Management Team (eg: formal letters, thanking or congratulating staff for their efforts/achievements; school 'effective management certificates', which staff can keep as a record of their own professional development).

## **7. Feedback on other identified objectives for Assessment**

Ewloe Green CP School specifically requested feedback on the following area:

*What benefits do staff who have attended leadership and management training courses, feel they have achieved?*

Staff who have taken part in leadership and management courses feel that the experience has given them a much greater understanding of the 'bigger picture' of developments in education generally, and an appreciation of why the school needs to introduce changes for the benefit of pupils and their development. They regard the experience as worthwhile, and one which has helped with their own personal development, as well as supporting wider school improvement, through the work-based projects that they carry out, as part of their courses.

## **8. Conclusion**

Having carried out the assessment process rigorously, and in accordance with the quality assurance guidelines issued by IIP UK and Investors in People Wales, I recommend to the Recognition Panel that Ewloe Green CP School should be recognised as meeting the Investor in People Leadership & Management Model.

Assessor: Michele Spratley  
On behalf of the Wales Investors in People Quality Centre

Date: 20 June 2008

Date of next  
Review: June 2011