

CPD Mark Assessment Report

Ormiston Chadwick Academy

Liverpool Road

Widnes

WA8 7HU

Assessor

Derek Coe

for

CPD Mark Ltd

Assessment Date: 17th November 2016

Summary

There is a fellowship within Ormiston Chadwick that provides stakeholders with an environment which celebrates the success of the individual and encourages participation at all levels. The statement contained within the Academy's information that "Our Academy has a calm, supportive environment" is not simply an aspiration but is demonstrated throughout the building.

The academy enjoys a strong, dedicated and committed Leadership that recognises the uniqueness of each individual and has created a positive and interactive environment. Through the effective offices of the Assistant Principal, CPD, the training and development process is seen as a crucial platform to develop and support all staff. She is seen as using all available resources to support that holistic philosophy and all questioned were proud of the achievements gained in recent years.

Throughout the assessment the leadership of the academy demonstrated that the creation of a robust and sustainable CPD programme, open to all, was at the core of the academy's vision to be a centre of learning for all stakeholders'.

The Trust is committed to the academy and to ensuring the continued development of the many CPD programmes being employed at present and explored for future development. The Leadership Team use their collective experiences effectively to enable objectivity and challenge to be embedded into the values and selection of CPD. This experience is complemented by a robust process of performance management and effective evaluative procedures of any training and development opportunities and universally CPD is seen as the core platform to empower staff and provide them with a toolkit to augment their own and their student's development.

The CPD programme was seen by all as a fundamental platform for continuing to support the vision of the academy and was at the core of the academy's improving academic and pastoral position. Throughout the assessment, the leadership were able to demonstrate that they were constructing a universal, robust and sustainable CPD programme, one that created the environment that encouraged the individual to aspire and develop.

Resources are well placed and underpin the positive assertive CPD programme adopted. Increasingly the leadership believe that whenever and wherever possible, the resources are "in-house" and are driven by the needs of the students, the academy and the educational community. The comprehensive process to understand the skills and talents of the staff in the academy, has presented the leadership with the knowledge to be able to select, direct and implement a raft of internal programmes, designed, delivered and evaluated transparently.

In conclusion, Ormiston Chadwick Academy has attained the threshold in all measurements and I therefore recommend the academy be awarded the CPD Mark.

Derek Coe – CPD Mark Assessor

Date: 20th November 2016

Report of Assessment Visit

Vision

This section relates to the school's vision and provision for Creating an environment that plans and supports strategic professional development

The evidence indicates that the leadership can demonstrate that they can define and understand their personal capability to lead, manage and develop and what strategies have been implemented to support their aspirations. All those questioned were adamant that the leadership, under the direction of the Principal, have nurtured a positive climate in which all staff felt confident in expressing their aspirations.

The leadership can demonstrate how effective and efficient they are in managing the stated vision for the present and future needs of staff, pupils and the organisation. Those questioned felt the leaderships' open and engaging approach underpinned the ethos of the academy.

The evidence supported the belief that senior and middle leaders can articulate their strategies to encourage positive participation and ownership of the Training vision, delivery and implementation by all staff. There was a general consensus that when outlining the vision and actions, the leadership did transmit in a transparent manner the core values and the outcomes expected or desired.

It was shown that the leadership did ensure that the systems, policies and practices, are inclusive and relevant for the career opportunities of all staff. Those questioned felt their personal aspirations and professional development was always a key element in any dialogue and gave them confidence in the support being offered.

The evidence indicated that the Assistant Principal maintains structures to ensure that improving performance is recognised as being at the core of holistic progression and

personal development. This vision and drive was seen by all interviewed as being cascaded down from “Tuesday” and the Assistant Principal

All those questioned felt the academy celebrated the achievements of those in the academy and the Trust while demonstrating how this is used to effectively engage others. It was seen as being a pillar of the academy’s vision and strategy for improving the impact and effectiveness of the training and development process.

All job descriptions contain a training entitlement clause demonstrating that it is a central part in improving the quality of provision and raising achievement/attainment for the students.

The evidence indicated that the implementation of the training programme has improved attainment, achievement, attendance and well being of all stakeholders. It cannot be ignored that all those questioned felt a pride in the ‘community’ spirit of the academy and the “honesty” of the dialogue that takes place between all professional.

The evidence supported the contention that the governance of the academy did contribute to the vision of the academy and the training and development programme required to support the implementation.

CELEBRATE:

- *The commitment and support of the Leadership Team to the Training and Development: CPD programmes and processes.*
- *The sense of Fellowship within the academy building.*
- *The holistic vision and values which are endemic throughout the school.*
- *The experience and determination within the Leadership Team to continue to drive forward continuing improvement using the Training and Development: the CPD programme.*

DEVELOPMENTAL RECOMMENDATIONS

The Leadership Team and the Governing Body might wish to give consideration to:

- *Continue to explore ‘valid and reliable’ strategies for evaluating the impact and ‘best value’ of CPD programmes.*

**Ormiston Chadwick Academy has attained the threshold in all measurements.
(Lv1,Lv2,Lv3, Lv4,Lv5,Lv6,Ov1,Ov2,Ov3,Ov4 ,Gv1,Gv2)**

Plan

This section considers how the school is providing an environment that actively encourages a partnership in which improving individual and institutional performance is a key driver

The evidence supported the contention that the leadership and middle managers are actively involved in the encouragement of, managed staff, in order to enable them to effectively plan, adapt and implement improved practice. The open dialogue which cascades down from the Principal encourages a positive and professional exchange which in turn is seen by many to have been one of the central pillars of the academies continued improvement.

It was demonstrated that the Assistant Principal can articulate the needs and activities planned to achieve the stated objectives of the academy. There was a corporate expression by all questioned about the OCA, CPD programme and the liaison that took place between all staff members. This productive dialogue enabled the leadership and others, to the strengths and areas for improvement within the academy are identified, interrogated and any actions agreed and that all action and developmental plans included training needs and requirements.

It was generally stated and supported by interviews, that the planning of the teaching staff and those who support learning, does impact on the delivery and strategies in teaching and learning and where necessary, how intervention is evaluated. There was a clear understanding by all questioned of the relationship between the scrutiny and learning walks and any intervention. It was also transparent that this process was seen as another positive aspect of a 'small school', "We can chat, talk or discuss anything because we know everyone here".

The evidence did indicate the value coaching and mentoring has within the Academy and how the teaching staff and those who guide and support learners, have access to these strategies. This understanding was seen to be particularly important for those colleagues embarking on new ventures within the school or areas where they felt support would benefit their effectiveness.

All those questioned were adamant that the leadership of the academy, especially that of the Principal and the Assistant Principal continually encourage them to share their views and ideas on ways to improve or support their own or a colleagues' performance. There was an obvious pride in being able to discuss at a professional level, aspects of pedagogy or educational management which may be used by others.

It was shown that the planning and schemes of work include strategies to modify individual students learning, reflect the training input, learning styles and aspects such as SEN and pupil premium.

The evidence supported the view that teaching staff and those who support learning can articulate the process to achieve their individual targets and what the intended outcome of those targets may achieve. It was seen as a supportive process within OCA which was underpinned by the Leaderships' approach to a positive learning environment.

CELEBRATE:

- *The commitment to the CPD: Training and Development policy, practice and entitlement through all levels of the academy structure.*
- *The induction procedures for all newly appointed staff.*
- *The universal opportunities offered to all staff within a Learning Environment.*
- *The determination of the Leadership to drive up standards through measured support and intervention.*
- *The transparent and accepted monitoring procedure.*

DEVELOPMENT RECOMMENDATIONS:

The Leadership Team and the Governing Body might wish to give consideration to:

- *Continue to explore the continued development of in-house solutions.*
- *Continue to explore the support the academy could offer to external partners and encourage further liaison.*

Ormiston Chadwick Academy has attained the threshold in all measurements (Lp1,Lp2,Lp3,Lp4,Lp5,Lp6,Op1,Op2,Op3,O-4,Gp1,Gp2)

Do

This section relates to demonstrating an environment where Continued Professional Development drives the improvement performance agenda at all levels of the institution.

All those questioned felt the leadership effectively used their skills, expertise and intervention, to lead and develop all those for whom they have responsibility. It was indicated by many that the line managers were encouraged to explore a variety of ways to engage and develop colleagues and that this had significantly impacted on the improvements that had taken place within the academy.

The evidence indicates that all Action and Development plans include cyclic monitoring, evaluation of impact and are interrogated effectively to inform training. This was seen as not being undertaken in isolation but in an open and frank manner between all levels of the academy. It was also indicated that individual and group performance is effectively and regularly monitored and that the purpose of this process is understood by those monitored.

All those questioned were adamant that there was a climate of celebration within the academy and that individuals aspirations are valued and that the varied experiences of all within OCA are used to the best advantage.

It was demonstrated that the Schemes of work for Teachers include strategies for learning, a range of opportunities for students to make good progress and effective interrogation of the impact to inform training within either the PM cycle or within departmental discussions. There was also an obvious eagerness by all questioned to emphasize the holistic and perceived universal nature, of the CPD programmes offered. There was a strong belief that all identified staff training and development needs are met through the CPD Programme.

It was shown that teaching staff and those who support learning, can evidence ways the leadership and academy structure has improved the management and development of them as individuals. There was a unanimous expression of trust in the processes being used within OCA but to many the most important factor was the way the principal had created an environment that supports the individual and encourages succession planning.

Those questioned were able to articulate their understanding of the strategies being used by the leadership to improve learning and development throughout the academy and that this stemmed from the positive and constructive relationships that were constantly nurtured. This ethos in turn inevitably supported any individual, group or aspirational targets.

It was shown that the governors can evidence and articulate their Governance of the distribution and allocation of training and development funding and that they understand the process of constructive feedback on performance to Leaders, Teachers and those who support learning.

CELEBRATE:

- *A determined Leadership who understand the importance of a robust and well managed training and development programme.*
- *The dedication and determination of the Assistant Principal CPD.*
- *An effective and continually developing training network.*
- *Universal training opportunities for all members of staff.*
- *A systematic and effective programme of observation and feedback which informs training.*

DEVELOPMENT RECOMMENDATIONS:

The Leadership Team and the Governing Body might wish to give consideration to:

- *Continue to explore ways of communicating the successful practices within the academy and celebrating the outcomes.*

Ormiston Chadwick Academy has attained the threshold in all measurements (Ld1,Ld2,Ld3,Ld4,Ld5,Ld6,Od1,Od2,Od3,Od4,Gd1,Gd2)

Review

This section Evaluates the influence and change of the Continued Professional Development on the stakeholders.

The evidence supported the contention that the leadership were able to articulate and evidence the capabilities of the staff they line manage and the strategies used to inform and or address any potential issues. It was also shown that the leadership undertook effective interrogation of data in order to evaluate the impact their strategies have had upon the effectiveness of the staff and that the subsequent dialogue was positive and professional.

All those questioned confirmed that they believed that the academy's performance reviews are universal, robust, transparent and cyclical. It was also transparent that they felt the leadership or those who line manage them as professionals, did give effective performance feedback and any appropriate support required. Universally it was stated that this ethos of 'shared professionalism' owed a significant amount to the work of "Tuesday", the Principal and her approachable and professional manner.

It was felt that the extensive CPD: Training and development programme, led by the Assistant Principal within OCA has improved not only aspects of the pedagogy within the building but also the management of the teaching staff and those who support learning. It was expressed on a number of occasions that the leadership effectively met the development and learning needs of all stakeholders.

The strength of pride by those questioned was articulated throughout, especially when considering the impact of the training and development process and how it has had such an influence on improving staff development and performance. It was stated emphatically that the leadership work closely with all staff in order to ensure their strengths and areas for development, are identified and appropriate actions agreed. It was also reinforced that in a multitude of ways, the leadership and trust, recognises, values and incorporates individual's contributions to the teaching and learning process within OCA and partner schools.

The evidence did support the view that the Board and Governors can evidence their involvement in and understanding of, the training and development review process and summary reports. It was indicated that the parent Governor with responsibilities for CPD, was always eager to participate and take an active part. It was also shown that the governance of future training and development planning can be clearly identified.

CELEBRATE:

- *The strong and transparent liaison platform that compliments the 'shared experiences'.*
- *The vision and determination of the Leadership Team to ensure that CPD: Training and Development, remains at the centre of continued improvement.*
- *The professional and empathetic support available to encourage the development of all teaching and support staff.*
- *The robust and well understood performance management policy and process and those links to CPD: Training and Development.*

DEVELOPMENT RECOMMENDATIONS:

The Leadership Team and the Governing Body might wish to give consideration to:

- *Continue to develop a robust procedure to evaluate the impact of any CPD: Training and Development activity or process, at the level of the participant and resultant teaching and learning outcome.*

Ormiston Chadwick Academy has attained the threshold in all measurements (Lr1,Lr2,Lr3,Lr4,Lr5,Lr6,Or1,Or2,Or3,Or4,Gr1,Gr2)

Statement

Ormiston Chadwick Academy has demonstrated its effectiveness and has reached the threshold of the CPD criteria.

Recommendation to the CPD Mark awarding board

Following the assessment carried out on the 17th November 2016.

I recommend the award of CPD Mark be conferred upon Ormiston Chadwick Academy.

Signed