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INVESTORS IN PEOPLE REVIEW REPORT

for

DASP (THE DORCHESTER AREA SCHOOLS PARTNERSHIP)

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1. BACKGROUND AND REVIEW PROCESS

The Dorchester Area Schools Partnership is a learning and development association of schools in the Dorchester area which together form a learning pyramid. Children start at one of the thirteen first schools, progressing to one of the three middle schools and thence to the single upper school. The aim is to provide a coherent and seamless educational model for the area's children by promoting close collaboration between schools, and in this the partnership has been spectacularly successful. DASP has an executive steering group with an executive director (the headteacher of one of the member schools who is appointed on a rolling two-year contract) plus a number of cross-cutting groups drawn from the member schools.

All the 17 schools were recognised individually as Investors in People; the assessment that took place in the summer of 2008 converged these separate accreditations into a single overarching recognition. This is DASP's first post-recognition review. Schools are assigned to one of three "tranches", one tranche being reviewed every eighteen months. Thus each school will be reviewed every 4.5 years. This innovative pilot model was agreed with IIPUK.

The schools reviewed this time were:

- Cerne Abbas Church of England VC First School
- Damers First School
- The Dorchester Middle School
- Manor Park Church of England First School
- Puddletown Church of England VC First School
- Winterbourne Valley Church of England VC First School

A total of 94 staff were interviewed.

Each school has received its own tailored review report. Key members of the DASP Executive were also interviewed and their views are reflected in this summary report.

All reviews took place according to the agreed plan although a late change was necessary to the overarching theme for the review. The original theme was around the extent to which the terms of reference emerging from the various DASP development groups were aligned to the DASP vision and strategy. Shortly before

the review was due to start in November, DASP's headteachers held a conference which looked at, among other topics, the future of the partnership. One of the outcomes is a small working party investigating ways of putting the partnership on a legal footing, which will have potentially profound implications for the way the partnership works. The original theme for the review was therefore felt to be inappropriate and the topics that were actually explored on site were around the outcomes of the recent conference, as described in Section 3.

The Dorchester Learning Centre is an associate member of the partnership, and it was hoped to include their perspective in this report. In the event however it was unfortunately not possible to contact them.

These changes did not compromise the validity of the review.

The assessor team would like to thank all the schools that took part in the review for their hospitality and openness. As lead assessor, I would also like to thank the assessor team for their hard work and willing response to a major shift in emphasis in the review at short notice.

This overall report draws in information from all the individual school reports, but the "Lead assessor comments" are mine alone.

2. OUTCOMES OF REVIEW

DASP meets the requirements of the Investors in People Standard and recognition as an Investor in People is therefore maintained.

3. FEEDBACK ON SPECIFIC AREAS FOR THE REVIEW

The following topics formed the basis for this report:

- The views of senior leaders on the conference outcomes (new constitution, the five statements, the possibility of a new leadership model);
- Appetite for change amongst leaders and managers (how committed they are to change, how radical they would be prepared to be – would they be prepared to share both support and teaching staff?);
- Capacity for change (time, skills)

- Where should the partnership be in 2-3 years?

There are a number of drivers for change. Firstly the partnership operates largely on goodwill - acknowledgement of which cropped up time and time again during the course of the review visits - and leaders have recognised that the voluntary basis on which DASP functions is no longer adequate in view of the success, sophistication and size of the partnership and the challenges it faces. The partnership has no secure legal basis: any partner could walk away without notice or penalty, and in this respect some partners are more substantial net contributors than others. Moreover the three-tier educational system is under threat; and finally there is a recognition that such a large organisation needs to be more financially accountable and that finances need to be more transparent and manageable. Budget cuts are concentrating people's minds.

Several alternative models of governance have been considered, none a perfect fit, and I understand that a small working party is investigating the possibility of DASP's becoming a company limited by guarantee.

Taking each part of the overarching theme in turn:

VIEWES ON THE CONFERENCE OUTCOMES

Constitution: There was widespread support for the notion of a company limited by guarantee. Some smaller faith schools in particular had reservations about Trust status because as associate members they would not enjoy the same benefits as foundation members.

There is also a clear recognition amongst schools' leaders of the pressing need for a strong structure which enables effective strategic decision-making to take place. They feel that this needs to be supported by a legally binding contractual obligation which exists for a finite period and has very clear outcomes. The need for more formal arrangements between members is seen as pretty much non-negotiable across the piece.

There was also strong support for a more top-down strategic approach regardless of the model selected; some people (not just at senior levels) also see an urgent need for a common curriculum across the partnership.

A number of people, again not just at senior levels, see the key to the future as lying in effective consultation and the involvement of all members and stakeholders.

Five Statements: The Five Statements are seen as a positive step towards involving the wider membership in the decision-making process. There was also a fairly widespread perception that the Five Statements need to be much more measurable and to inform a real strategic plan that can feed down into schools' own development plans to drive the necessary changes.

Several people pointed to the need to focus on those children who will not achieve five A*-C GCSEs and prepare them for life. DASP has already recognised this in the work planned to help "vulnerable" learners at risk of not achieving their potential.

Leadership Model: The chosen business model will have implications for the way the partnership is led and managed. A number of senior people believe that a working headteacher is not an option for the new leadership model; DASP can no longer be led informally and on goodwill alone. "DASP needs more teeth and a proper infrastructure." However, some people wondered whether the partnership would be able to afford a director who is not simultaneously a working headteacher; others whether substantial voluntary contributions would continue to be necessary regardless of the business model chosen.

Comments by lead assessor:

There is indeed a pressing need for a new and more strategic approach. The way the partnership works has been described as "organic", but it has also been described as "a series of groups beavering away" without real direction from the top. This can be seen in the 2008-2009 DASP Development Plan (DDP) which is essentially a collection of individual plans rather than a structured and focussed approach to raising standards: indeed the extent of direction is in the strap line: "Raising Standards by Working Together".

The Development Group has now scrutinised all the schools' individual development plans and identified the key elements which I understand will form the basis of the new DDP. This is a welcome attempt to unify the work of individual "teams" (ie schools) within the organisation that is DASP. The conference also agreed that Key Stage 2 results need to be improved as they are falling. Alarming, DASP KS2 results are behind many others in the county. KS2 is now a key priority for

members, and all the development groups are being asked to focus on this. This is another welcome sign of a more focussed and strategic approach to planning.

Further progress has been made since 2008 in that the development plans are laid out in a rather more structured way with columns for targets, activities, leadership, budget, etc. However as referred to above, the 2008-2009 DDP is still little more than a compilation of individually-produced plans that show few signs of strategic direction or input. Many of the development plans talk vaguely of “confidence” as their indicator of success or “pupil progress” or “ease of future provision planning” rather than anything more appropriate, targeted and actually measurable. “Ongoing initiatives” plans are missing altogether. None of the plans appears to have been evaluated at November 2009 even though the DDP expired in July. Few interviewees knew what the “Development Planning Log” was for and I personally¹ came across only one case where it had been completed; yet I understand that the Planning Logs were to be the main evaluation mechanism for the DDP as a whole.

This is not to underestimate the work of the development groups: they have produced some fine results, some of which are noted in the “Good Practice” section of this report. The point I am making is that DASP needs to set out its priorities more clearly and to be driving, co-ordinating and measuring the work of the groups in a much more focussed way.

The Five Statements agreed at the recent conference are laudable aims and statements of intent, and now need to be turned into hard, measurable, SMART objectives such that overall strategies can be devised (a) to enable individual schools to feed these aspirations into their own plans and (b) to enable the cross-cutting development groups to focus on their own measurable contribution to them.

There are some wider implications here for Investors in People, and that is that learning and development are also not being managed strategically. Schools are, obviously, responsible for planning and managing the development of their own staff and evaluating the outcomes thereof. However, DASP’s aspirations are ambitious and its priorities have significant implications for learning and development across the partnership. There are some signs of a more strategic approach (the Rights Respecting Schools and Pupil Voice initiatives), but it was hard to find real evidence of top-down learning priorities or any kind of rigorous evaluation. The Five Statements, once they are translated into measurable plans and objectives, should be examined

¹ I interviewed 41 out of the 94 staff interviewed this time.

for their implications for learning and development across the piece and the resulting DDP should set out what the partnership's priorities are for learning. A start can be made with DASP's new key priority, raising standards at KS2.

The report in May 2008 strongly recommended that overall strategic planning become clearer and smarter with more focussed evaluation and that a more strategic approach to learning and development be adopted along with more rigorous evaluation of the outcomes in terms of the impact and difference made. Sadly, I can report little improvement today on either topic; indeed, disappointingly, no discernible progress has been made on any of the suggestions made at that time. The Key Themes and Actions document summarising the suggestions made in 2008 is attached as Appendix 3.

APPETITE FOR CHANGE AMONGST LEADERS AND MANAGERS (HOW COMMITTED THEY ARE TO CHANGE, HOW RADICAL THEY WOULD BE PREPARED TO BE – WOULD THEY BE PREPARED TO SHARE BOTH SUPPORT AND TEACHING STAFF?) WHAT IS THE CAPACITY FOR CHANGE (TIME, SKILLS)?

Senior leaders and governors were more prepared to contemplate radical change than, say, deputy headteachers and below. Wide-ranging structural change was seen as necessary in some quarters, and here any reasonable approach to a new governance model for DASP would be welcomed: "DASP can do it if it wants to".

The idea of a single "executive head" found mixed responses. Some pointed out that this model would undermine individual schools' autonomy and that governor and especially parent approval would be difficult to obtain. Here people tended to believe that a single executive headteacher would be a step too far as headteachers play a vital role in schools, and a multi-site headteacher might have the potential for conflicting interest across the schools served. Others would embrace the idea enthusiastically if it achieved the desired result. One interviewee thought it more sensible to have a headteacher responsible for a number of pupils rather than schools (eg one headteacher to 600 pupils); in fact the "personnel : pupil numbers" model could be applied across the whole structure. One suggestion was to move headteachers periodically around schools to facilitate more cohesive direction throughout the partnership; another was to have a pyramid "leader" rather than just one headteacher.

Despite people's stated desire for strong central leadership there is a fear about the dangers of a single person "ruling the roost".

The need for clearer strategies cropped up many times in the context of schools and governors' ability to take forward the work in their own schools; the work planned on KS2 is a welcome start to this process. Several people wanted more transparency and democracy.

The notion of shared services had a mixed reception, some leaders believing it is just not part of DASP's remit. Some of those in favour believe that any savings should be pumped back into education and not top-sliced. Any savings would however be long-term as reducing the number of staff was seen as expensive in the short-term.

Others would enthusiastically embrace shared services; smaller schools, perhaps working in mini clusters, were seen as potential beneficiaries of such a model. There were fewer takers for sharing classroom staff - the sharing of expertise and common staff development activity was more popular.

There was considerable but not universal support though for the outcomes of shared services, ie economies of scale: having eighteen Finance Officers, one for each school, is not seen as a cost-effective approach, particularly in straitened times. Many people believe that loss of autonomy (budgets, decision-making) in any new model is the real barrier to a more cohesive partnership. However, "if you know what you want and are prepared to face challenges you will get the best fit". In favour of radical change is the fact that a number of people in senior posts are nearing retirement age and that teachers move on promotion pretty frequently, making it theoretically possible to manage large-scale change in a fairly structured way without resorting to job losses.

There was some feeling that the new model should build on DASP's existing strengths – effective holistic supply-chain management but making better use of inter-school resources at all levels.

There were many fewer comments about schools' capacity for change, perhaps because this has not yet been thought through in any depth.

Lead assessor comments:

Everyone is agreed that there is a need for change but there are very many views on how radical the changes need to be, and the form that they should take. These divergent views illustrate the pitfalls on the road to a new structure. They also serve

to point up the requirement for a strong leader with vision and credibility who can unite the whole of the partnership behind him or her. One person commented that a radical new model would mean people have to give something up, and this nails the problem. How much autonomy are people prepared to give up in order to move forward?

DASP is a very complex and sophisticated organisation and currently no one person has the complete picture or strategic oversight. Indeed it is unreasonable to expect a director to combine this huge role with running their own school (goodwill again).

Whatever structure is chosen, it must give senior leaders a good overview of the whole operation. One of the recommendations made in May 2008 was for a single leadership model and the debate that is currently afoot is exactly what was intended. DASP needs a leadership with clout, conviction and the time to lead in a visionary and strategic way, clear strategic thinkers who will create ideas, get people on board and forge a positive future for DASP.

During the reviews a number of people at several different levels pointed out that holes are starting to appear in the fabric where new staff and leaders have joined who have not necessarily signed up to or even understood the principles of the partnership and who "cherry pick" those parts of systems that appeal to them. This may be behind the decline in standards at KS2 as consistency is being lost.

The 2008 report also saw the need for a DASP-wide leadership development programme, succession and continuity planning, the development of aspiring and emergent leaders, the creation of internal improvement partners and the development of the role of the deputies group. The need remains and has become even more urgent.

On the topic of the deputies group, in May 2008 there were high hopes for the newly formed deputies group, but sadly this group, set up to be DASP's ambassadors to the schools, has made disappointing progress – "failed to find its feet" is how one interviewee phrased it - probably because of a lack of clear overarching strategy for the partnership as a whole. This group has been tasked with monitoring improvements at KS2 within their own schools and reporting back, and this will perhaps help it to establish a role and identity.

WHERE SHOULD THE PARTNERSHIP BE IN 2-3 YEARS?

Quotes included:

- "Clear structure, effective leadership, governance and real purpose."
- "A proper constitution, teeth, be moving forward with shared services, be looking at the senior management structures."
- "A strong firm structure with a real business plan in place of the current rather aspirational and unmeasurable document; a proper business model working within the given financial constraints."
- "Under strong leadership."
- "More formalised with a clear direction of where it is heading."

4. SUMMARY OF STRENGTHS IDENTIFIED

It was pleasing that the individual schools chose challenging themes for their own review – three of the schools selected leadership, reflecting the preoccupation across DASP with effective leadership. All the schools were vibrant, even exemplary, and very strong Investors in People in their own right. Across the schools the common areas of good practice were:

- Strong committed leadership within all the schools reviewed on this occasion backed up by high-quality and involved governing bodies;
- Effective transition of children from first to middle schools and from middle to the upper school;
- Strong teams with enthusiastic, highly motivated and professional people;
- Inclusive cultures;
- Commitment to continuous improvement;
- Commitment to the continuation and development of the partnership as a whole.

The partnership remains a huge, groundbreaking achievement in its own right. Recent achievements are less easily quantifiable but include the success of initiatives such as Rights Respecting Schools² and Pupil Voice and the work done to date to identify the issues around Key Stage 2 and improve results. Some development groups are producing some excellent results: for example the Maths Group has created and issued an innovative maths booklet in response to the introduction of the new maths framework; this uses "how to" video clips and is installed on the website so parents can access it from home. The ICT and Behaviour Management Groups

² I understand that 13 first and two middle schools have achieved Level 1 status.

have also made a significant contribution to the development of their respective areas, especially in smaller schools sharing resources and good practice. For example, I understand that Piddle Valley School recently trialled a particular application/program on behalf of the others; once installed and working, other members of the ICT group have been invited to draw on their experience. Smaller schools have also collaborated on projects such as Rights Respecting Schools (Puddletown First and Broadmayne) and Puddletown and Manor Park on reading. The MFL Group has had particular success in introducing French into first schools; sports is an area with high levels of involvement in DASP as is SEN.

5. SUMMARY OF SUGGESTIONS FOR CONTINUOUS IMPROVEMENT

- Continue the search for appropriate business and leadership models.
- Make sure the deputies group finds a role for its undoubted energy and talent.
- Look again at all the suggestions for development given in the May 2008, particularly those around the need for a more strategic approach to the partnership.
- Consider appointing an Investors in People champion for the partnership who would be responsible for forging links with Investors in People SW and enable DASP to make better use of their services, including training workshops and the Networking Club. (This is an example of a shared service!)
- One aspect that troubled several interviewees was the lack of wider consultation. Communications through schools' senior leadership teams about general DASP-related issues were reported to be good and there are of course opportunities for consultation through the development groups, although this brings with it the danger of compartmentalisation. However people feel markedly less well informed and consulted in areas outside their own role or with more general DASP issues. The consensus was that consultation here could be improved.

Decisions are taken in effect by the headteachers and governors. When DASP was a less strategic and focussed organisation this mattered less, but now that DASP is looking to create a new legal entity and a different, more strategic leadership model, it will be necessary to devise a more direct method of

communicating with people to let them know what is happening and where the partnership is heading and to canvass their views. There is currently little sign that people are being consulted in a wider decision-making forum.

- The overarching Investors in People recognition strategy will need to be reviewed shortly to enable the model to continue. A meeting with a representative from Investors in People SW and the lead assessor should therefore be arranged.
- Not all the schools were aware of the services offered under the Train to Gain, Skills for Life and Skills Pledge initiatives, and I strongly recommend that all schools think about how they might help. More information can be found by contacting www.businesslink.gov.uk/southwest or IiP South West at www.recognisingexcellence.co.uk or telephoning 01452 413641.
- It is recommended that DASP reviews the Investors in People framework and identifies areas relevant for future reviews. Priority areas recommended are:
 - Key performance indicators are used to improve performance
 - Leadership and management
 - Building capacity for the future

These are shown in blue in the second matrix in Appendix 1.

More general suggestions include:

www.investorsinpeople.co.uk provides guidance on continuing to work with Investors in People and will help to keep you updated of changes and developments.

You may also wish to visit Investors in People South West's website at www.recognisingexcellence.co.uk for useful information on products, services and events, and the latest local Investors in People news and updates.

Examples of services offered include:

- Celebrating your success at the next Investors in People Networking Club where you will be provided with publicity, photographs and information on PR and press releases. The club also provides the opportunity to meet other organisations in your area to share experiences and ideas.

- If you would like further advice tailored to your own particular circumstances and needs to assist you in line with the findings of this report, Investors in People South West's Advisory Service will be happy to assist.
- Consider attending one of their workshops or asking one of their trainers to design bespoke in house development for you.

Alternatively you can phone Investors in People South West on 01452 413641 to find out more about any of these areas.

6. CONTINUOUS IMPROVEMENT ACTIVITY

A key part of your Investors in People review is the continuous improvement activity which will take place in the form of a separate feedback and action-planning meeting shortly after your review to help you to focus on where DASP can develop further and provide you with ideas and support to help move forward.

We have arranged this meeting for Friday 11th December starting at 0930. Those attending the meeting are Peter Farrington, Ron Jenkinson, Stuart Sherring and Angela Riley.

A handwritten signature in black ink that reads "Angela Riley". The signature is written in a cursive style with a large initial 'A' and a long, sweeping underline.

December 2009

REVIEW FRAMEWORK - SUMMARY OF FINDINGS

KEY:

GOOD PRACTICE IS CLEARLY ESTABLISHED
GOOD PRACTICE IS DEVELOPING
GOOD PRACTICE HAS NOT YET COMMENCED
NOT CONSIDERED AT THIS VISIT/EVIDENCE NOT APPLICABLE TO THIS GROUP

THE INVESTORS IN PEOPLE FRAMEWORK: A SUMMARY OF ITS CONTENTS

PLAN				DO				REVIEW	
01: BUSINESS STRATEGY	02: LEARNING & DEVELOPMENT	03: PEOPLE-MANAGEMENT STRATEGY	04: LEADERSHIP & MANAGEMENT STRATEGY	05: MANAGEMENT EFFECTIVENESS	06: RECOGNITION & REWARD	07: INVOLVEMENT & EMPOWERMENT	08: LEARNING & DEVELOPMENT	09: PERFORMANCE MEASUREMENT	10: CONTINUOUS IMPROVEMENT

THE STANDARD TOP MANAGERS SHOULD MAKE SURE (AND THEIR PEOPLE SHOULD CONFIRM) THAT:

<p>The organisation has a vision/ purpose, strategy and plan</p> <p>People are involved in planning</p> <p>Representative groups (where appropriate) are consulted when developing the plan</p>	<p>Learning priorities are clear & linked to the plan</p> <p>Resources for learning & development are made available</p> <p>The impact will be evaluated</p>	<p>People are encouraged to contribute ideas</p> <p>There is equality of opportunity for development & support</p>	<p>Managers are clear about the capabilities they need to lead, manage & develop people</p> <p>People know what effective managers should be doing</p>	<p>Managers are effective & can describe how they lead, manage & develop their people</p>	<p>People believe they make a difference</p> <p>People believe their contribution is valued</p>	<p>Ownership & responsibility are encouraged</p> <p>People are involved in decision-making</p>	<p>People's learning & development needs are met</p>	<p>Investment in learning can be quantified</p> <p>Impact can be demonstrated</p>	<p>Evaluation results in improvements to people strategies & management</p>
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Areas highlighted in blue represent topics that would repay further development and should be considered as potential themes for review in May 2011.

YOUR CHOICE TOP MANAGERS SHOULD MAKE SURE (AND THEIR PEOPLE SHOULD CONFIRM) THAT:

PLAN				DO				REVIEW	
01: BUSINESS STRATEGY	02: LEARNING & DEVELOPMENT	03: PEOPLE-MANAGEMENT STRATEGY	04: LEADERSHIP & MANAGEMENT STRATEGY	05: MANAGEMENT EFFECTIVENESS	06: RECOGNITION & REWARD	07: INVOLVEMENT & EMPOWERMENT	08: LEARNING & DEVELOPMENT	09: PERFORMANCE MEASUREMENT	10: CONTINUOUS IMPROVEMENT
<p>Clear core values relate to vision & strategy</p> <p>Key performance indicators are used to improve performance</p> <p>Social responsibility is taken into account in the strategy</p> <p>People & stakeholders are involved in strategy development</p>	<p>The learning & development strategy builds capability</p> <p>Plans take account of learning styles</p> <p>People help make decisions about their own learning</p> <p>Learning & development is innovative & flexible</p> <p>There is a culture of continuous learning</p>	<p>The recruitment process is fair, efficient & effective</p> <p>A diverse, talented workforce is created</p> <p>A work-life balance strategy meets the needs of its people</p> <p>Constructive feedback is valued</p> <p>The structure makes the most of people's talents</p>	<p>Leadership & management capabilities for now & the future are defined</p> <p>Managers are helped to acquire these capabilities</p> <p>Leadership & management strategy link to business strategy, taking account of external good practice</p> <p>Everyone is encouraged to develop leadership capabilities</p>	<p>Managers are role models of leadership, teamwork & knowledge sharing</p> <p>Coaching is part of the culture</p> <p>People are helped to develop their careers</p> <p>There is a culture of openness and trust</p>	<p>Reward & recognition strategies link to business strategy & are externally benchmarked</p> <p>Representative groups are consulted (where appropriate)</p> <p>What motivates people is understood</p> <p>Success is celebrated</p> <p>Benefits strategy goes beyond legal requirements</p> <p>Colleagues' achievements are recognised</p>	<p>Effective consultation & involvement is part of the culture</p> <p>People are supported & trusted to make decisions</p> <p>Knowledge & information are shared</p> <p>People are committed to success</p> <p>There is a culture of continuous improvement</p> <p>People can challenge the way things work</p> <p>There is a sense of ownership & pride in working for the organisation</p>	<p>Learning & development resources are used effectively</p> <p>Learning is an everyday activity</p> <p>Innovative & flexible approaches to learning & development are used</p> <p>People are given the opportunity to achieve their full potential</p> <p>All learning is valued & celebrated & is an everyday activity</p> <p>Mentoring is used</p> <p>Personal development is supported</p>	<p>The contribution of people strategies is measured & evaluated</p> <p>Impact on key performance indicators can be described</p> <p>Performance improves as a result</p> <p>Career prospects improve</p> <p>Flexible & effective approaches to measuring return on investment are used</p> <p>Return on investment in people is reported to stakeholders</p>	<p>Self review & information from external review are used</p> <p>Effective feedback methods are used to understand people's views on how they are managed</p> <p>Internal & external benchmarking are used</p> <p>People's views on how they are managed improves</p> <p>People believe it's a great place to work</p>

DASP – INVESTORS IN PEOPLE SUMMARY REPORT – MAY 2008

Key Themes and Actions

1. Stretch levels – use levels 1-4 rather than just the core Standard
2. Development plan – clearer, smarter, focused + sharper evaluation
3. Leadership & management:
 - Single leadership model
 - Leadership development programme
 - Succession and continuity planning
 - Developing aspiring and emergent leaders
 - Internal improvement partners
 - Role of deputies group
4. Learning and development:
 - More strategic approach
 - Development group learning objectives
 - More rigorous evaluation of learning – impact & difference
 - For School, team, person and DASP network
 - Carry out value analysis of costs & benefits
5. Non-teaching staff:
 - More creative development of teaching assistants
 - Make better use of specialist skills and share these
 - Enhance the performance development system, feedback and value
 - Use DASP network more to develop support staff
 - Consider using Training & Development Agency for Schools
 - Develop generic understanding & skills eg ECM & positive behaviour
6. Sharing of good practice:
 - Develop resident experts and expertise
 - Shadowing and secondments to share best practice and develop people
 - Enhance the DASP intranet - a hugely powerful learning resource
 - Showcase good practice
7. Induction:
 - Common DASP induction for new staff and governors
8. Communications:
 - Improve receipt of minutes
 - Consider best ways to communicate
9. Train to Gain:
 - Now able to access a much broader range of provision
 - With more flexibility too
 - Leadership and management included