

**INVESTORS IN PEOPLE  
ASSESSMENT REPORT**

**CAPE PRIMARY SCHOOL**

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## Key Information

Client:	Cape Primary School
Address:	Cape Hill Smethwick West Midlands B66 4SH
Assessment Type:	Three-year review
Investors in People Practitioner:	Tony Walmsley
Site Visit Dates:	13 <sup>th</sup> & 14 <sup>th</sup> March 2017
Assessment Enquiry Number	ENQ-03921-L3GB85

## Conclusion

Based on the evidence gathered through the three-year review, conducted on Monday and Tuesday 13<sup>th</sup> and 14<sup>th</sup> March 2017 **Cape Primary School continues to demonstrate that they fully meet the Investors in People Core Standard.**

Investors in People Central England can therefore confirm that it recognises Cape Primary School as an **Investors in People accredited organisation**. This accreditation is valid until 12<sup>th</sup> March 2020 with the requirement of the mandatory monitoring visit as detailed below.

Please accept my congratulations on achieving and continuing to maintain this accreditation which reflects the quality of the people and management practice that currently exists within and across the school.

I would like to express my thanks for the hospitality and co-operation extended throughout the review and the support provided in organising the interviews. I would also like to thank all those involved in the review for their positive contributions.

**Tony Walmsley**  
**Investors in People Practitioner**  
**March 2017**

## Milestone Dates

18 Month review (Please note: The 18-month review is a mandatory requirement of continued accreditation)	By 14 <sup>th</sup> September 2018
Date of the next full assessment: The three-year review will be against the Investors in People Generation 6 Standard	12 <sup>th</sup> March 2020

## Executive Summary

Cape Primary School is a large inner-city school based at Cape Hill in Smethwick in the West Midlands. With some 700 pupils currently on role it is operating close to capacity and aspires to be outstanding. The recent Ofsted was somewhat disappointing in that it identified a number of areas that require improvement, particularly in relation to data management but also highlighted that personal development, behaviour and welfare are good. The Governors, leaders and staff have taken the findings fully on board and are all actively working to address these issues.

At the time of the last Investors in People review in 2014, the then head teacher had announced his departure and the school were starting to appoint a replacement. Sally Baker, was subsequently appointed and now leads the school. Having previously been Deputy Head at Cape Primary, Sally has significant experience and knowledge of the school, and particularly its challenges, and is widely respected by Governors, colleagues and parents alike.

The current leadership team is now fully established and includes the Deputy, Assistant Heads and Phase Leaders. The leadership style is described as being inclusive and open, something that colleagues all value, continuing and building on the approach that was identified in the last review.

Cape Primary has a clear focus which is driven through its comprehensive School Improvement Plan (SIP). The SIP outlines five key priorities and details the desired outcomes and required success criteria. The Governors, Head and leadership team monitor the plan continuously, weekly through the school management meetings and termly at the full Governor and sub group meetings. The SIP also informs the learning and development requirement for the school in addition to overall operational activity. Staff, senior management and Governors are actively involved in the planning process through an established approach of annual involvement.

Everyone at Cape Primary demonstrates a genuine passion and enthusiasm both for the role they play and for the school in general. They are all aware of the challenges that the school faces with the logistical and accommodation issues posed by the existing building, site and the deprived, transient and highly multi-cultural nature of the community it serves. Such is the diversity of the school that over 50 languages are spoken and many children start the school without being able to speak English. That said, everyone at the school takes a genuine pride in working at, and being associated, with the school and celebrate the diversity and commitment of the children.

The review highlighted that the management and people practices in place ensure performance is managed consistently and communications are effective throughout the school. The structure of formal meetings ensures people, at all levels and in every department, are kept well informed.

The significant commitment to learning and development continues as does the supportive approach to career progression. The school continues to aspire to the highest standards and this is reflected in the numerous awards it has achieved including the ICT Mark and Basic Skills Quality Mark.

This review and has confirmed that **Cape Primary School continues to fully meet the Investors in People Core Standard.**

## **Focus for the review.**

The review was designed to explore how well Cape Primary School continues to perform against the Investors in People Core Standard and provide the basis for maintaining the current accreditation.

### **Specific review objectives**

- Review the existing people and management practices against the Investors in People Generation 5 Core Standard
- Establish the current strengths and good management and people practices that are in place at Cape Primary School
- Identify potential opportunities for further development and form the basis for the development of a Continuous Improvement Plan

## Strengths and good practice

Throughout the review people interviewed provided examples of strengths and good management and people practice currently in place at Cape Primary School. The following points highlight some of the key areas that were identified:

- The school has a clear focus which everyone understands, irrespective of their role. It is driven through the School Improvement Plan (SIP) which identifies the five key priorities and the actions required to deliver them. The SIP is published on the website for all to see.
- People are aware of the key priorities and understand what the school is striving to achieve. They are aware of how they contribute to the success of the school and particularly how they support and care, safety and wellbeing of the pupils.
- The SIP planning process is inclusive, actively involving staff, management and the Governing Body. People confirmed that they feel actively engaged and involved with all aspects of the school and that they are both kept informed and encouraged to contribute.
- The leadership team is held in high regard by colleagues who variously describe them as being 'approachable', 'supportive', 'totally committed' and 'inspirational'.
- Leaders and line managers all have a clear understanding of how they lead, support and develop their teams across the school. Numerous examples were given by colleagues of how they had been supported with leaders providing examples of how they support and coach people.
- People are actively encouraged, and expect, to take on responsibility and ownership within their role. Examples provided included ranged from supervising wet playtimes and supporting extra-curricular activity to simply giving up time to support individual colleagues or pupils.
- Performance and personal development objectives are set and reviewed. For classroom based colleagues this is supported by regular observations and feedback sessions. Feedback is perceived as constructive and positive.
- There is a strong commitment to supporting continuing professional, and personal, development which is actively encouraged by leaders and well resourced. Coaching and mentoring is used extensively at all levels across the school, sharing and developing best practice.
- People confirm that they feel empowered to make decisions and take the initiative where and when appropriate and have confidence in being fully supported by leaders and colleagues.
- There is a strong ethos of caring and respect embedded within and across the whole school community. Colleagues highlighted this particular aspect of the school as one that they hope Cape Primary never loses.
- Communication and collaboration between colleagues within and across the school is strong with a clear hierarchy of meetings ensuring people are well informed and connected.

## Findings against the Investors in People Standard

The review has confirmed that Cape Primary School continues to operate very effectively in meeting the Investors in People Core Standard. Since the last review in 2014 it has maintained its culture of inclusivity both in relation to the way it supports the children and in the way it actively engages and involves the staff team.

The Leadership team has changed significantly since the last review. Sally Baker has replaced Richard Kentish as Head-teacher, having been Deputy, and Wendy Richmond is the new Deputy Head having been an Assistant Head previously. These appointments have provided Cape Primary with considerable stability and continuity as well as demonstrating the commitment to progression and succession. Other changes include the appointment of a Facilities Manager and the secondment of an Assistant Head to focus on developing middle leaders through the Future Leaders at Cape (FLAC) initiative.

In presenting the findings from the review, it was agreed to use the same format as used in the last report to facilitate comparison. The following themes, which are at the heart of the Investors in People Framework, have therefore been used to structure the feedback and findings from this review.

- Focus and direction
- Leadership and management
- Learning, development and engagement
- Performance management

### Focus and direction

The focus and direction of Cape Primary School are clearly defined and managed through the development and communication of the School Improvement Plan (SIP). The key findings are outlined below.

- The (SIP) outlines the schools five key priorities, allocates responsibility, establishes success criteria and provides the basis for regular monitoring and management, providing a clear focus for all stakeholders. It has at its heart the school ethos ***“We value, respect and care for each other, our resources and our environment”*** and mission ***“We help the pupils develop their spiritual, moral, social and cultural understanding and achieve good standards in their relationships.”***
- The SIP is developed through a totally inclusive approach led by the leadership team and involving and engaging Governors, staff and pupils. It is promoted extensively through the school at staff, team and other meetings and is on the website for all to see.
- An annual ‘strategy’ day is held involving the whole staff team to inform the development of the plan. The previous SIP is reviewed and colleagues are invited to discuss and contribute their suggestions to inform the new plan. The School Council provides the forum through which pupils contribute to the school plan and their suggestions are included as appropriate. Governors are involved both in the development and the approval of the plan and monitor progress on a termly basis.

- The SIP is monitored constantly by the leadership and management team and at Governing Body meetings and appropriate sub-committees. The Head teacher prepares review papers for each full Governors meeting to ensure they are aware of progress and can contribute positively. A RAG rating approach is taken to monitoring each priority and maps progress effectively, clearly identifying progress achieved and identifying priorities and actions still to be met.
- The SIP is shared widely with colleagues, parents and the wider community and is published in full on the school website. Colleagues across the school confirmed that they are regularly updated of progress on key priorities at staff and team meetings and through the school newsletters.
- Governors share and support the aspirations of the leadership team and staff. They see their role as being to support the development of the SIP and to ensure progress is monitored effectively, challenging aspects of the plan where appropriate and complimenting staff when priorities are achieved.

## Leadership, management and engagement

### Leadership and management

The last review was held just prior to the then head teacher leaving for another position. Whilst colleagues at Cape indicated that they felt his contribution would be missed, there was a firm recognition and confidence that the wider leadership and management team had the experience and expertise to manage and lead the school successfully in his absence.

The school has since appointed the then Deputy, Sally Baker, to the role of Head and an Assistant Head, Wendy Richmond, to the post of Deputy Head. Additionally a number of other internal and external appointments, including a seconded Assistant Head, have joined the leadership team. The findings in respect of leadership and management are as follows:

- People describe the approach to leadership and management across the school as being highly inclusive. Comments indicate that colleagues perceive the 'new' leadership team as being **"hands on and visible"** and comments suggest that the inclusive style and approach that has been developed is valued highly.
- People express a genuine respect for the Head, Deputy and wider leadership team, who are variously described as **"always available and approachable."** **"They are always there for you and we see them when we come into school in the morning and they are there when we go home."** Other comments described the leadership approach as **"being nurturing and understanding but with clear expectations of colleagues and the standards that the school should exhibit."**
- Leaders are clear about their strategic and operational responsibilities and how they support and lead their colleagues. The style and approach to leadership at the school are discussed at the regular leadership and school management meetings. All members of the leadership



team have specific management responsibilities, an example being the Head and Deputy taking overall responsibility for safeguarding.

- There is a highly effective structure of management meetings with regular SMT and leadership team meetings on a weekly basis. These are supplemented by weekly Phase Meetings and individual year meetings, ensuring a smooth flow of information up, down and across the school.
- Whilst people are aware of these leadership responsibilities and understand who to go to regarding specific issues people commented that if they had an issue they could raise it with any member of the leadership team and it would be addressed. Individual examples were given where personal issues had been dealt with effectively and professionally and particularly in circumstances where people had received mentoring support in their own development.
- Leaders were consistent in the way they described how they lead and support their colleagues, providing support on a daily basis, keeping them informed and supporting their development. People confirmed that the leadership approach is generally consistent and gave examples of how they are supported including through classroom observations, lesson planning, and coaching and lunchtime supervisors meeting with the head regularly at their daily briefings.
- Looking to the future, the school have introduced Future Leaders at Cape (FLAC), an innovative approach to succession and talent management, designed to identify and encourage people with ambition and potential. Managed by an Assistant Head, the initiative provides specific coaching and support to teaching colleagues aiming to become middle leaders. The initiative is also available to non-teaching colleagues.
- Three people are currently on the programme, each taking a specific subject responsibility for PE, RE and Modern Foreign Languages respectively. The coaching and regular mentoring sessions include conducting subject leader reviews and support in areas such as planning scrutiny, assessment and observations. Comments indicate that people involved find this initiative highly valuable in both developing their skills and confidence as well as, potentially, their careers.

### Engagement and involvement

- The interviews confirm that people feel fully engaged and involved with virtually everyone demonstrating a real passion for the school and their role within it. The comments ***“I really love my job, you feel that you are really making a difference”*** and ***“I look forward to Mondays”*** are just two examples people gave that demonstrate the passion.
- When asked about how they are involved in the school people commented, ***“We are included in everything.”*** ***“We are asked to contribute to everything that goes on from the school plan to the way we look after and care for the children and each other.”*** Numerous examples were given that demonstrated how people are involved including contributing at the annual strategy day, cascading and sharing learning and experience from external training days, partaking in staff and phase meetings, peer coaching and mentoring

with colleagues and supporting extra-curricular activities, with two non-teaching colleagues running the school football club and team.

- Everyone indicated that they feel valued. They value the personal feedback received from leaders that recognises and acknowledges actions that they have taken. Leaders gave examples to back this up and added that they all try to ensure that they make sure people know they are valued.
- Several people highlighted the open access that everyone has to members of the leadership team as something that is valued highly. Examples included the daily lunchtime supervisor briefings that are regularly attended by the Head with others commenting on how the deputy and assistant heads **“actively but quietly”** tour the school regularly to support colleagues and **“make themselves available for anyone who need to speak with them.”**
- People describe communications variously from good to very good. Those interviewed all indicated that they are kept informed and updated on a regular basis through the staff, phase and team meetings or through briefings from the Head, Deputy or members of the Leadership Team. People also highlighted the weekly newsletter, the Cape Chronical, and the weekly diary as ensuring people know what is happening around the school.
- The school has established an effective communication structure with meeting schedules designed to link together and facilitate the flow of information. The Thursday management meetings directly inform the weekly phase meetings and this feeds into the year and team planning meetings, providing effective information flow up, down and across the school. People confirmed that the Monday morning briefings are highly valued and that the minutes provided ensure that those people who can't attend are kept fully updated.
- Regular meetings also take place with the admin and facilities teams and between their leaders and the leadership team members on a regular basis to monitor and manage activity and performance in these key areas of the school.
- People confirmed that they receive or have access to the weekly diary and frequent newsletters and also highlighted other communication channels including email, the website and the messages posted and promoted in the staffroom. The importance of informal communication was highlighted by a number of people who said that if they need to find out something, they will go and ask or be told by a colleague.
- Since the last review, the school staff handbook has been substantially reviewed and developed creating a comprehensive and valued document that guides and informs both new and long established colleagues. The handbook provides information on all relevant school policies including safety, safeguarding, behaviour and quality. The latter provides guidance on all aspect of quality and references the Teachers Standards in relation to the requirements for monitoring teaching and observations.

## Learning and development

- The commitment to learning continues to be strong with everyone interviewed confirming that they have the opportunity to discuss their development needs with their line manager and inevitably providing numerous examples of events they have attended.
- The range and volume of learning and development activity provided and undertaken across the school continues to impress and comments from people, both teaching and non-teaching, confirm that there really is a culture of continuous learning at the school. ***“They take training very seriously here.” “I have never had so much (training) in my life before coming to work here!”***
- The comprehensive approach to supporting newly qualified teachers (NQT’s) continues to be valued highly by those involved. This includes being involved in the Local Education Authority NQT programme, weekly review and mentor meetings, frequent half termly formal observations and feedback and external training as required. In addition to dedicated support from a member of the leadership team, coaching is also provided by previous NQT colleagues, providing valuable and relevant experience to both coach and coachee. Post NQT, colleagues are provided with individual coaching and mentoring by a member of the leadership team to further develop their confidence and experience.
- Professional development for classroom based colleagues is extensive and includes observations for all classroom colleagues. Whole staff training days at the beginning of terms provide the opportunity to involve everyone in appropriate development activity. Lunchtime supervisors cited the development support they have had in dealing with safeguarding, pupil behaviour and also in respect of supervising wet playtimes and involving children on the new play equipment. Administration colleagues highlighted the first aid and safeguarding training they receive together with the associated refresher training. An example, current at the time of the onsite interviews was the Prevent training that was taking place for teaching assistants.
- The interviews confirmed that new Governors also attend training and development activity. This has included external training supporting and developing their knowledge in terms of the important Governance role that they have and internally through learning walks and school observation visits.
- Monitoring and evaluation of training and development is undertaken by the leadership team and reviewed through the annual reviews, at staff meetings and, for classroom based colleagues through lesson observations. All staff have a ‘Development log’ which is constantly updated and used in reviews.
- The coaching and mentoring initiative that had been adopted across the school at the time of the last review has been continued and enhanced. Colleagues are paired up to support and develop each other with peer coaching taking place within the leadership team. People commented that they find real value in the approach. ***“It is excellent. Having someone that you know you can go and confide in and compare notes with enables you to share your thoughts, experience and (sometimes) frustrations!”***

- The interviews highlighted numerous examples of how the school has encouraged and facilitated progression, not least in the case of both the Head teacher and Deputy. There were examples from across all areas of the school with previously NQT colleagues now using the FLAC initiative and other teachers having become phase and leadership team members. People who had started as lunchtime assistants had become teaching assistants and teaching assistants becoming teachers. The current seconded assistant head is at the school essentially to acquire key stage two experience to support their future leadership ambition and to share their substantial knowledge and expertise with Cape colleagues.

## Performance Management

### Strategic Performance

- The SIP provides the basis for monitoring performance across the school and is developed with the involvement of Governors, leaders, staff and pupils as described previously. Governors confirmed that they regularly monitor and review the SIP priorities closely through the main governing body and the two sub-committees 'Provisions' and 'Outcomes'. Full Governor and sub committees meet on a termly basis. A RAG rating scheme is used to assess progress and performance against each of the outcomes associated with each priority.
- Governors confirmed that in addition to the meetings they attend they all have specific topic responsibilities which they monitor with staff and report on their findings. Examples include Attendance, Special Education Needs, Safeguarding and subject interests.
- Leaders constantly monitor performance and progress. The SMT meets weekly and focus on both the overall performance and the day to day management of the school. This meeting has a direct link to the weekly phase meetings that cascades information and actions from the SMT across the school. Minutes of the SMT are circulated on the intranet for staff to see.
- The annual whole staff strategy meeting provides the opportunity for staff to review past performance against the previous SIP. This is used to establish the actions and priorities that may need carrying forward and informs the development of the next annual plan. Termly staff meetings are also used to ensure colleagues are kept updated on progress.
- The school regularly undertakes parent surveys to seek feedback on the performance of the school to measure and guide what the actions it takes. The survey results are used by the leadership team and Governors who analyse and use the data to manage the wider performance of the school and inform the SIP.

### Individual performance

- The annual review process provides the main focus for performance management for the teaching staff. The process is well established and people indicate that they are actively involved in the process. They also confirm that the mid-year reviews take place and are valued.
- Three personal performance objectives are discussed and agreed for all teaching colleagues. These include a whole school objective linked directly to the SIP, a personal

performance objective linked directly to their role and a personal development objective. The general consensus is that the process is valuable and provides an opportunity to discuss and receive feedback on their role and to identify potential development needs.

- People were able to give examples of higher performance objectives that they have been encouraged to set and achieve. These included maintaining or improving individual performance, focussing on career development and supporting colleagues for potential succession and progression.
- Whilst most people have a formal annual performance review at least once in the year to monitor progress against the objectives, this was not universal amongst the associate staff. People working in the administration and facilities teams, including lunchtime supervisors and cleaners, do receive regular feedback through their line managers and have access to personal development, however, this tends to be on a more informal basis.

## Moving Forward

The Investors in People Standard and Framework supports organisational success through the development of excellent management and people practices. The Framework is designed to encourage continuous improvement and development by enabling those using it to build and evolve their practices in a way that is appropriate to their organisational circumstances and needs.

This review has clearly established that **Cape Primary School** has developed and implements a high level of best practice and continues to be accredited as an **Investors in People organisation**.

### Recommendation for development

During the conversation, immediately following the onsite interviews, and considering the number of instances of good management practice that were confirmed through this review, we discussed the benefits of developing a future action plan based around the new Investors in People Framework – Generation 6.

The firm recommendation from this review is to use the Generation 6 Standard and framework as a basis for establishing where you perceive the school to be currently operating, identify the indicators and performance levels that you feel the organisation would benefit most from achieving and then develop an action plan to deliver this.

This course of action will build on the existing good practice and work towards becoming a high performing organisation in relation to best management practice and provide the basis for the next accreditation review in 2020.

### Focussing on continuous improvement

Following the publication of this report, I will call to arrange a feedback meeting associated with this review to discuss if and how you would like to move forward, based on the **recommendation for development** above.

This discussion should provide the basis for the development of a development plan and provide the basis for moving forward. Such a development plan would be based around building on the existing management and people practices using the high performing organisations model that is the basis of Generation 6.

I have included a template for a Development Plan at Appendix 1 for information and trust this will be of interest.

### Investors in People Generation 6

Investors in People Generation 6 contains much of the good practice present in the previous standard and develops this through the incorporation of current recognised best management practice. It is based around developing High Performance in organisations and teams. It encompasses the three core principles of Leading, Supporting and Improving. It will provide the basis for the next accreditation in 2020.



The 18-month mandatory review, required under the current framework, and due in October 2018, will provide an ideal opportunity to focus on the new framework and explore how to move forward against it. The assessment methodology of Generation 6 is also much more robust and inclusive. The review will also explain how this impacts on scheduling the next review. That said, there may be merit in taking an earlier look at the new Standard and assessment methodology in preparation.

Should you wish to familiarise yourselves with the new framework before then, it is available online and can be accessed at [www.investorsinpeople.co.uk](http://www.investorsinpeople.co.uk)

### **Personal note**

I would like to express sincere thanks to everyone involved in this review for their time and honest and open comments and observations

I trust that I have managed to reflect the comments and observations accurately and objectively and that this will be helpful in both supporting the future development of the Cape Primary School people and management practices in the future.

It is hoped that this report will stimulate discussion and that you will continue to work with the Investors in People Framework as you move forward and to focus particularly on the new Generation 6 Standard that will be in place when you next come forward for review.

Congratulations once again on meeting the Investors in People Standard and maintaining and continuing the accreditation.

**Tony Walmsley**  
**Investors in People Practitioner**  
**March 2017**

Appendix 1 – Continuous Improvement Plan

Appendix 2 – Assessment Results Summary

### Appendix 1 – Development plan template

Development suggested	Potential action	Benefit	Timescale	Responsibility



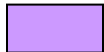
## Appendix 2 – Assessment results summary

### The Investors in People Framework Evidence Requirements

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
The Indicators	1	✓	✓	NA	✓	na	✓																						
	2	✓	✓	✓	✓																								
	3	✓	✓	✓	✓	✓																							
	4	✓	✓	✓																									
	5	✓	✓	✓	✓																								
	6	✓	✓	✓																									
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	8	✓	✓	✓																									
	9	✓	✓	✓	✓	✓																							
	10	✓	✓	✓																									

The number of evidence requirements met is **37**

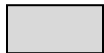
Key:



The Core Investors in People Standard



The Investors in People Framework



Not part of the Investors in People Framework