

INVESTORS IN PEOPLE REPORT



The Petchey Academy
Inspiring & supporting every child

The Petchey Academy

Presented by Moira Thomson

Investors in People Specialist

On behalf of Investors in People South

October 2014

Project number - 14-01826

HOW TO READ THIS REPORT

This report provides evidence on how the Standard itself has been met and whether a higher level of accreditation has been achieved.

An additional specific focus of the visit and the report, as agreed at the planning meeting, has been to look at how the organisation is measuring up to delivering on its drive to ensure effective training and development pathways and supporting staff on CPD.

As agreed and requested during the planning of the assessment, your Governing Body and EMG prefer a succinct and 'ragged' report against the standard, in tabular format with action points, as it is felt that this would be the best layout for your audience. However, as this is your first assessment and at Gold level, it must be quality assured and so there is more detail than you may have requested. I have included a number of quotations as evidence which I believe fits with your exceptional people focus. I hope that sits well with your expectations.

SUMMARY

The Petchey Academy has come a long way since opening its doors in 2007 as one of the first Academies. It was blessed with initial funding support and sponsorship from Jack Petchey through the Jack Petchey Foundation. His commitment to the students of Hackney in giving them the belief that they can aim high and fly in this challenging world of work has been outstanding and truly altruistic in a style that is rarely seen..... and it is ongoing. Recognised by all for his real hands-on interest in students and staff Jack Petchey's presence is felt warmly throughout the Academy.

The Governing Body was described as being a very supportive and also challenging group of highly talented and diverse individuals who bring their various skills and expertise to bear on being an effective 'critical friend' to the EMG and LT.

The EMG and LT are also impressive in their drive, supreme competence, cohesion, total commitment and style of leadership and management that is being exceptionally well role-modelled down through levels of management to touch individuals in their day to day activity. I believe the Academy is in safe hands.

The journey in the eyes of Ofsted has been significant. From being a school with significant challenges it was inspected and seen to be a good Academy with outstanding features at its last inspection and it will not stop there. The next inspection is imminent and it is clear that the Academy aim is high in terms of being recognised as an outstanding school - in the near future, and an outstanding educational establishment of the future.

EMG felt that it was now ready to be assessed and this has been the first assessment. Having waited a while to raise the bar they wanted to aim high - the Petchey Way - and be assessed against the most challenging level to achieve Gold level accreditation. Its confidence was well-founded. I am absolutely delighted to be able to confirm your GOLD accreditation at your first attempt. Congratulations on meeting the Gold evidence requirements with ease!

There is such a lot of really excellent practice that will be found within the detail of the report. I have identified some of the notable good practice early in the report, and have indicated some development points you may want to consider within the body of the report in tabular format as you requested. We will pick up on those when I come back to see you for the IPM follow up meeting in December.

This school has been a real pleasure to visit and I look forward immensely to continuing to work with you. Please pass my congratulation on to everyone as this is certainly a whole team commitment and effort.

Well done!



Investors in People Registered Specialist

RECOMMENDATIONS AND NEXT STEPS

Having carried out the assessment process in accordance with the guidelines provided for Investors in People Specialists by Investors in People – United Kingdom Commission for Employment and Skills, the Investors in People Specialist is totally satisfied that The Petchey Academy meets the requirements of the Investors in People National Standard.

To achieve Gold accreditation a total of 162 evidence requirements would require to be met from the available 193 that are possible. You have been successful in achieving an additional 183 evidence requirements and have therefore achieved your GOLD accreditation.

Investors in People accreditation is granted indefinitely, with a proviso that an interaction is undertaken within 18 months of accreditation and a full assessment takes place no greater than 3 years apart. Assessments can be undertaken at any time and more frequent assessments, preferably annually in a lighter touch more focused approach, are recommended to maintain levels of good practice and continuous improvement.

The organisation should discuss the timing of the next assessment with their Investors in People Specialist, using the Improvement Planning Meeting to agree the best strategy for future use of the Investors in People framework.

CUSTOMER SATISFACTION QUESTIONNAIRE

Both the Investors in People Specialist and Investors in People South would welcome your feedback on this assessment and you will shortly be supplied with a Client Satisfaction Questionnaire from Investors in to complete. Particular importance is placed on the feedback given by client organisations on Specialists, therefore we would very much appreciate it if you would complete the questionnaire.

PROMOTING CONTINUOUS IMPROVEMENT

We support organisations at every stage of the Investors in People journey, helping them to realise the power of their people, optimise their performance and achieve their full potential. We see Investors in People as the People Partner for sustainable people solutions.

Please contact your Account Manager Marie O'Sullivan, at marie.osullivan@iipsouth.investorsinpeople.co.uk to find out more about Investors in People and how we can help your organisation.

Alternatively contact our offices on

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NOTABLE GOOD PRACTICE

1. There is a strong, aspirational and supportive 'family' culture of teams working within one whole Petchey team that ensures people are encouraged and enabled to achieve their potential - the Petchey Way. It is also clearly reflected in the good working relationships between staff and management that are evident. People just love coming to work.
2. A robust planning cycle that is consultative and inclusive is well embedded at all levels in the Academy.
3. You have defined and developed powerfully impressive student-led values that are clear, concise, unambiguous and totally encapsulate what The Petchey Academy stands for in the diverse, challenging demography in which it sits.
4. You have a good, and wide range of corporate social responsibility strategies that demonstrate the commitment you feel to the community.
5. Opportunities for progression, management, leadership and career planning are available for everyone within the structured framework of PD&R process.
6. The recently created Learning Centre Leads are demonstrable good practice in relieving pressure on AVPs to be more strategic and Subject Leads to be more effective line managers.
7. The EMG, LT and managers are spoken of very warmly by staff which indicates the excellent role modelling of good leadership and management that is being cascaded from the top.
8. The range of standards you have created are effective in giving people in different posts and at different levels the clarity and definition they need to be sure of how they need to deliver in the role.

9. The leadership and management programmes have been designed in alignment with the leadership standards and are proving to be highly effective and 'raising the bar' in terms of good management practice that is consistent across the Academy.
10. Communications are well established and improving e.g. Exchange, newsletters, blogs etc.
11. Wellbeing Survey, Survey Monkey and SchoolIP upward feedback plus other less formal mechanisms are proving to be really effective in getting people's input through consultation.
12. The commitment to learning and development is high including formal strategies such as the learning communities, the coaching team, mentors, observations, shadowing, peer reviews, scrutinies, TALD, twilights plus many more.

THEMES FOR IMPROVEMENT

Themes for improvement and action points are included in the tabular format below as requested.

ADDITIONAL FOCUS OF THE ASSESSMENT -

Effective Pathways

General Observations

In the same way that there is a real focus on the development of the students at Petchey, there is a clear understanding that the Academy needs to attract and keep the best staff, the most highly skilled staff, and address the learning and development needs of its people in the most effective way to drive the Academy forward and achieve your vision for the future.

You have a very young team, the average age being in the late twenties as I recall and this, together with your strong and supportive management team provides you with a vibrant and dynamic group of people fired up to inspire students.

People who are young and fired up invariably want to grow in their role and also aspire to higher levels of achievement, role and responsibility either within their existing organisation or by going elsewhere if there is no chance of that. You are right to reflect on whether you are providing the career paths for these people in order to ensure, to the best of your ability, that you can retain them, and reduce staff turnover.

To develop leadership and management skills with some consistency you have delivered your Leadership Programme, and more recently the first cohort of managers undertook the Middle Leaders Programme, with another to follow that will give even more people the skills to step up, including those who are currently potential managers and leaders of the future.

For the benefit of the Academy **and** your people, you have created Learning Centre Lead roles in order to retain and provide development opportunities and stretch for good people, whilst giving Subject Leads the

chance to grow in their role, and at the same time relieve pressure on AVPs to become more strategic. Stretch for everyone at these levels - but also opportunity.

So you are already doing a great deal. The following areas drawn from the Standard should provide you with a little feedback from the interviews on whether you are 'hitting the spot' and also if there is anything else you can and should do.

In the first place, you have very regular and consistent PD&R sessions with everyone. These are useful not only in identifying current learning needs, but also in discussing the future career aspirations of individuals. It was also clear that people across the board are confident that their EMG/LT and Line Managers are very committed to giving them as much opportunity for growth as they can, and that there is equality of opportunity. Less formally, but consistently there is a culture of encouraging leadership and management wherever possible and where there is a desire to grow. This was very evident across all interviews.

Requirements of the Standard that relate to career paths	Evidence
Managers are helped to acquire the leadership and management capabilities (5,6,10,11) MET	<p>With the leadership standards in place and communicated on the Exchange there is no doubt about what a good manager at Petchey should look like, and what the measures will be for anyone aspiring to the role.</p> <p>The Leadership and Management programme and Middle Leaders Programme provide the skills to enable leaders and managers to step up, and what to aspire to for potential managers so that they can identify their career path.</p>
<p>Supporting quotes -</p> <p><i>Managers are supported with any help they need through identification of specific gaps and bespoke training, coaching or mentoring such as management development, leadership programmes.</i></p> <p><i>A number of things help us in developing our management capability such as the upward feedback from staff. There is always constructive feedback. A self-assessment and target setting exercise also helps to focus not just on the here and now but also on what I want to do in the future.</i></p> <p><i>We always look at my future in the PD&R - my personal targets, whole school and also my own development.</i></p> <p><i>After my PD&R I decided to do more management development and included my Assistant Leads. I have organised a programme with Hackney Learning Trust which includes sessions and 1-1 bespoke which will be good for those aspiring to leadership.</i></p>	
Everyone is encouraged to develop leadership capabilities (8,12,13) MET	<p>The culture and environment created at Petchey is very much one of growth, potential and aspiration. Leadership is encouraged at every level, in order to inspire and encourage everyone to believe in themselves and show initiative.</p>
<p>Supporting quotes -</p> <p><i>Leadership is taken very seriously, talked about and reflected upon in the PD&R process. There are lots of opportunities to flourish. Our Principal likes to say yes, has an open door.</i></p> <p><i>I've been given every opportunity to develop my career. I'm Assistant Lead now after two years here and I've been</i></p>	

<p><i>given the House Co-ordinator role to lead on.</i></p> <p><i>I've been given massive opportunity to take the lead for example as second in department. They are always encouraging people to aim higher. It is talked about at the PD&R</i></p> <p><i>Through dialogue with colleagues in the management development group I have developed leadership skills, and through coaching by LT.</i></p>	
<p>People are helped to develop their careers (11,18)</p> <p>MET</p>	<p>Again, there was a huge amount of evidence to suggest that people are consistently being encouraged, given the information, advice and guidance they need, and supported in their career aspirations.</p>
<p>Supporting quotes -</p> <p><i>I give them my own personal experience as an example. I guide them to specific resources as well, particularly the internet which my team is very familiar with.</i></p> <p><i>I help staff to develop their management skills to help them plan their career in management by, for example, sifting through applications, timetabling.</i></p> <p><i>I've been given help all along the way to where I am now and although I am quite driven and keen to achieve higher level positions, I definitely am supported.</i></p> <p><i>I got so much support to help me. As a technician I got encouragement from my Subject Lead but definitely from the Centre Lead and another teacher - mock interviews, confidence building. We have discussions about my career planning and a plan of how that is going to roll out. Assistant Subject Lead is what I am aiming for.</i></p> <p><i>I got advice and guidance from the principal directly as well as my Manager on my career and potential progression opportunities.</i></p>	
<p>People are given the opportunity to achieve their full potential (9)</p> <p>MET</p>	<p>Much of the feedback already has confirmed that people are definitely given all the opportunity they need.</p>
<p>Supporting quotes -</p> <p><i>I've sent them to other schools to see how they do things in their ICT provision and that helps us here at Petchey but also helps them develop individually. When other schools come here we learn from that as well and everyone develops network contacts - it's all useful for career planning.</i></p> <p><i>During interview and in PD&R we are talking to people about 3-5 years ahead and their CPD is planned around targets but also about their future development and aspirations.</i></p>	
<p>Personal development is supported (12,19)</p> <p>MET</p>	<p>Personal development is often un-supported in many organisations..... but not at Petchey. Regardless of whether it is going to be useful in the current or future role, opportunities are rolled out and made available to people.</p>
<p>Supporting quotes -</p> <p><i>Our PD&R supports our personal development including our aims in life.</i></p> <p><i>I was given flexibility to attend meetings as part of a DfE focus group and this was unrelated to my role here.</i></p> <p><i>We provide English and Maths opportunities for TAs if they want to take the qualifications through us and access the</i></p>	

resources.

Rosetta Stone language learning is accessible for staff if they want it.

The SENCO training was an expensive online course that has given me a qualification as part of a Masters that I might want to use later in life.

The Academy has given some staff the opportunity to really reach into other areas they never expected to be in e.g. coming in with a degree in something unrelated to education, then becoming teachers and then going into a pastoral role or mentoring.

Career prospects improve (12)

MET

There was good evidence from managers and team members that careers were definitely improving as a result of career guidance they have had. Some of the evidence was from internal promotions, others for longer term benefit externally.

Supporting quotes -

I started as a technician and now I'm Network Manager and one of my team has become Assistant Network Manager. That wouldn't have happened without their investment in me in developing our careers.

I started as a Head of Department, then an L&T coach, then a Learning Centre Lead. I have had something to challenge me every year to develop my career.

I've had opportunity here I wouldn't have had elsewhere. For example the responsibility for KS4, learning about data, feeding back to EMG so I would be really prepared for working at a higher level.

The middle leaders programme has given me a more strategic approach and encouraged me to aspire to becoming an AVP.

I've moved from technician into teacher role and the training and mentoring I am getting as an NQT is improving my career prospects.

So it is clear there is a great deal of help and support, as can be seen, that is supporting people's career development both informally and formally.

Additional questions were asked to give you some useful feedback -

Are effective pathways being consistently discussed and what else could be done to improve?

People from all across the Academy talked about the opportunities, discussions and longer term planning to help them move internally, or to develop their careers.

An observation might be that career pathways are easier to discuss with teaching staff. There are clear career path options for teachers or potential teachers, but also there is flexibility in discussing possible options to provide them with a more bespoke route and this you appear to be doing very well.

What else could be done - your people's thoughts and ideas -

Sometimes managers could acknowledge personal or work related challenges that people sometimes have that are barriers to planning their career and not see it as a negative.

Perhaps our expertise could be used better by creating a culture of empowering others, share expertise better, show what people can do. Learning Centre Leads could get better at identifying talents and expertise within their area and creating opportunities for others to learn from that e.g. Graded 1 teachers to share questioning and providing observation opportunities. It happens already between Centres but could be better within the Centres themselves.

I think more time to reflect and look at the long view both personally and for the development of the department would be really useful. It only happens at PD&R right now.

I think a map of the route through would be useful as a basis for our PD&R discussions. It is a visual representation of a possible route, but then feeds a discussion about what interests people, what holds them back and reflective discussion.

I think new TAs should be given more information in the first week on setting their own targets in SchoollP. We need to show them how to do that on their own so that they have ownership of them at the earlier possible stage, then creating a folder of achievement from early on.

I am not sure if people are aware of the pathways there are, particularly those who are not ad driven as others. Also some Line Managers are very good at pushing people, others less so.

From the above, you would quite rightly conclude that there is very little that people consider could be done better, or differently. People feel that so much is already being done, with few tweaks required. You should be proud of that.

Development Points -

Within the central team career paths are less clear. Although the same PD&R discussions are taking place, it is more likely to result in a change of title, a sideways move, or an additional responsibility with some training attached. This is no judgement on your commitment to providing the same opportunities for people, just perhaps a reflection and recognition that it is more difficult to discuss and create career paths in the support functions. You might want to consider whether more structured approach to career planning for support staff could be achieved in some way.

Other development points suggested might include considering a visual route map as a basis for discussion and flexible thinking to deliver a bespoke solution, and encouraging Managers in all teams to probe and encourage career discussion whilst acknowledging potential barriers.

One final thought on this theme - although there is evidence of some mentoring (and this is covered later in the report) you could consider developing a more structured and widely available approach. In 'Investors in People terms' mentoring sits beautifully alongside career planning. It is defined as -

'.....advice and guidance offered by a more experienced person to develop an individual's potential. Mentoring tends to focus on long term career goals rather than immediate performance issues, and may be carried out by people from within the organisation or outside it, but not usually by an individual's line manager.'

HOW THE STANDARD WAS MET

PLANNING

INDICATOR 1 - BUSINESS STRATEGY

Requirements of the Standard	Evidence	Potential Development Point
<p>Core elements (1,2,4,6) -</p> <ul style="list-style-type: none"> • Purpose, Vision and strategies to achieve the Vision • Strategic priorities • How people are involved in planning • People's understanding of targets, objectives and priorities <p>MET</p>	<p>EMG and Leadership Team interviews provided good evidence of purpose, vision and strategies. In a failing borough this school has reinvented itself as a thriving Academy providing the best opportunities for children, their aspirations and progress. Strategies have included the best teaching staff, outstanding lessons with differentiated children, facilities and capabilities.</p> <p>EMG, Governors, Managers and people interviewed could talk about how the Academy priorities were discussed, agreed and cascaded throughout the school to give everyone a good understanding of their contribution to targets and objectives which are then reviewed and monitored in the very regular and consistent 1-1s with Line Managers at all levels.</p>	None
<p>Supporting quotes -</p> <p><i>Our annual priorities fit within the three year strategic plan. This year it has been about what good support should look like, developing small tutor groups to include pastoral time daily with weekly assemblies, and developing after school club provision.</i></p> <p><i>Key priorities for this year have included a focus on the vocational for students and implementation of the new curriculum.</i></p> <p><i>In Maths we need to achieve four sub levels of progress and my targets include auditing work on numeracy across the curriculum.</i></p> <p><i>Academy wide - all students to achieve as a minimum their target levels - one level of progress each year.</i></p>		
<p>Clear core values relate to vision and strategy (7,11,13,17,19,23,24)</p> <p>MET</p>	<p>'The Petchey Way' - developed by the students the core values have been fundamental in identifying traditional values of respect and tolerance in a modern world. They are totally embedded into the culture of the Academy. They have actively embraced the demographics of the area and encouraged celebration of the diversity at the same time. Quality aims and initiatives have emerged e.g. stamp out prejudice and discrimination initiatives. The values are communicated widely, talked</p>	None

	about and 'lived' by everyone.	
<p>Supporting quotes -</p> <p><i>I try to embrace those values by dressing professionally, speaking polite, having a good work ethic, listening to others.</i></p> <p><i>We all feel listened to, but also encouraged to stretch. We grow that here so that staff and students are independently minded. We had Tibetan monks here recently doing workshops on being silent, ethnicity, peacefulness, respect and tolerance. Students and staff loved it.</i></p> <p><i>We have a Petchey song and a real solidarity in how Assembly is approached. The same values are embraced and believed in by the staff.</i></p>		
<p>Key performance indicators are used to improve performance (9,15,21)</p> <p>MET</p>	<p>There is no shortage of measurable targets that need to be addressed. National targets are cascaded but Petchey also has its own targets that are aimed at providing an additional stretch.</p>	<p>None</p>
<p>Supporting quotes -</p> <p><i>One of our targets is to increase the number of students we are retaining and moving into UG from Year 11 - aiming for 70-80.</i></p> <p><i>We are aiming for 100% A-C in Separate Sciences, 80% in Additional and 80% and above for Core.</i></p> <p><i>We have qualitative indicators but also on controlled assessments - our target pass rate is a C.</i></p>		
<p>Social responsibility is taken into account in the strategy (12,16,18,22,25)</p> <p>MET</p> <p>(10) NOT MET</p>	<p>Although there is no clear link or social responsibility strategy within the strategic priorities there is a great deal of activity e.g. community cohesion through the availability of free sports facilities, ESOL free to the community, waste and recycling practice. Some staff related action has been taken such as vouchers, a bonus and pay structure to address housing costs, vouchers, Benenden, Tastecard, gym membership, the allotment, green roof and people at all levels are actively involved in promotion and use of these benefits.</p>	<p>You may want to consider whether you want to include a corporate social responsibility strategy within your strategic priorities.</p>
<p>Supporting quotes -</p> <p><i>We do charity walks, and we have waste and recycling in every space in the Academy.</i></p> <p><i>We do take our responsibilities seriously. The students have a Charities Policy and choose charities of their choice through Student Voice and they have cake bakes, and have a Turkish community liaison link person.</i></p> <p><i>We did wheelchair training in our sports hall for The Arc. We also provide Rosetta Stone language training for staff.</i></p>		
<p>People and stakeholders are involved in strategy development (8,14,20)</p> <p>MET</p>	<p>There was good evidence that staff and stakeholders were consulted or have volunteered views on strategies to take the Academy forward e.g. middle leaders came up with a proposal to restructure the school day and engage students more effectively</p>	<p>None</p>

	through increased provision of after school clubs. Primary schools locally have provided input that influence the curriculum, transition arrangements, summer school programmes, pastoral care.	
<p>Supporting quotes -</p> <p><i>As a Learning Centre Lead, I attend LT meetings and regularly report to EMG on my action plan. This provides discussion on progress but also raises issues and puts them on the agenda so that our ideas influence strategies looking ahead.</i></p> <p><i>I've been involved in giving my views on the restructuring of my department to increase capacity and improve the retention of staff at the same time.</i></p> <p><i>In my department I am automatically feeding into the longer term vision for my subject.</i></p>		

INDICATOR 2 - LEARNING AND DEVELOPMENT

Requirements of the Standard	Evidence	Potential Development Point
<p>Core elements (1,2,3,4) -</p> <ul style="list-style-type: none"> Planned learning and development needs linked to objectives, targets or priorities How people's individual learning needs are identified What is planned for their learning development and how that links to targets and priorities <p>MET</p>	<p>Strategic priorities are included on page one of the PD&R documentation for all staff to enable agreed targets and objectives to be aligned throughout the Academy. Targets are set that are whole school, job-specific, plus training and CPD-related then reviewed mid-year. For some groups of staff there are regular meetings that address training needs, e.g. cleaning, catering.</p> <p>Managers and people gave good examples of planned training to meet objectives and targets.</p>	None
<p>Supporting quotes -</p> <p><i>Training for our Schools Direct staff and for their mentors too is aiming to provide us with good teachers, effective mentors and low staff turnover which will benefit students. We will measure their impact through work scrutiny and lesson observations and learning walks. Mentors will go on to mentor a new tranche.</i></p> <p><i>In my team we need website development, networking and customer services training to enable us to communicate well and provide solutions for everyone.</i></p> <p><i>Independent learning is important for the students so I am going on an external course to give me new strategies to better prepare them for exams and better results.</i></p>		
<p>The learning and development strategy builds capability (5,8,12)</p> <p>MET</p>	<p>The learning and development strategy to address future capability to achieve the vision includes discussion within the PD&R, learning communities, partnerships with local schools, NQT+1, TALD. At department/team level there is discussion</p>	<p>Although you have a strategy that addresses capability you may want to consider consultatively developing a longer term L&D strategy that aligns and maps with your</p>

	<p>to identify future needs and plan ahead. However, it is recognised that the Academy needs to be light on its feet to respond to potentially ever-changing national priorities from Government/DfE.</p>	<p>longer term strategic priorities.</p>
<p>Supporting quotes -</p> <p><i>Looking ahead 2-3 years we need a full refresh of our servers and to replace staff devices so my team will need to be ahead on the technology, latest offerings.</i></p> <p><i>We need to raise our capability levels in Science for the future to better design and moderate assessments, plan our curriculum.</i></p> <p><i>We need to raise the bar on our capabilities within the department by developing our NQTs, looking at different topics every two weeks, sharing resources. This is important to compete with other schools in the borough and to aim for 100% achievement.</i></p>		
<p>Plans take account of learning styles (10,15)</p> <p>MET</p>	<p>Given that some learning is only available in one form, the Academy does well to ensure that as far as possible a preferred learning style is accommodated and planned for. External training is attended by one person then fed back to the team at meetings. This allows flexibility in how people choose to learn. Induction has a blended approach, as do the TALDs.</p> <p>A range of opportunities exist that provide varied options and Managers seemed keen to ensure that flexibility in learning is offered.</p>	<p>None</p>
<p>Supporting quotes -</p> <p><i>I usually make suggestions about how something could be learned, but their feedback is important and I would go with that, for example. on customer care training where there is an option on how to train.</i></p> <p><i>One staff member wanted to improve his chemistry knowledge. We offered a knowledge enhancement course at the Science Learning Centre, an online option, or observing one of our chemistry teachers.</i></p> <p><i>I can do courses, or learn from other subject teachers, or visit other schools so I have that mixture and it works for me.</i></p>		
<p>People help make decisions about their own team's learning (9, 13, 14)</p> <p>MET</p>	<p>Within learning centres, departments and teams people are very much actively involved in discussing and agreeing learning needs of the team, and how they will be addressed.</p>	<p>None</p>
<p>Supporting quotes -</p> <p><i>We do this as a whole team in the learning centre every fortnight, or with my Assistant Leads as we reflect on the learning walks or through feedback from staff or other teachers we look at gaps and strategies like peer observations, joint learning walks, informal scrutinies.</i></p> <p><i>At our finance meetings we talk about training needs like communication skills with parents which would help us get</i></p>		

the best results.

When we reviewed our department with a new Subject Lead we talked about this and we came up with feedback on our marking as a general need for everyone so that we could develop greater consistency.

Last time we met we talked about consistency in behaviour and the policies.

Learning and development is innovative and flexible (6)

MET

Senior managers talked about the innovative and flexible approaches that have been developed - internally and externally - that are included in the L&D strategies.

None

Supporting quotes -

Our staff induction needed attention. Interview days have become more creative and varied. There is a student guide for the day who is trained, and a student panel. Our pre-start days are also varied including a treasure hunt for example. We use reflective journals which include the Petchey language, all fully evaluated with feedback.

Our internal coaches work with under-performing staff and that support is flexible according to need. The coaches model the standard expected too.

We developed internal learning communities for all staff which respond to the business plan. We use experts in the building to create these groups - for example we have a good to outstanding group (by invitation), a practice perfect, and a 'cracking the hard class' group.

There is a culture of continuous learning (7,11,16,17)

MET

At all levels in the Academy people talked about the powerful culture of continuous learning, not just for the students, but for everyone. The culture is one of inspiring everyone and developing independent learning practice.

Setting up smaller work spaces for staff to meet is encouraging sharing of knowledge. Learning communities, mentors, embedded coaching

None

Supporting quotes -

I think I'm a good role model for continuous learning because I'm doing an MS Certified Qualification at the moment and my staff know that.

I need to develop my subject really well because I am an examiner on an A level paper in Economics and it is very testing, so I think people in my Centre recognise that as modelling continuous learning.

They provide a lot of training here. There is an expectation to be as good as you can be and there is no-where to hide but they really support you. I am definitely ultimately responsible. We create great accomplished teachers here.

The TALDs, Twilights and the Learning Communities are ongoing strategies that make sure we are continuously developing ourselves.

INDICATOR 3 - PEOPLE MANAGEMENT STRATEGY

Requirements of the Standard	Evidence	Potential Development Point
<p>Core elements (1,2,3,4,5) -</p> <ul style="list-style-type: none"> • How people’s ideas are encouraged • How Information and good practice are shared • How people are supported and developed in line with their needs <p>MET</p>	<p>Ideas are encouraged through a range of mechanisms such as the 1-1s with Line Managers, Learning Centre Meetings, Department Meetings, the Principal's open door policy. There are also pots of funding/grants through the Petchey Foundation that people can bid for to support their ideas e.g. Duke of Edinburgh activities.</p> <p>People are well informed and knowledge is shared through regular briefings, TALD, twilights, away days, a range of meetings at all levels, newsletters, website, intranet, induction, PD&R, observations etc.</p> <p>People are well supported according to need, and opportunities for progression are encouraged.</p>	<p>None</p>
<p>Supporting quotes -</p> <p><i>We have Learning Centre meetings where ideas are generated and we always feedback on them, also the Principal has an open door one day per week after school.</i></p> <p><i>In my 1-1s every semester with each teacher we make sure they are all getting the support they need, and we pick up things like behaviour management in a year 10 class, or through work scrutinies we pick up needs.</i></p> <p><i>I've been promoted but have a reduced timetable that allows me to cover all my responsibilities at the same time.</i></p> <p><i>I started as a TA, then Assistant SENCO, and now Welfare Manager - so well supported in learning everything I needed to grow in the role and support our students.</i></p> <p><i>We are given all the support - first in understanding the goals of the Academy and the support to achieve ten throughout the year.</i></p> <p><i>I work with teachers for a whole semester and I've also run session for the middle leaders in my SENCO role.</i></p> <p><i>At our meetings we are always getting ideas from everyone such as changing methods of payment to make it easier for the parents.</i></p>		
<p>The recruitment process is fair, efficient and effective (6,11,14,19,22) MET</p> <p>(27) NOT MET</p>	<p>The staffing structure is approved annually by Governors to enable recruitment of a staff cohort that is aligned. Protocols and best practice set by DfE - Safer Recruitment. There is a structure process that is followed - long-listing, shortlisting, interviewing, observations, lunch, assessments, student panel. Recruitment evenings showcase the Academy to potential applicants. This year recruitment was aligned to the Academy priority of retaining students into UG, and also</p>	<p>None</p>

	<p>creating Learning Centre Leads. An AVP was recruited linked to changes in curriculum and participation. Additional talents are explored e.g. those with a talent or interest useful for extra-curricular club leads e.g. judo, bee-keeping.</p> <p>Everyone interviewed felt it was done fairly.</p> <p>However, although managers are actively involved in recruitment and selection most people interviewed did not feel their views were sought.</p>	
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Supporting quotes -

Our vacancies are advertised internally and externally, quickly actioned. We develop a set of requirements and assess applicants. I am involved in interviewing. We look at soft skills, technical and also that they fit in our values of respect and tolerance. We explain the Petchey Way during the interviewing.

I had a full day of assessment, delivered a lesson, had a panel interview and a maths/literacy test, a Schools Direct UoE London interview then another numeracy and literacy test. My HR contact was helpful and I heard back quickly. It was all very fair.

We have TES High Wire. We upload job spec and description and letter and they advertise for us internally and externally. It's on the staff bulletin as well.

They have student guides and sometimes they will bring someone into the staffroom briefly but I've never been asked my opinion.

<p>A diverse, talented workforce is created</p> <p>(7,15,20,23,28) MET</p> <p>(12) NOT MET</p>	<p>As the Academy is positioned in a challenging demographic area with a high percentage of SEN students in a multi-cultural environment it is truly focused on delivering a very diverse and talented student body, with a staffing in alignment with that. As a result a huge effort goes into E&D strategies.</p> <p>However, there was no evidence of the E&D strategy being linked to the Academy priorities</p>	<p>Although a great deal of action takes place to deliver a multi-cultural and diverse workforce you might think about aligning your strategies clearly to your Academy priorities and strategy.</p>
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Supporting quotes -

It is a meritocracy but we try to ensure there is a representative body of staff. We report on ethnic diversity of staff to Governors across different positions to ensure we have a body of people that reflects the student cultures.

We use EPM as an external benchmark and HR legal advisers as well as our internal HR Manager. We are compliant with Equality Policies, don't positively discriminate but appoint staff mapped with student groups (50% African or African Caribbean students).

We treat students and staff equally. Our values of respect and tolerance are fundamental to this. We have diversity in every department in age, experience, ethnicity, gender, personality, sexual orientation.

If one of my team has a language that will help in translation with a parent we use that. I myself provided information

<p><i>on halal food for our kitchen.</i></p> <p><i>I've asked for and been supported when I asked to work with a pastoral tutor group with Moslem boys and girls who are under-achieving. We also have a prayer room and they come and talk with me. We have developed a bond.</i></p>		
<p>A work-life balance strategy meets the needs of the organisation and its people (8,13,16,21,24,29)</p> <p>MET</p>	<p>Restructuring of the school day was a clear strategy suggested by middle managers this year to ensure student engagement with after school club, but also to shorten the day for staff, engage them in club, but also to allow people to get home earlier. Only leading one club is the norm and a good deal of effort has gone into timetabling to limit after staff commitment to school activity e.g. meetings, clubs.</p> <p>The Wellbeing Survey is generally carried out annually and provides useful information to EGM/LT on staff views.</p> <p>The school has set lock-up and opening times to limit staff presence and Saturday working is paid near exam time, if it is necessary.</p> <p>Within departments and teams managers make efforts to address work life balance less formally, and generally speaking people felt that as much as could be done, was being done given the pressures within the sector, In the main, they also felt that it is valued within the Academy.</p>	<p>It would be useful to review your Wellbeing Survey to reflect on whether you could use this exercise to get more useful feedback that could inform an action plan with staff work-life balance firmly in mind.</p> <p>Are you asking the right questions and enabling people to freely provide suggestions?</p> <p>Is there a consultative forum to develop work life balance strategies?</p>
<p>Supporting quotes -</p> <p><i>When we have parents evenings we offer time off and I make sure adequate leave is taken. I keep an eye on everyone to see if I can spot pressure points, talk to Assistant Leads, remove people from contact time, taken them off lunch duty if required. I am currently re-thinking the timetable.</i></p> <p><i>There is always pressure but we all do our best to support people, take pressure off.</i></p> <p><i>They are definitely committed to improving our wellbeing and have set up meetings structures to keep it manageable. However, the meetings still need to take place at some point and so the pressure is still there.</i></p> <p><i>Within XXXX (subject) I am always supported - told to go home - but deadlines need to be met so there is always some pressure. I think it is harder for teachers.</i></p> <p><i>There is overload for sure but management are genuinely committed to trying to improve on it. Sometimes extensions are given. It is very difficult but it is the same in every school and isn't going to go away. We do what we can.</i></p>		
<p>Constructive feedback is valued (9,17,25)</p> <p>MET</p>	<p>The culture at Petchey is so supportive and developmental that it is very clear to the visitor that it is an organisation that is open to feedback, input, suggestion and ideas from any source and it will be listened to. There was a wealth of information and</p>	<p>None</p>

	evidence to support this.	
<p>Supporting quotes -</p> <p><i>This is not a blame culture, everything is team based and linked to overarching priorities. We all know we are part of a bigger picture and we all own the priorities. We also recognise that none of us is perfect and we are happy to get feedback through observation of any kind for us to reflect on, and take on board.</i></p> <p><i>We have a good team spirit and there is real encouragement to be open to all feedback.</i></p> <p><i>We have an open door policy in our department with information learning walks. We operate a 2 stars and a wish which is nice. Others use WWW and EBI which is a bit more formal. We have a peer observation cycle.</i></p> <p><i>In admin we all fully speak to each other and are on a good page together, and confident to give feedback.</i></p> <p><i>We have peer reviews, mutual planning of lessons, informal observations so that we can give each other feedback all the time on the content of lessons or a particular student.</i></p>		
<p>The structure makes the most of people's talents (10,18,26)</p> <p>MET</p>	<p>In the last year there has been significant discussion at Governor/Leadership Team level around the priorities, structure and middle leaders in order to understand why good staff were leaving. Learning Centre Leads were created and Subject Leaders applied. As a result the best and strongest are being retained, AVPs are empowered to be more strategic and to drive school improvement.</p> <p>Talent management is effectively addressed within the Academy and is enabling people to use their specific skills and strengths.</p>	<p>You have a very young average staff age at Petchey, which is wonderful in many very obvious ways. However, it does tend to exacerbate high staff turnover as people move on where there are limited opportunities to advance. You may want to think about whether recruiting a few very experienced 'older heads' would be useful in redressing the balance to some extent and providing some stability (potentially reducing turnover).</p>
<p>Supporting quotes -</p> <p><i>In the timetabling I have aligned people to team teach where there is a skill e.g. a chemistry or physics strength.</i></p> <p><i>We have two team members who are good at specific club activities e.g. Forensics for a KS3 group, Eureka Club.</i></p> <p><i>She has highlighted my talents in behaviour management and has told the LT and within our department she uses me for good practice.</i></p> <p><i>If someone has a specialism like Civil Rights we tap into that and use that knowledge and resources to support other teachers in delivering it as part of the curriculum.</i></p>		

INDICATOR 4 - LEADERSHIP AND MANAGEMENT STRATEGY

Requirements of the Standard	Evidence	Potential Development Point
<p>Core elements (1,2,3) -</p> <ul style="list-style-type: none"> Competences or capabilities for leaders and managers are defined and communicated to everyone 	<p>In addition to standards set for teachers and support staff, there are clearly defined leadership standards against which all managers are measured. The upward feedback from staff is linked to the</p>	<p>You may want to think about differentiating the leadership standards to ensure those relating to management within the support staff are as relevant</p>

<ul style="list-style-type: none"> Management development is planned <p>MET</p>	<p>standards and informs the PD&R and subsequent agreed development actions. These standards are held on the Exchange (intranet).</p> <p>Leadership Team and middle management programmes have been run in the last two years and another cohort of middle managers will be undertaking a middle leader programme in the near future. In addition, there is capability training for new managers each year.</p> <p>EMG/LT and managers at all levels are fully aware of the standards and people are reasonably clear on what they should be able to expect.</p> <p>As an observation, it looks as though the leadership standards focus on management within teaching.</p>	<p>as possible.</p>
<p>Supporting quotes -</p> <p><i>The middle management programme was excellent. Very structured, externally driven and on transformational leadership. We went to Norway for 3 days to visit schools there. It was a 1 year programme externally assessed.</i></p> <p><i>I am expected to inspire people, monitor them, be innovative and encourage them to try new things.</i></p> <p><i>Good communication, ensuring equality, management of workload and supporting the staff are all in there in the leadership standards and that's what I can expect.</i></p>		
<p>Leadership and management capabilities for now and the future are defined</p> <p>(4) MET</p> <p>(9) NOT MET</p>	<p>Leadership standards were reviewed recently and deemed to be current and in line with new DfE requirements on pay and performance. The external HR support EPM was involved in this review and to ensure the standards are relevant to the future, and for future and potential managers. Senior management indicated that middle leaders were involved in mapping against DfE requirements.</p> <p>However, middle managers were not able to confirm that they had any involvement in defining current or future capabilities/standards for managers.</p>	<p>In your next review of the standards you should consider how to engage and involve managers.</p>
<p>Supporting quotes -</p> <p><i>We reviewed the standards recently to make sure they were still relevant in the current climate and for the future with some external help. It is important that we make sure DfE requirements are included. We will be looking at them again in the next year.</i></p> <p><i>I definitely haven't been involved in looking at the standards.</i></p>		

<p>Leadership and management strategy links to business strategy, taking account of external good practice (7)</p> <p>MET</p>	<p>A strategy to upskill leaders and managers is clearly identified in the Strategic priorities 2013-2014.</p> <p>The leadership standards are taken from the Headship Standards from DfE and the National College of School Leadership, with ideas from the Future Leaders programme. An external consultant with experience in the field (attached to Canterbury University) delivers the programme.</p>	<p>None</p>
<p>Supporting quotes -</p> <p><i>Middle leaders also met and shared their own wide experience from external sources to input into our strategy for leadership and management.</i></p>		

DOING

INDICATOR 5 - MANAGEMENT EFFECTIVENESS

Requirements of the Standard	Evidence	Potential Development Point
<p>Core elements (1,2,3,4) -</p> <ul style="list-style-type: none"> Managers and people can describe how people are well supported and developed by their Line Managers Managers and people can describe how constructive feedback helps people's performance <p>MET</p>	<p>It is very clear that EMG, the Leadership Team and managers are highly regarded within the Academy by those who report to them. People spoke highly and warmly of the support they get on a day to day basis.</p> <p>Evidence from managers and their team members provided good evidence of the support and the constructive feedback they get.</p>	<p>None</p>
<p>Supporting quotes -</p> <p><i>I am supportive, like to listen, we have meetings, an open plan arrangement and I am always available.</i></p> <p><i>We have department bulletins on Mondays to keep people in the loop about what's happening in the department, EMG information.</i></p> <p><i>At PD&Rs I give constructive feedback - recently to someone on how to communicate better with a difficult member of staff.</i></p> <p><i>We are giving constructive feedback all the time through observations, learning walks, supporting on weak areas e.g. more probing questions.</i></p> <p><i>She is wonderful and the main reason I am so motivated and want to come in every day - we all feel the same in our Learning Centre.</i></p> <p><i>So young but so efficient and a shoulder to cry on - sometimes emailing in front of us to address a concern we have</i></p>		

<p><i>shared. We couldn't let her down.</i></p> <p><i>He builds real confidence in the department.</i></p> <p><i>He is very proactive and in and out of lessons which is great, giving us feedback on books etc.</i></p> <p><i>She gave me ideas when I didn't get the grades I wanted.</i></p>		
<p>Managers are role models of leadership, teamwork and knowledge sharing (5,6,7,9,10,14,15,16,17,22,23)</p> <p>MET</p>	<p>There is not a shadow of a doubt that managers at all levels are role modelling the excellent examples they are seeing at the top of the organisation. The EMG and Leadership Team are highly regarded in terms of how they lead, work as a team and share knowledge, are inspiring and motivational in line with the values.</p>	<p>None</p>
<p>Supporting quotes -</p> <p><i>We are very respectful of all staff and try to be as visible as we can. The Petchey Way is what we try to model with everyone and it is great to see it being reflected throughout the Academy. In terms of information we try to keep everyone in the picture with bulletins, safeguarding information, and changes in Ofsted, peripheral reading e.g. shared blogs, cascade minutes and policies on the Exchange.</i></p> <p><i>There is a real collaborative style of leadership and we believe in each other as well as having confidence in the next tier down. I like to think we respond quickly too, such as when one manager said we didn't communicate enough.</i></p> <p><i>In my department I encourage the mantra of If I think I can I can and do little projects with them to encourage their confidence. We share marking and assessment.</i></p> <p><i>In terms of staff they have introduced a lot of structure and reporting that keeps things focused on our vision.</i></p> <p><i>I'm an ideas man e.g. the 5-point marking cycle and the results service and people seem to like that.</i></p> <p><i>He is a consummate professional in line with the Petchey Way. Always focused on 'You' as the individual.</i></p> <p><i>We have Learning Centre Meetings every three weeks and subject meetings weekly to share good practice.</i></p> <p><i>I have a lot of confidence in our leaders here. They work hard to make sure students achieve so that our school's reputation is always improving even if I don't always agree with their decisions.</i></p> <p><i>They have such a good attitude, are such nice people and a pleasure to work with.</i></p>		
<p>Coaching is part of the culture (8,12,19,25)</p> <p>MET</p>	<p>There is a team of four learning and teaching coaches who were trained externally and support staff as required.</p> <p>Less formally Line Managers coach within their departments and there was good evidence of this happening, and of it being well embedded in the culture.</p>	<p>None</p>
<p>Supporting quotes -</p> <p><i>Our coaches are excellent practitioners in their own right, skilled in working with adults, can diagnose issues. They lead sessions for the learning communities, work 1-1 with staff members. There is usually a six week programme ending with a review, then further support if needed.</i></p>		

<p><i>I use PD&R sessions for coaching. I talked recently to one of my newly qualified technicians to encourage him to think through his options for himself.</i></p> <p><i>It happens through role-play on behaviour management in our department.</i></p> <p><i>The Good to Outstanding Group is a coaching group that meets regularly and is led by senior people who are coaching us on an ongoing basis.</i></p> <p><i>She spent time with me looking at strategies to manage in different ability groups and I am coaching now with some of the TAs to draw out the same skills.</i></p> <p><i>When she is observing and giving feedback she always wants to know what I think about strengths and weaknesses and what I need to do to improve e.g. with a difficult year 11 class on behaviour management. Also about challenging the more able students with questions.</i></p>		
<p>There is a culture of openness and trust (7®,10®,13,17®,20,21,24)</p> <p>MET</p>	<p>Almost everyone interviewed talked about the openness of the culture and the mutual trust within the Academy. There is a warmth that spans the levels of management and spreads across all functions which is very evident. This manifests itself beautifully in the way that people work well together, share knowledge within and between teams and departments.</p> <p>Managers are clearly very open to the upward and peer feedback.</p>	<p>None</p>
<p>Supporting quotes -</p> <p><i>There is a real openness and trust together with professional challenge.</i></p> <p><i>Upward feedback provided action points for me such being more flexible and giving people more time for agenda items for meetings which I've acted on.</i></p> <p><i>We have a shared folder in the department and when it is updated we email each other. It's a very sharing culture.</i></p> <p><i>He looks for feedback from us all. We are a happy department. Recently I said the ordering system was a bit slow and he sorted it out.</i></p> <p><i>He is a great Subject Lead but his Power-point presentations are minimal and we were able to give him that feedback.</i></p> <p><i>The whole place is one in which there is openness and trust but also huge expectation.</i></p>		

INDICATOR 6 - REWARD AND RECOGNITION

Requirements of the Standard	Evidence	Potential Development Point
<p>Core elements (1,2,3) -</p> <ul style="list-style-type: none"> People can talk about the positive contribution they make Managers and people can describe how people are 	<p>People were able to give good examples in describing their own contribution to the success of the Academy, and there was also good evidence of how the Academy and managers showed their appreciation of people's individual efforts and successes</p>	<p>None</p>

<p>valued and recognised for their contribution</p> <p>MET</p>	<p>through Educator of the Week, and also less formal approaches within teams and departments. The PD&R and PRP play their part too, of course.</p>	
<p>Supporting quotes -</p> <p><i>I am quite new but getting involved already in whole school events like black history month.</i></p> <p><i>I have examination groups so I have a direct impact on our results at the end of the year and they were good.</i></p> <p><i>I thank people for things like their wall displays, unswerving commitment, buy treats on a Friday, write them an email and copy in our AVP.</i></p> <p><i>Educator of the Week works well. It is voted on by students and includes our central staff team. It is for above and beyond.</i></p> <p><i>The Principal sends letters to people for outstanding work, birthdays and at Christmas with personal messages of thanks. That is really appreciated.</i></p> <p><i>We have events sometimes like a canal boat trip, karaoke.</i></p> <p><i>I got 2% on my salary for results and £100 for school attendance.</i></p>		
<p>Reward and recognition strategies link to business strategy and are externally benchmarked (6)</p> <p>MET</p>	<p>The Educator of the Week, PD&R and PRP that were introduced and reviewed, are reward and recognition strategies that are clearly measurable against targets and priorities individually and Academy-wide. They are externally benchmarked to DfE guidance.</p>	<p>None</p>
<p>Supporting quotes -</p> <p><i>Our strategy is linked to attainment and progress of the children and the teaching and learning so there is a definite link to strategic priorities.</i></p>		
<p>Managers and people are involved in developing the reward and recognition strategy</p> <p>(8,12,14,18)</p> <p>NOT MET</p>	<p>Senior management interviewed talked about input to the Educator of the Week, PD&R and PRP recognition strategies from the Governing Body, and consultation with levels of management, middle leaders, and staff through their Line Management and wellbeing staff survey.</p> <p>However, in talking to managers it was clear that responses were mixed. Some managers described how they had been involved, and others were clear that they had not.</p> <p>In the people interviews, no-one was able to say how they had been involved in developing any reward or recognition strategy.</p>	<p>In the next review of your reward and recognition strategies you might want to think about how widely consultative you want to be.</p>

<p>Supporting quotes -</p> <p><i>I was not involved although it could have been a consultation before I got here.</i></p> <p><i>I believe the Leadership Team was involved in developing the PRP and PD&R strategies and when they were reviewed.</i></p> <p><i>I think middle leaders might have been consulted on proposals for Educator of the Week.</i></p> <p><i>Below the level of middle leader the strategies should have been presented within departments for review but I am not sure if it was consistent.</i></p> <p><i>Even in my XXXXX role I wasn't involved in developing the strategy.</i></p>		
<p>What motivates people is understood and is taken into account (4,9,10,15,16)</p> <p>MET</p>	<p>The Wellbeing Survey was useful in identifying whether people felt motivated by the reward and recognition strategies.</p> <p>Managers were able to describe how they applied the strategies and also how they motivate their own teams and departments.</p> <p>People interviewed understood very well what they needed to do to be valued, recognised and rewarded through the strategies and believed it was applied fairly.</p>	<p>None</p>
<p>Supporting quotes -</p> <p><i>I know what motivates my team and what would benefit them. Some want a reward, some just want an email of recognition.</i></p> <p><i>Giving people leadership opportunities potentially through small projects to enable them to rise through the Academy and feel able to apply for higher level roles.</i></p> <p><i>For Educator of the Week people vote and then every week at whole school briefing Friday mornings it is announced.</i></p> <p><i>100% attendance allows you to go into a draw for an I-Pad.</i></p> <p><i>When the PRP structure changed I jumped a level which was really great for me and I felt it rewarded my hard work.</i></p> <p><i>I think it is all really motivational especially when it comes in just before Christmas as it does - people are very motivated by that!</i></p>		
<p>Success is celebrated (11,17)</p> <p>MET</p>	<p>Managers and people interviewed gave some very good examples as evidence of how individual and team successes and achievements are celebrated within teams.</p>	<p>None</p>
<p>Supporting quotes -</p> <p><i>When we have had outstanding results in maths at KS4 we celebrate that through socials, some whole school, on newsletters and on the website.</i></p> <p><i>Within Learning Centre Weeks we have opportunities for students and staff to get involved and there are awards for e.g. best national dress voted on by students.</i></p>		

<p><i>When someone has been nominated for Educator of the Week XXXXXX sends an email to the nominated person to tell them why they have been nominated and what have said about them very positively.</i></p> <p><i>Last year there was recognition at a meeting for excellent events.</i></p>		
Benefits strategy goes beyond legal requirements (7) MET	<p>The Benefits strategy goes well beyond legal requirements. It is forward-thinking and linked to the needs and pressures on people.</p>	<p>None</p>
<p>Supporting quotes -</p> <p>Our benefits include pensions, occupational health, cycle to work scheme, childcare vouchers, eye-care vouchers, a dry cleaning service, taste-card and travel-card loans.</p>		
Colleagues' achievements are recognised (13, 19) MET	<p>The culture, as mentioned already, is one of support and mutual appreciation of people's efforts and successes. This is not just about manager recognition of people's efforts but the encouragement to recognise each other's good work and good practice within and across teams and departments.</p>	<p>None</p>
<p>Supporting quotes -</p> <p><i>At our 'unofficial' book scrutinies people are showing appreciation for each other's work.</i></p> <p><i>At the start of meetings we ask people to talk about one thing the person next to them has done really well.</i></p> <p><i>Learning walks and peer observations are always flagging up what people are doing well.</i></p> <p><i>I am part time and so some of my colleagues support me in my work and I am always grateful for that, and when I can take some of their tasks when they are under pressure, I do.</i></p>		

INDICATOR 7 - INVOLVEMENT AND EMPOWERMENT

Requirements of the Standard	Evidence	Potential Development Point
Core elements (1,2,3) - <ul style="list-style-type: none"> Managers and people can describe how they are encouraged to be involved in decision making and take ownership and responsibility for them MET	<p>A multitude of opportunities are made available to people and encouragement is given for them to pick up additional responsibilities, take over the leadership of a club, step up in a Line Manager's absence, make decisions or be involved in decision making. A variety of examples were given in addition to the more formalised accountabilities of tutor group lead, mentoring and coaching.</p>	<p>None</p>
<p>Supporting quotes -</p> <p><i>I have three Assistant Leads in the department which give autonomy for each one in their own specific key stage.</i></p>		

I have a responsibility for visits and fieldtrips in my department.

I am involved in a lot of decision making within the department, within the year group, with middle leaders, at Year Lead meetings, and within the Year 11 team.

We are setting up a new behaviour group which is going to enable us to make decisions.

I am accountable for the BTEQ course and I'm an NQT mentor. I've also got a table tennis club 3 nights a week

Effective consultation and involvement is part of the culture (4,6,7,13)

MET

(17) NOT MET

Consultation takes place extensively. Formally through the Wellbeing Survey, Survey Monkey, upward feedback into managers' PD&Rs. More informally within groups and in meetings consultation is well embedded into the practice of the Academy.

Feedback from senior managers suggested that groups design their own consultation arrangements, but people interviewed did not confirm this.

In general most people do not believe they are involved in designing consultation within their groups. You may want to consider if this is an inaccurate perception or there is some justification for that view.

Supporting quotes -

Within the learning communities there is a lot of consultation e.g. the UG Learning Community would decide on the learning cycle for post 16 lessons.

NQT+1s have been empowered to make decisions on impact initiative - it's a task and finish project and it is fed back to staff - a very valued exercise.

As well as our open door and can do approach to everything we are all part of a culture that is empowering and engaging and jointly decision making. We have a 'you said, we did' feedback in response to the survey.

The survey, meetings and twilight sessions get our input to help them make decisions e.g. learning centre group sessions after the FGM session will enable us to develop our resources to present to the students.

We were asked our opinion on how much paperwork there was in SchoolIP, PD&R and as a result we were involved in re-designing the documentation.

I think the consultation is just the consultation and we don't really discuss or have any input into how that should be done.

People are supported and trusted to make decisions (9,12,14,15)

MET

There was good evidence of the support people are getting as they pick up decision-making responsibilities and that managers are making sure they have the information, resources and guidance they need to inform those decisions.

None

Supporting quotes -

In looking at a new syllabus I've done a scheme of learning on it, provided some resources for lesson planning but also given them the opportunity to decide on their own resources.

I was very directional at the beginning of the year but conversations and tone changed throughout the year as the support made a difference and she made good decisions.

We use email a lot, the learning centres have their own mailboxes too and that is helpful because anybody can pick

<p><i>up the queries or information I need to share with the departments.</i></p> <p><i>My manager is good at directing me to the right person in the school where I can find what I need.</i></p> <p><i>I feel totally trusted and respected in my decisions because of my experience. He sees what I am doing all the time and how I work with others and that gives him a sense of security.</i></p>		
Knowledge and information are shared (5,10,14®) MET	<p>The website and, of course, the intranet are excellent tools that are in place to facilitate the exchange of information, documentation, calendars, and data. Newsletters are sent by middle leaders (including information cascaded from Leadership Team); Staff briefing on a Friday is a regular update to keep everyone up to speed. In addition, there is a great deal of information sharing below the 'corporate' level.</p>	None
<p>Supporting quotes -</p> <p><i>The Renaissance team needs to share information with all the learning centres - that's fundamental. They run information sharing and strategy sessions based on student needs. They also provide additional information to facilitate contact with parents.</i></p> <p><i>The calendar, events, newsletters and briefings are done by the central team to make sure all the learning centre staff are well informed.</i></p> <p><i>We share best practice at meetings and we do that within departments in a subject-specific approach and more generally within learning centres.</i></p>		
People are committed to success (16) MET	<p>From the interviews there was a real sense of people's recognition of just how far the Academy has come in just a few years, and that there is still much to do. There was a real sense of their commitment to driving it forward as teams within one Academy-wide team.</p>	None
<p>Supporting quotes -</p> <p><i>It is a challenging school but it has a great sense of community and I really want it to succeed.</i></p> <p><i>They've given me a chance and I am really responding to that.</i></p> <p><i>I absolutely lovely it and I cannot believe how engaged with the Academy they have made me feel. They really care about the students and the culture is fantastic. That translates to the staff too and everyone is really fired up to drive it forward.</i></p>		
There is a culture of continuous improvement (8,11,18) MET	<p>It is clear from all of the above that there is a real culture of continuous improvement. The surveys, the WWW EBI approach, 2 stars and a wish, upward feedback into managers' PDRs to improve management are all good practice in driving improvement.</p>	None

<p>Supporting quotes -</p> <p><i>All action plans are about improvement at every level in the constant drive for outstanding from day 1 but never at the expense of staff or students. We have a caring approach to continuous improvement - not driven by paying too high a cost. We are very self-reflective and responsive.</i></p> <p><i>There is a real culture of continuous improvement particularly in classroom practice, through learning community groups, T&L coaches, and observations.</i></p> <p><i>The staggering of the marking cycle for different year groups is something the staff in my department came up with.</i></p>		
<p>People can challenge the way things work (11®,18®)</p> <p>MET</p>	<p>There were a number of very good examples of how people have been encouraged to challenge the status quo and effected change.</p> <p>There were also one or two examples of where challenge was pending.</p>	<p>Although the daily pastoral tutor groups were introduced for good reason it will be important to review how they are working for students, but also for staff running them in terms of additional time pressures and impact on 'the day job'.</p>
<p>Supporting quotes -</p> <p><i>Last year we needed to look at a new system for data management. Managing staff frustrations and their expectations was a challenge. People challenged the way it was working and we addressed the issues.</i></p> <p><i>Behaviour is always a challenge and we've had a lot of feedback on how we deal with that. It has been fed up to LT and changes made. Tutor group changes came from staff challenge as well.</i></p> <p><i>We have monthly facilities meetings and can voice our concerns and opinions - for example if a deadline is too tight. Everyone is good at compromising.</i></p> <p><i>Tutor groups are fairly new and are presenting some concerns and time pressures in some areas. That is a challenge we will need to address.</i></p>		
<p>There is a sense of ownership and pride in working for the organisation (19)</p> <p>MET</p>	<p>No doubt about this. Being part of The Petchey Academy and supported by a very generous and altruistic sponsor in driving the Academy forward to achieve its aspirations for students is hugely important to staff.</p> <p>It is also reflected in the success the school is having, its reputation in the locality - particularly having come from a failing school position just a few years ago.</p>	<p>None</p>
<p>Supporting quotes -</p> <p><i>I think being associated with Jack Petchey has given us real prestige and despite being in such a challenging situation in East London it is wonderful to feel part of such a positive educational establishment that is making a real difference to students' lives.</i></p> <p><i>This is a stunning building and I am proud to work in it, the staff are great and the students are challenging but they are great and the values and aspirations are so high.</i></p>		

INDICATOR 8 - LEARNING AND DEVELOPMENT

Requirements of the Standard	Evidence	Potential Development Point
<p>Core elements (1,2,3) -</p> <ul style="list-style-type: none"> • Managers can describe how people’s learning and development needs are met • People new to the organisation and with additional responsibilities can talk about their induction into those responsibilities <p>MET</p>	<p>A huge range of opportunities were described by many people on how their learning and development needs are addressed, and also what they had learned and could put to good effect.</p> <p>Induction was recently reviewed and improved on, specifically for teaching staff and there was good evidence of a very structured induction for everyone who was interviewed and who was new to the school, and Line Managers are asked to assess its suitability in each case.</p> <p>The evidence was also fairly good in terms of how existing staff were inducted into new responsibilities</p>	<p>Having made such improvements to the structure of your induction for teachers, you could consider whether it would be useful to develop a bespoke induction for other staff, with their input, if that has not already taken place.</p> <p>In addition, one or two people felt there was an assumption of greater knowledge than they had, which was challenging for them - differentiated induction?</p>
<p>Supporting quotes -</p> <p><i>We’ve got external courses, induction, University based partners for NQTs, mentors, T&L coaches, line management support, learning community groups, twilight sessions, TALD, subject network groups throughout the Borough, working with exam boards, networking and conferences, Hackney Learning Trust, moderation meetings, professional development sessions, and good practice shared at meetings, L&D programmes, middle management programmes. The list is fairly comprehensive.</i></p> <p><i>Training on the behaviour policy has been really useful as there has been plenty of opportunity to use it!</i></p> <p><i>The middle leader programme was really useful. I learned from the Norway visit and the sessions later how to manage change in all sorts of ways - with parents, teachers and for students.</i></p> <p><i>I got some really good ideas and approaches when I did Advanced Maths at the IoE that really helped me teach A level. I had a good observation, more confidence and good Year 12 results.</i></p> <p><i>I came as a volunteer studying AAT to get experience and then was offered an apprenticeship. It was a good induction with other staff - structured.</i></p> <p><i>As an NQT I had a thorough 2 day induction and the process is still ongoing with regular meetings and a mentor.</i></p> <p><i>The only slight issue I had was that there was an assumption at induction that everyone came to it with the same knowledge, and I didn’t.</i></p>		
<p>Learning and development resources are used effectively (4,8,13,16)</p> <p>MET</p>	<p>A range of internal and external resources are explored and utilised to good effect.</p> <p>People are very clear on why they are learning, what they are going to do with it and how they are supported in doing so.</p>	<p>None</p>

<p>Supporting quotes -</p> <p><i>We use Hackney Learning Trust, national providers for curriculum development and for the central team, external consultants such as Stonewall, for FGM. In terms of space we have created as a resource we have the Board Room, Community Room, Auditorium, collapsible classrooms, the IT Suite, IMAX, video classroom used for new teachers and their mentors. Internally we have amazing resources such as our team of T&L coaches, mentors, and internal expertise whenever possible.</i></p> <p><i>Our learning resources have improved a lot because we share classes now. One person plans Year 7 for example and another Year 8 and then we would share them.</i></p> <p><i>Sometimes we struggle with ideas and the use of generic teaching skills is really useful to tap into with a more experienced creatively thinking teacher.</i></p> <p><i>Our marking policy was shared across the learning centre and we now probably have the best work scrutiny results.</i></p> <p><i>Training sessions are well structured and whilst learning we are focusing on how we are going to use it. The NQT sessions on how to run assessments were talked through on the different elements so that in practice we could plan and make action points for the lessons.</i></p>		
<p>Learning is an everyday activity (11,14,18)</p> <p>MET</p>	<p>The nature of the organisation dictates that it is very much a learning organisation and, as such, every day is different with more to learn and adapt to.</p> <p>Similarly people are encouraged to try new approaches by 'giving it a go' if they come up with new ideas, approaches or strategies.</p>	<p>None</p>
<p>Supporting quotes -</p> <p><i>One of our strategies for new teachers was to teach the same lesson to a different group each day to reflect on what changes and tweaks we should make.</i></p> <p><i>I think we are encouraged to be learning all the time and I don't think there is a day when we are not challenged in our learning.</i></p> <p><i>A good example of learning from my effort was the brat pan in the kitchen. It broke and I used skills from a previous job to repair the lid and it has worked perfectly.</i></p> <p><i>In Renaissance we are always encouraged to try and see what happens e.g. the Lexia programme that encourages slow learners. We weren't confident it would work but it has.</i></p> <p><i>Yesterday I watched a teacher using a child to teach the others to be better learners and it was an eye opener for me. I am reflecting all the time and learning.</i></p>		
<p>Innovative and flexible approaches to learning and development are used (5)</p> <p>MET</p>	<p>Some thinking has been applied to learning and development that were described by senior management to make sure the Academy is looking always at creative, flexible and cost effective solutions.</p>	<p>None</p>
<p>Supporting quotes -</p>		

We got start-up money from The Petchey Foundation but also get Government money. We now bid for funds from The Petchey Foundation and we need to be able to justify it, show impact.

Mentoring training with partner schools is cost effective and minimal.

Visiting other schools and having reciprocal visits here is really beneficial and cost effective. For example visiting an outstanding primary school looking at phonics and literacy resulted in some amazing new ideas.

All learning is valued and celebrated (6,10,15,17)

MET

Good examples were given by everyone to show off to good effect the culture of learning that is well embedded into the Academy ethos and thinking across the board. It is clear that there is a great deal of motivational encouragement by managers and that people enjoy putting their learning into practice.

Celebration is well done and well received, albeit relatively low key.

None

Supporting quotes -

We've supported staff doing MAs which aren't linked to what they are doing now - it is research based. One member of staff is taking a career sabbatical travelling abroad and setting up initiatives so I do believe we do value all sorts of learning and support it.

When we changed from our old database to Progresso that was a massive undertaking and learning exercise so we went out as a team - we had Prosecco to celebrate Progresso!

I had to learn a lot to get the new pitch done and I really enjoyed that whole project and to see it in place and being used was great.

People just say well done a lot and none of us expects more really. When NQTs, Teach First, staff who achieve QTS are announced in briefings they would also get a small gift and a letter from the Principal.

We have a nice culture of celebration - Educator of the Week, assembly recognition, announcements in briefings, and the school newsletter.

Mentoring is used (7,20)

MET

There is a mentoring programme for new staff but also specifically for all Schools Direct, NQTs and Teacher Firsts. 25 Mentors have been trained.

Leadership focused mentoring opportunities are also available, and more formal.

I think, and we can discuss this at the IPM meeting, that your mentoring strategy is sometimes more about coaching in the role than mentoring for the long term career although there is evidence of some pure mentoring activity.

You should think about whether career mentoring opportunities could, and should be more widely available.

Supporting quotes -

As an NQT I have a mentor. Also within my form group I am going to be working directly with the Principal who is going to mentor me longer term.

There is a whole programme for mentoring for new teachers.

I am an NQT mentor at the moment and have been in the past. It works really well on the teaching and learning as well as the longer term career mentoring. It is very supportive.

REVIEWING

INDICATOR 9 - PERFORMANCE MEASUREMENT

Requirements of the Standard	Evidence	Potential Development Point
Core elements (1,2,3,4,5) - <ul style="list-style-type: none"> Senior management are aware of costs and impact of learning and development linked to priorities and how this evaluation informs future strategies Managers and people can talk about the impact of learning on their individual or team targets or priorities MET	<p>A central budget for learning and development is held by EMG/LT and they review impact on a regular basis. Training sessions themselves are reviewed through Survey Monkey. Learning walks, PD&Rs and data monitor actions and evaluation of training. EMG/LT meetings reflect on impact against priorities. Good examples were provided at all levels.</p>	None
<p>Supporting quotes -</p> <p><i>The middle leader programme reflected a development area from the last Ofsted inspection. 20 middle leaders across pastoral, curriculum and renaissance undertook the programme. It was costed at about £80K plus identified time but the impact has been ideas, proposals, new policies and procedures - a change of the Academy day, greater pastoral support, and transformational change. Upward feedback on individual managers also reflected impact. Looking ahead, we will be continuing with action learning sets with the external consultant and another cohort will undertake the programme.</i></p> <p><i>One of our strategic priorities is to raise participation so we trained and funded teachers and coaches for extra-curricular club leadership on e.g. zumba, judo, rugby etc.</i></p> <p><i>PE results were not up to national average so we looked at suitable courses, and then built a climbing wall. Results have been hugely improved.</i></p> <p><i>IOSH training enabled me to do risk assessments on the building for events and for the staff to safeguard everyone and ensure their wellbeing.</i></p> <p><i>I did extensive training with Hackney & London Safeguarding Board that covered FGM, domestic violence, abuse, impact of mentally ill parents, Jewish and Moslem practice, sexual exploitation, eating disorders, and radicalisation. I attended a conference on trafficked children too. The benefits are in dissemination within the school and in stakeholder meetings to raise awareness and pick up issues before they become critical. It is hard to measure but we have fewer incidences measured through inter agency working.</i></p> <p><i>I did a subject knowledge enhancement course to enable me to teach physics up to A level because of the needs of the department. My KS3 teaching is more interactive and I think that contributed to better science results.</i></p>		
The contribution of people strategies is measured and evaluated (6,10)	<p>Senior and middle managers gave some good examples of how they monitor and assess how people strategies such as training, induction</p>	None

MET	and PD&R are operating.	
<p>Supporting quotes -</p> <p><i>We use upward feedback in a structured way to measure how our managers are managing.</i></p> <p><i>We have measured and evaluated and improved the changes to the induction programme. This will be evaluated again at the end of this first induction to tweak it further. We already know that people liked the reflective journal, the pre-induction visit and overall induction is showing real measurable impact from before. One development area was that it could have been more differentiated.</i></p> <p><i>Mid-term starters and women returners are also being looked after better now.</i></p> <p><i>We are now asked to review each induction programme for its suitability.</i></p> <p><i>We were asked our opinion on how much paperwork was involved in School IP, PD&R documentation and that has been improved a lot.</i></p>		
Impact on key performance indicators can be described (7) MET	Key targets are very specific within the Strategic Priorities/Business Plan and they are reviewed at EMG Meetings on a regular basis, and then cascaded through the Academy.	None
<p>Supporting quotes -</p> <p><i>Retention was a key measure which was achieved and has been stable, we have improved upward feedback and our managers are now all judged to be good or outstanding.</i></p> <p><i>Lessons are now 80% judged good to outstanding through the establishment of our learning communities and the NQT workshops.</i></p> <p><i>Our 70-75% KS3 target FFTD was met through the training of NQTs and NQT+1s.</i></p>		
Performance improves as a result (11,13,14) MET	Performance improvement generally was well described by people at all levels.	None
<p>Supporting quotes -</p> <p><i>The improved induction is making a difference - I evaluate whether the first three sessions were what people wanted and were they useful - policies, marking, scrutinies because this prepares them for deadlines.</i></p> <p><i>We discussed behaviour for learning with LT and improved the content and timing of sessions for next year.</i></p> <p><i>The PDR is more comprehensive which is a challenge but it helps us look at our development in more depth and how that can help the Academy.</i></p> <p><i>Management has definitely improved our department and that has come about because of the management programme.</i></p> <p><i>Everyone in the PE team has done climbing instruction which has impacted on all of the children's practical results. We jumped from 64% to 78%!</i></p>		
Flexible and effective approaches to measuring return on investment are used (8)	A variety of evaluation methods were described during the assessment.	None

MET		
Supporting quotes - <i>We tend to use data, student outcomes, staff retention, staff wellbeing, staff attendance and absenteeism, staff satisfaction ratings, particularly in our development of NQT+1, Good to Outstanding Groups, Learning Community staff. We are flexible in that we look at the qualitative sometimes where measurable quantitative evaluation is not possible. We look at impact critically in the light of other factors. There is also the law of unintended consequences - we are very conscious of all sorts of impacts - positive and negative.</i>		
Return on investment in people is reported to stakeholders (9) MET	EMG has a regular and comprehensive reporting programme to the Academy's Governing Body. Information to staff cascades through the levels of line management and meetings.	None
Supporting quotes - <i>I meet the Chair of Governors monthly to report on impact, and present a termly report to Governors on the impact of training that supports the priorities. Our AVPs present their own reporting to Governors in line with that e.g. on curriculum, pastoral, UG, stakeholders, expansion, financial management and Ofsted activities, teaching and learning and attendance. We have a schedule for reporting.</i>		

INDICATOR 10 - CONTINUOUS IMPROVEMENT

Requirements of the Standard	Evidence	Potential Development Point
Core elements (1,2,3) - <ul style="list-style-type: none"> Senior management, managers and people can describe improvements following evaluation of people and management strategies MET	The Academy has a strong focus on continuous improvement. There is constant review of process and procedures, a WWW EBI approach to everything at all levels, departments, teams, groups. Formal reviews of induction and the PD&R have taken place in the last year and improvements have been actioned. Similarly, through the Wellbeing Survey and Survey Monkey exercises improvements have been made. Managers gave good evidence of improvements they have made within their teams as a result of their own development.	None
Supporting quotes - <i>Communication has improved because of recognition of previous practice through our Wellbeing Survey, and we've addressed the communication of decisions concern to make them timelier.</i> <i>The 'State of the Academy' to Governors by the Principal now includes input from LT/EMG through a SWOT analysis</i>		

and is linked to priorities.

There are Assemblies every week for students and seminar/group tutoring daily which benefits staff on behaviour issues despite an increased workload.

Restructuring of the school day is providing more time for staff to get home earlier, but also run clubs.

All our documentation on PD&R has improved and everything, including the standards, is now on the Exchange.

Induction for teachers has improved a lot - we have an induction manual, a 6 week induction with the Line Manager and mentor support. It's all timetabled and check-listed at stages.

Communication has definitely improved. It is clearer and more consistent between subject leads and HR. The intranet has improved as well and is being used more for general communication and centralised documentation.

Self-review and information from external review are used (4,5,10)

MET

A number of self and external review exercises take place, some of it Academy-wide and some within departments and teams.

None

Supporting quotes -

In an Away Day for the LT we did a SWOT, reviewed the Academy, collected evidence and summarised it for the SEF. The EMG also does mini self-Ofsted reviews within Learning Centres to identify issues for improvement which are then actioned.

The middle management programme was a result of our last Ofsted inspection. We also did mini Ofsteds run by the previous Principal's consultancy on the effectiveness of our middle leaders and took action on that.

The Local Authority with responsibility for KS5 came to assess our teaching and learning and their feedback led to improvements and better results.

We have a Governor with SN responsibility who reviewed Renaissance, and Inclusion quality Mark was glowing in its review. We also have Arts Quality Mark.

I created a self-reflection sheet for my teams which informed how the managers had to construct their learning centre sessions.

Effective feedback methods are used to understand people's views on how they are managed

(6,7,11,12,13,14)

MET

The Wellbeing Survey annually and good use of Survey Monkey for specifics are both used to get staff feedback on management issues and effectiveness, as is upward feedback to inform the PD&Rs of managers.

None

Supporting quotes -

There are general question on wellbeing in the survey but also on all levels of management.

For any issues such as social events, school day proposals we use Survey Monkey to understand how people feel about it. We did a staff and student survey on management within subject areas as part of our internal mini Ofsted and that was fed back to the Subject Lead.

We have open door, email, forums, Learning Communities all with a direct link back to leadership. We use working groups when we need to and just by walking about we are very accessible to everyone and people can just stop us and give us their views or concerns.

<p><i>There is a scale of 1-5 in the upward feedback. When we checked praise had come up which is why we took that on board and improved. One member of staff scored us low on consultation and we have introduced improvement.</i></p> <p><i>Our Line Manager meetings also get our input fed upwards as well as looking at our own development.</i></p> <p><i>There is a genuine commitment to improving. The school day is much shorter which has made a massive difference. Everyone was so tired before. Now participation rates are higher and we are doing better in competitions in the borough.</i></p>		
Internal and external benchmarking are used (8) MET	Feedback from the Principal indicated that the opportunities for benchmarking were really utilised and taken on board.	None
Supporting quotes - <p><i>The mini Ofsted reviews for each Learning Centre are reported on, and then published on the Exchange for the other Learning Centres to benchmark themselves against and learn from each other, and Subject Leader reports every semester allows EMG to benchmark them against each other.</i></p> <p><i>Hackney Learning Trust provides local school data for us on attendance, behaviour, attainment, exclusions and we also get data from independent schools, all other Academies and all schools across the UK, plus categories of similar schools on attainment and that enables us to see how we are measuring up.</i></p>		
People's views on how they are managed improved (9,13®,14®) MET	<p>The Wellbeing Survey results were presented during the assessment and it was clear that people's views had changed and showed marked improvement since 2011 year on year to 2013.</p> <p>People also clearly believe in the genuine commitment of their senior team and could talk about the improvements to management in the school.</p>	None
Supporting quotes - <p><i>The wellbeing Survey indicated measurable improvement in the three years we have done it and Survey Monkey also shows improvement in being listened to, having a say, communications, and aligned priorities.</i></p> <p><i>I really believe they are keen to get it right. I fed back that I wasn't getting information I should be getting and now I get a lot more and copied in to emails.</i></p> <p><i>Survey Monkey really does work. Everyone's specific feedback on their risk assessment, for example, is addressed so that their needs are met.</i></p> <p><i>My own feedback on recruitment processes has been implemented and the timelines have really improved and people are sticking to it.</i></p>		
People believe it is a great place to work (15) MET	It will be clear by now from all that has been written previously in the report that everyone interviewed, regardless of the pressures they are under in this challenging sector, feel that working at the Academy is	None

	<p>something they love.</p> <p>They are listened to and improvements are made in light of their feedback.</p>	
<p>Supporting quotes -</p> <p><i>They really do respond to what we feed back to them and they are always listening and asking us what isn't working well. They have a very can do attitude and never shrug anyone off - very approachable.</i></p> <p><i>We have Learning Centre leads now which we didn't have before and they are more in touch with LT which is making the management of people more cohesive and consistent.</i></p> <p><i>I really enjoy myself here. This is my first role in education after the corporate world and seeing the support there is here is amazing.</i></p>		

OUTCOMES TABLE - EVIDENCE REQUIREMENTS FRAMEWORK MATRIX

Core Standard										
Total number of core evidence requirements assessed - 37										
Total number of core evidence requirements met - 37										
	Indicators									
ERs	01	02	03	04	05	06	07	08	09	10
1	√	√	√	√	√	√	√	√	√	√
2	√	√	√	√	√	√	√	√	√	√
3	NA	√	√	√	√	√	√	√	√	√
4	√	√	√		√				√	
5	NA		√						√	
6	√									

Wider Framework										
Total number of additional evidence requirements assessed - 156										
Total number of additional evidence requirements met - 146										
	01	02	03	04	05	06	07	08	09	10
4	Core	Core	Core	√	Core	√	√	√	Core	√
5	Core	√	Core	√	√	NA	√	√	Core	√
6	Core	√	√	√	√	√	√	√	√	√
7	√	√	√	√	√	√	√	√	√	√
8	√	√	√	√	√	X	√	√	√	√
9	√	√	√	X	√	√	√	√	√	√
10	X	√	√	√	√	√	√	√	√	√
11	√	√	√	√	√	√	√	√	√	√
12	√	√	X	√	√	X	√	√	√	√
13	√	√	√	√	√	√	√	√	√	√
14	√	√	√		√	X	√	√	X	√
15	√	√	√		√	√	√	√		√
16	√	√	√		√	√	√	√		
17	√	√	√		√	√	X	√		
18	√		√		√	X	√	√		
19	√		√		√	√	√	√		
20	√		√		√			√		
21	√		√		√					
22	√		√		√					
23	√		√		√					

24	√		√		√					
25	√		√		√					
26			√							
27			X							
28			√							
29			√							
Total	22	17	27	12	25	14	18	20	13	15