

Step 1

The school has a vision for CPD in providing the foundations for future success. All staff and the school's partners are involved with this vision and decision-making.

Part 2

The school's senior leadership team is suitably experienced to lead the process of CPD.

A school will fulfil the requirements for this part of the process if it has evidence to support each section (2.1 to 2.6): A – strong evidence; B – partial evidence but supports the section; C – some supportive evidence but limited

Step 1: section 2.1	Evidence	A	B	C
a. The school vision, mission and values are fundamental to developing a strategic plan for whole school improvement that embeds ambition	LOCAL SCHOOL aims and values are fundamental to whole school improvement as can be seen in the School Development Plans under "The Development of our Community". Please Step 2 Folder section 2.1.			
b. The school's values underpin action	The CPD Leader introduced a "Buddy" system and Induction Programme for all new staff in order for their CPD. Please Step 2 Folder section 2.1 and further evidence can be taken from staff interviews.			
c. The strategic plan is monitored and evaluated regularly	The strategic plan is planned and monitored regularly through the School Development Plan. This year, all stakeholders have been involved in monitoring and improving the SDP. There have been discussions and action plans from SLT, Middle managers, teachers, support-staff and pupils themselves (School Council). Please Step 2 Folder section 2.1 for a sample from 2009.			
Step 1: section 2.2				
a. The school identifies a member of the SLT to lead CPD	NAME is the SLT member to lead CPL and CPD at LOCAL SCHOOL. Further evidence can be taken from staff interviews. Please see Alina Pickard's Performance Review as conducted by the Headteacher in 2009 for further information.			
b. The lead CPD person has a personal development plan based upon their needs to become effective in the role.	The CPD Leader has been on a number of training courses and leads the school CPD through: Induction, lesson observations, managing the budget for training courses, recording all staff training, organising work-shadowing, managing staff on the Fast Track Programme, liaising with the LA authority and CPD Officer, NAME, participating in CPD Network and one-to-one meetings, working closely with Training School, collaborating with the SLT member in charge of Performance Management Reviews and IIP and line-managing the NQT Coordinator for the			

	whole school, NAME. She has taken ownership of her personal development plan by being actively involved in all of the above. Further evidence can be taken by refereeing to the CPD Newsletter and conducting staff interviews.			
c. The lead person receives appropriate training, e.g. The role of the CPD Leader, lesson observation, presentation skills	The CPD Leader has organised training on the "New Ofsted Framework for lesson observation" for all Middle Managers, AST and SLT on 7 th June. She observes all new staff and has line-managed all ASTs to ensure consistency across the school. Please Step 2 Folder section 1.2 for samples of lesson observations as carried out by the CPD Leader and other ASTs, a Fast Track Report and AST Summary Reports.			
Step 1: section 2.3				
a. The lead person has a job description and specification which recognises CPD roles, responsibilities and success/performance criteria	Please Step 2 Folder section 2.3 for samples of the Job Description, Performance Management Review and Planning Objectives which demonstrate the responsibilities and success criteria. Further evidence can be taken from interviewing the CPD Leader.			
b. Sufficient time and resources are allocated to ensure that the lead person is able to carry out his/her duties effectively	The CPD Leader is given a budget to ensure that CPD training is of the highest quality. There are courses that are held both in and outside of school. In order for all staff to benefit a number of training takes place for all staff in school such as Coaching Training on 9 th November 2009 and VLE training and ICT vision.			
c. The lead person's role is regularly evaluated and reviewed	CPD Leader's Performance Review is evaluated and reviewed by the Headteacher. Please Step 2 Folder section 2.3 for samples.			
Step 1: section 2.4				
a. All senior and middle leadership meetings and team meetings have CPD as a standing agenda item	CPD has a prominent feature in SLT meetings. Further evidence can be taken from staff interviews.			
b. The lead person makes regular evaluation reports to the SLT	CPD Leader reports to the Headteacher annually and this is read by the SLT members. Please Step 2 Folder section 2.4 for a sample from 2009.			
c. The SLT reviews CPD progress and reports to governors with recommendations for improvement	CPD Leader, the Headteacher and SLT members review CPD regularly and this is reported annually to the governors through the Headteacher's Report to Governors. Please Step 2 Folder section 2.4 for a sample from 2009.			
Step 1: section 2.5				
a. The SLT's strengths and areas for improvement are identified	The SLT's strengths and areas for improvement are identified through their Performance Management Reviews and Planning Objectives. Please Step 2 Folder section 2.5 for samples from			

	2009.			
b. Training for the SLT is incorporated into the SDP in line with the vision	CPD experiences are aligned to whole school improvement. Further evidence can be taken from staff interviews.			
Step 1: section 2.6				
a. Commitment to CPD is evident through the allocation of budget and the wider investment of other resources such as time for performance reviews	The allocation of budget and the wider investment of other resources such as time for staff training, re-structuring of Schemes of Work, Induction and Coursework Moderation are given. Staff are encouraged to become specialists and gain further experience with outside agencies or external bodies in order to enrich and recycle CPD within the school. Please Step 2 Folder section 2.6 for information and resources from Key Note course on "Aspiring Heads of Mathematics" as lead by AST and how that has been turned into a whole school initiative, re-modelled as "CPL and CPD Programme" for staff interested in middle management. Please see samples of feedback and evaluations from staff.			
b. All job descriptions contain a CPD entitlement clause	All job descriptions contain a CPD entitlement clause as can be seen in the samples.			
c. The SDP and Departmental/Support Staff team plans identify the CPD required to meet team and individual objectives/targets	All Staff plan identify their CPD required to meet team and individual objectives/targets as can be seen in the samples provided. An example is (NAME) and (NAME) who have acted upon their targets and gained further experience and qualifications for their CPD.			
d. All Development/Action plans include CPD targets linked to the school's vision	All School Development Plans include CPD targets linked to the school's vision and aims. Please Step 2 Folder section 2.6 for a sample from 2009.			
e. Development/Action plans include monitoring and evaluation	All Departmental Reviews include the monitoring and evaluation of CPD targets. Please Step 2 Folder section 2.6 for samples from a number of departments.			
f. Evaluation and review of Development/Action plans lead to recommendations and the implementation of improvements	All School Development Plans lead to recommendations and the implementation of improvements. This year, all stakeholders have been involved in reviewing and improving the school. There have been discussions and action plans from SLT, Middle managers, teachers, support-staff and pupils themselves (School Council). Please Step 2 Folder section 2.6 for a sample from 2009			

Step 4

The school focuses on professional standards and national occupational standards and seeks to develop these for all staff.

A school will fulfil the requirements for this part of the process if it has evidence to support each section (4.1 to 4.12)

A= strong evidence B= partial evidence but supports the section C= some supportive evidence but limited

Step 4: section 4.6				
a. Classroom-based staff, and those who guide and support learners, make effective use of AfL opportunities	Staff make effective use of AfL opportunities through various activities such as Thinking Skills Week, Black History Month, Freedom day and many more.			
b. Classroom-based staff have knowledge and understanding of national statistical information	The Deputy Headteacher, Assistant Headteacher, and Data Manager regularly give support and training on Raise Online and FFT. This tracking and data information is then disseminated to individual department members for use with their sets through Middle Managers. All staff are required to discuss statistical info during PMR as one target related to T&L and value added statistics. Please see Step 1: section 3.3 d. and e. for samples of these.			
c. Classroom-based staff use national and local statistics and benchmarks to set performance targets	Teaching staff understand how local and national attainment information is used to set a baseline. Teaching staff make effective use of relevant data to monitor progress as each teacher is expected to put a current effort and attainment grade/level for any pupil that they teach per term. Staff focus on both achievement (effort) and attainment (formal assessment) in order to add real value to pupil progress. Please see Step 5 Folder section 5.4 to view a sample of a teacher's data sheet.			
Step 4: section 4.7				
a. Staff regularly update their knowledge and understanding of their job role	CPD records kept by the CPD Leader and Marie Holmes, demonstrate how staff update subject knowledge through CPL and CPD. Whole school INSET and department time also the school share internal expertise and bring in external consultants/trainers such as BTEC specialists, coaches, ICT trainers. NAME (Training School and language College Coordinator) is supporting another colleague (support staff) in further training. Please see Step 4 Folder section 4.7 to view these records.			
b. Classroom-based staff know the	All staff are required to keep up to date			

statutory curriculum requirements	with current requirements involving the curriculum. Whole school INSET is provided to ensure that major developments are embraced school-wide. Please see Step 4 Folder section 4.7 to see INSET notes.			
Step 4: section 4.8				
a. Staff are proficient in the use of ICT in relation to their job role	Each classroom has ICT facilities (Interactive Whiteboard and computer). Teaching staff have to take registers on SIMs and thus have to have knowledge of ICT. As all classrooms have a whiteboard, staff need further skills and knowledge of ICT. Training has been provided on the use of the Interactive Whiteboard regularly through a workshop. Many staff are trained up to Level 1 with two teachers accredited as Promethean Practitioners (Level 2). Office staff and Support Teachers have been given training on the use of relevant ICT programmes such as Sims and Excel. Please see Step 4 Folder section 4.8 for CPD records.			
b. Classroom-based staff, and those who guide and support learners, use a variety of methods to develop literacy and mathematical understanding in lessons.	In 2007-2008, school underwent a Literacy Inspection with positive outcomes overall. The two Mathematics lessons were judged as Outstanding (with focus on Literacy), Literacy and Numeracy feature in staff lesson plans. For further evidence an interview with the Deputy Headteacher can be carried out.			
c. Classroom staff make use of ICT in lessons	Whiteboards and computers are available in every classroom. Observations have shown extensive use of these especially in NQT observations this academic year. ICT suites are used to the full. Other departments use various forms of ICT technology – keyboards in Music department, MP3 players/recorders etc. For further evidence discussions with pupils and staff can take place.			
Step 4: section 4.9				
a. Classroom-based staff, and those who guide and support learners, understand the needs of learners and plan for progression for all abilities	SEN/Inclusion is highlighted at our school. IEP's are available to all as is the inclusion register. Staff make use of this to plan progression for these pupils. In addition to this G&T/Aim Higher pupils are also readily identifiable from registers. The Lesson plan has specific space under "Group dynamics" for SEN, EAL and G&T pupils so that learning/progression can be personalised. Please see Step 4 Folder section 4.9 for sample lesson plans.			

<p>b. Classroom-based staff, and those who guide and support learners, use home learning/private study effectively to raise levels of achievement</p>	<p>Staff use home learning/private study effectively to raise levels of achievement. The school recognises that the partnership between all stakeholders can impact positively upon pupil outcomes. Parent surveys carried out show that the homework and independent work set is of good quality. (NAME) (Fast Track Programme) carried out a research project looking at improving the quality and effectiveness of homework for pupils. Mick Mason who is an LSA has trained to achieve his HLTA and as a result progressed within the school to Cover Supervisor allowing him to take classes on his own. Please see Step 4 Folder section 4.9 for her findings and pupil evaluations and Mick Mason's certificate.</p>			
<p>c. Staff responsible for leading learning ensure that classroom-based staff and other support staff are effectively deployed</p>	<p>SENCO has recently undertaken a review of support. Departments now have named support staff who take a full part in the working of the department and, in some cases, have undertaken CPD or training in the subject. Support use is reviewed annually. Please see Step 4 Folder section 4.9 for further evidence.</p>			
<p>d. Classroom-based staff have knowledge and understanding relating to the specific special educational needs of students</p>	<p>The school has a Special Needs Working Group which is made up of representatives from every department. They meet regularly to be updated on SEN issues and are tasked with feeding this back to other department members at departmental meetings. Please see Step 4 Folder section 4.9 for further evidence</p>			
Step 4: section 4.10				
<p>a. Classroom-based staff, and those who guide and support learners, use assessment effectively to provide feedback and plan achievement targets</p>	<p>As a whole school we collect assessment marks on a termly basis. We also record all MOCK and end-of-year assessment exam results to develop interventions and strategies. Departments use summative assessment at various points throughout the year for different year groups depending on the nature of their course/curriculum and their Schemes of Work. Pupils are set challenging, aspirational targets borne out of assessment. Please see Step 4 Folder section 4.10 for further evidence.</p>			
<p>b. Staff evaluate their work regularly</p>	<p>HODs and HOYs monitor their team with regular lesson observations thus staff are required to evaluate what they do. SLT monitor all Middle Managers in the same way. PMR also means that staff review their work in relation to the targets they are set on a regular</p>			

	basis. Folder section 4.10 for further evidence.			
c. Classroom-based staff, and those who guide and support learners, modify pupils' learning opportunities in the light of evaluation	Regular departmental meetings – weekly mean that staff have ample time to evaluate and modify their practices. Please see Folder section 4.10 for sample department planning notes.			
Step 4: section 4.11				
a. All staff are aware of national requirements for safeguarding children	All staff take part in training on Child Protection, ECM and Pupil Safeguarding at the start of each academic year. Ongoing support for staff is provided by the SENCO and Assistant Headteacher. Please see Folder section 4.11 for INSET notes.			
b. All staff establish a safe learning environment	All staff establish a safe learning environment through adhering to and supporting the school's code of conduct and rewards and sanctions policy. This enables pupils to learn in a safe environment as there are clear boundaries and expectations. Please see Folder section 4.11 for school policies.			
c. The school provides opportunities for learning out of school hours	Revision classes are held in all subjects for Years 9, 10, 11, 12 and 13 pupils in the lead up to exams. The school also prides itself on providing a rich and varied programme of enrichment activities and visits designed to enable students to learn outside the curriculum. Please see Folder section 4.11 for school policies.			
d. Staff establish secure effective behaviour management and support learners to become self-regulating.	Effective classroom management strategies are vital to learning. The staff work hard to establish effective discipline through whole-school strategies and consistency of approach. Through observations and sharing of good practice, staff constantly strive to improve practice in this area. Please see Folder section 4.11 for school policies on discipline.			
Step 4: section 4.12				
a. Co-operative working opportunities are identified by the school	The school has a flourishing Primary Partnership Group which comprises 10 feeder primary schools. The MFL department meet each term to evaluate and plan for future developments. Please see Folder section 4.12 for sample of meeting notes.			
b. Staff contribute to collaborative working and this is part of the culture of the school.	All staff contribute to a collaborative working environment. The whole staff are involved in whole school improvement which meet regularly with clear remits to improve areas of school life such as Sixth Form enrichment, SEN, selecting the pastoral theme of each academic year, Thinking Skills			

	and many more. Many staff are involved in network meetings with staff from other schools and working parties (Pastoral party and T&L party). Staff participate in residential trips for team building and discussions about T&L. Please see the school website for further evidence.			
c. Peer coaching is used to develop effective practice	Peer coaching is used for staff and pupils. Work-Shadowing and assigned Mentors for staff new in their role allows peer coaching for them. Pupils in Year 11 are selected to become Ambassadors for their year group and this scheme has now been extended to Lower School for Year 9. The Sixth formers lead in pair reading with Year 7 where they are responsible for peer coaching. Another example is the Peer tutor and Senior Peer Tutor Schemes as adopted by the Mathematics Department. 50 – 70 pupils attended Upper School homework each week this year alone. Four Year 11 pupils taught a series of lesson to a Year 9 class over 8 weeks. The P.E. department are able to encourage their BTEC Sport students to peer tutor Primary School pupil as part of their curriculum.			
d. Staff who support learning fully understand their roles and responsibilities	Support staff roles are clearly defined by the SENCO and the Assistant Headteacher . LST and LSA gain further training about their role and responsibilities through Training School . Please see Folder section 4.12 for sample of meeting notes. An example is Jo Branford in charge of the Lower School Office has been on time-management training on 24 th February 2010 and is a qualified first-aider.			

GLOSSARY

AfL – assessment for learning
AHT – assistant headteacher
AST – advanced skills teacher
AT – associate teacher (ITT programme)
CATS – cognitive ability tests
CoG – chair of governors
CPD – continuing professional development
CPD MARK – continuing professional development mark
CPL – continuing professional learning
CVA – contextual valued-added
DDP – departmental development plan
ECM – Every Child Matters
FFT – Fischer Family Trust
HOY – head of year
HOD – head of department
H/W – homework
ICT – information communications technology
ITT – initial teacher training
LSA – learning support assistant
LST – learning support teacher
NCSL – National College for Leadership of Schools and Children’s Services
NQT – newly qualified teacher
PMR– performance management review
RAISE Online – reporting and analysis for improvement through school self-evaluation
SSAT – special schools and academies trust
SDP – school development plan – the main whole-school planning document
SEF – self-evaluation form
SEN – special educational needs
SENCO – special educational needs co-ordinator
SLT – senior leadership team
SoW – scheme of work
STPC – school teachers’ pay and conditions

