

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 the vision and decision-making.

Part 1

The governors have an understanding of and a commitment to CPD and its impact on achievement.

A school will fulfil the requirements for this part of the process if it has evidence to support each section (1.1 to 1.9): A – strong evidence; B – partial evidence but supports the section; C – some supportive evidence but limited

Step 1: section 1.1		Assessor's use		
		A	B	C
a. Governors understand how to identify pupil attainment, learning, progress and achievement.	<ul style="list-style-type: none"> • Governors are heavily involved in the target setting processes • Governors act as a critical friend to the SLT, questioning progression and data • Some governors work in education and bring that expertise to meetings • Three Trust partners heavily involved in education – the University of Chester, Liverpool Hope university and the Church of England (the latter has it own Director of Education and Education Board) • Governors sub-committees • Regular presentations to the Governing Body on pupil data • Governors attend curriculum review meetings where data discussed • SDIP • Discussions with staff • Discussions with Governors 			
b. Governors have access to, and an understanding of, appropriate data relating to attainment, learning, progress and achievement.	<ul style="list-style-type: none"> • Governors can attend school-based training (we are a Training School) • Governors also eligible to attend training run by LA and the CofE Education Board • SDIP • Information booklets provided for Governors meetings • Governors sub-committees • Regular presentations to the Governing Body on pupil data • Governors attend curriculum review meetings where data discussed • Discussions with Governors 			
c. Governors recognise individual pupils' performance and monitor their progress against benchmark data	<ul style="list-style-type: none"> • Governors attend curriculum reviews for each subject which happen at least twice annually • Governors meetings focus upon pupil progress and standards • Target setting procedures 			

	<ul style="list-style-type: none"> • Discussions with Governors • Discussions with Data Manager 			
Step 1: section 1.2				
a. The school vision identifies values that have a clear focus on CPD	<ul style="list-style-type: none"> • Pupil Charter of Entitlement • Beliefs 'diagram' • SDIP • School Strategic Aims • CPD Policy • Training School Status • Discussions with SLT • Relevant documentation 			
b. The school's values link to its mission statement	<ul style="list-style-type: none"> • Headteacher's introductory letter on the website • Pupil Charter on the website and in classrooms • Beliefs 'diagram' in classrooms • See website • Discussions with staff • Prospectus • Discussions with pupils • General school ethos • Ofsted reports, 1999 (Excellent) and 2005, 2008 and 2009 (Outstanding) 			
c. The strategic plan identifies short, medium and long-term action for developing and improving CPD	<ul style="list-style-type: none"> • CPD fully integrated on the SDIP • CPD embedded and a major factor of Performance Management • CPD highlighted in SEF • Training School Status • Ofsted reports, 1999 (Excellent) and 2005, 2008 and 2009 (Outstanding) • Subject Area development plans • Training School Key Performance Indicators • Discussions with Assistant Headteacher with responsibility for Training School • Discussions with the Headteacher 			
d. The SDP is evaluated annually. The impact of CPD is reported and future CPD needs identified	<ul style="list-style-type: none"> • SDIP reviewed on a termly basis • Reports / evaluations compiled for SLT and Governors • All CPD impact evaluated once opportunity undertaken • CPD then evaluated three months later for impact • CPD needs identified through the Coaching Audit forms • CPD needs identified through the Performance Management cycles (three PM meetings per year) • Coaching • Sharing good practice • CPD log • Discussions with staff • Discussions with Training School Manager 			
Step 1: section 1.3				
a. Governors are involved in monitoring, evaluating and reviewing all policies	<ul style="list-style-type: none"> • All schools policies reviewed and 			

relating to CPD	<ul style="list-style-type: none"> updated annually • All policies presented to the Governing Body for comment • All policies reviewed in light of this feedback • Discussions with the Headteacher • Discussions with Training School Manager • Minutes of Governing Body • Policies with review dates on 			
<p>b. Policy development makes reference to its partners and organisations such as the LA, higher education providers of ITT and staff unions to ensure that their expertise is utilised towards providing effective CPD</p>	<ul style="list-style-type: none"> • ITE policy updated (as are all) on an ongoing basis (although formal review and presentation to Governors annually) • Reviews occur in light of latest developments and feedback from partners, including HEI's, TDA and LA • Regular review meetings with TDA (as we are a Training School) at which CPD monitored • See TDA reports • Discussions with Training School Manager • Discussions with SLT 			
Step 1: section 1.4				
<p>a. A lead governor is identified for each policy</p>	<ul style="list-style-type: none"> • Some Governors are identified as having specific responsibility • All policies available to Governors to inspect / comment upon • All policies available on the school VLE • CPD however reported to whole Governing Body • Discussions with CPD Leader • Discussions with Headteacher • Discussions with Governor • Governors minutes 			
<p>b. The lead governor meets school staff to evaluate the impact of CPD</p>	<ul style="list-style-type: none"> • Impact of CPD reported to the TDA • Impact reported to SLT • Reports written for Governors, but not for a specific Governor • Governors do attend curriculum reviews for all subjects where CPD discussed as part of the meeting • Discussions with SLT 			
Step 1: section 1.5				
<p>a. Governors carry out an annual / bi-annual review of policies</p>	<ul style="list-style-type: none"> • Some Governors are identified as having specific responsibility • All policies available to Governors to inspect / comment upon • All policies available on the school VLE • CPD however reported to whole Governing Body • Discussions with CPD Leader • Discussions with Headteacher • Discussions with Governor 			

	<ul style="list-style-type: none"> • Governors minutes 			
<p>b. The SDP is evaluated and action is taken concerning the impact of CPD on raising standards of achievement (including attainment, learning and progress)</p>	<ul style="list-style-type: none"> • SDIP evaluated every term • Governors receive feedback on progress • CPD evaluated upon completion of CPD opportunity • CPD then evaluated three months later • Good practice shared from CPD • Shared / stored for access on VLE • All targets about raising standards • CPD must contribute to school strategic aims and result in improved standards • SDIP has next to each target how it is to raise standards • Discussions with the Headteacher • SDIP and SEF • Coaching results from CPD • Discussions with Training School Manager 			
Step 1: section 1.6				
<p>a. Governors receive training in identifying and monitoring the school's CPD policy</p>	<ul style="list-style-type: none"> • All policies reviewed by Governors, not just the CPD Policy • Training available to Governors, as part of Training School remit • Governors can access LA and CofE Board of Education training on policies • CPD policy reviewed at least annually • Discussions with SLT / Headteacher 			
<p>b. A record of all governor training is presented to governors</p>	<ul style="list-style-type: none"> • CPD log • Governors participate in training when they can • Log available for inspection by the Governing Body and Trustees • Discussions with Governors and SLT / Headteacher 			
<p>c. Governors' training for CPD is included in the SDP</p>	<ul style="list-style-type: none"> • Governors can opt into any CPD taking place in school • Governors are able to access LA and CofE CPD training • Governor training not included in the SDIP as such • Discussions with Governors and SLT / Headteacher 			
<p>d. The governors' meetings have a standing item for CPD</p>	<ul style="list-style-type: none"> • Not a standing item due to nature of Governors meetings • Governors aware of CPD due to attendance at sub-committees, e.g., curriculum, premises, finance etc • Governors attend both curriculum and pastoral reviews which happen termly, at which CPD always discussed • CPD does come up regularly in Governors, under Training Schools 			

	<ul style="list-style-type: none"> • Presentations and evaluations of Training School Status regularly given to Governors • Discussions with Training School Manager 			
Step 1: section 1.7				
a. Governors are aware of recent educational developments	<ul style="list-style-type: none"> • All Governors receive regular educational updates in meetings • Attendance at meetings where developments discussed • Work of sub-committees • School newsletters / website and Governors section of the VLE • Headteacher briefings • Presentations to Governors • Discussions with the Headteacher / Clerk to the Governors 			
b. Governors are knowledgeable about safeguarding and personal development issues	<ul style="list-style-type: none"> • PSHE Co-ordinator a staff governor, keeps full Governors informed • Governors free to attend any staff training on ECM and other PSHE related issues • Governors attend pastoral and curriculum reviews • SDIP and area development plans • Discussions with PSHE Co-ordinator • Discussions with Headteacher • Discussions with Governors 			
Step 1: section 1.8				
a. The school's vision has a strategic plan for CPD	<ul style="list-style-type: none"> • Training School Status • CPD Policy and procedures • Training School section of the VLE • SDIP and area development plans • Three Key Strategic Aims document • Discussions with the Headteacher and Training School Manager 			
b. Educational partners are included in the strategic plan	<ul style="list-style-type: none"> • As a Training School, collaborative outreach and partnership working are a Key Performance Indicator • SDIP • Discussions with Headteacher • Discussions with Training School Manager • Feeder and Link Primary School work • Service Level Agreements with LA, Connexions, Mersey maritime and Engineering College etc 			
c. All school improvement objectives/targets have clearly-defined outcomes	<ul style="list-style-type: none"> • SDIP including termly reviews and evaluations • Subject Area development plans • Performance Management targets (reviewed twice yearly) • Discussions with the Headteacher and SLT 			
Step 1: section 1.9				
a. Governors approve adequate resources to meet the CPD action plan	<ul style="list-style-type: none"> • Generous capitation, funded through TDA, DCSF, iTeach and HEI's 			

	<ul style="list-style-type: none">• Discussions with School Business Manager and Training School Manager• Capitation breakdown			
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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 4.1	Evidence	A	B	C
<p>a. The school systems ensure that all staff have high expectations of pupils</p>	<ul style="list-style-type: none"> • Positive Behaviour Policy • All pupils have individual targets set in line with FFT and RAISEonline for each subject • Pupils know each target and where they are now in relation to it • Staff track pupil performance against these targets and have to account for any incidents of underachievement • Each pupil completes a milestone assessment at least termly in each subject • Each pupil has a Form Tutor, Assistant Head of Year and Head of Year, reinforcing behaviour / high expectations • Discussions with staff including Data Manager and Pastoral Staff 			
<p>b. Pupils are set targets to help them to reach their potential</p>	<ul style="list-style-type: none"> • Every pupil set a target level / grade each year in every subject • Every pupil set a target for improvement every term in every subject • See pupil reports • See pupil data / tracking • Discussions with Data Manager • School has an AfL Champion • All staff integrate AfL into every day lessons • Some pupils mentored by Learning Mentors in order to achieve potential • Other pupils receive academic mentoring by a member of staff • Mentoring records • Discussions with Assistant Headteacher responsible for mentoring • Letters sent home and/or parental interviews arranged for pupils who are underachieving • All targets reviewed in light of interventions made • Discussions with pupils 			
<p>c. Staff develop supportive and constructive relationships with each</p>	<ul style="list-style-type: none"> • See Ofsted reports from 1999, 2005, 2008 and 2009, all of which grade 			

<p>other and with pupils.</p>	<p>school as 'outstanding' in these areas</p> <ul style="list-style-type: none"> • School achieved the Work-Life Balance IIP Award • School took part in a well-being audit and achieved top marks • Staff volunteer to mentor pupils in their spare time • Pupils voluntarily attend revision sessions, seek mentoring etc, demonstrating positive relationships • Low level of exclusions, both fixed and permanent • Discussions with Pastoral Staff • Discussions with pupils • All staff are line managed and have access to coaching 			
<p>d. Staff demonstrate positive values to pupils and act as role models.</p>	<ul style="list-style-type: none"> • Discussions with staff and pupils • High expectations, as demonstrated in policy and practice • High levels of professionalism • Charter of Entitlement • Pupil Mentoring • Respectful relationships 			
Step 4: section 4.2				
<p>a. The school ensures that all staff are aware of their statutory responsibilities for safeguarding.</p>	<ul style="list-style-type: none"> • School has a nominated Safeguarding Officer • Safeguarding Policy • CPD ongoing for all staff • All visitors to school made aware of safeguarding arrangements • As a Training School we deliver Safeguarding Training to other establishments • ITE students receive Safeguarding training at the start of their training • CEOP (Child Exploitation and Online Protection) training for all staff (approved by the Police and and DCSF / Home Office) • CEOP delivered by our staff (CEOP approved and trained) to other schools / individuals nationally • See CEOP records • All staff have Safeguarding and Child Protection policies • Discussions with Safeguarding Officer and other staff 			
<p>b. Staff are aware of school policies and practice at a level which is fit for purpose.</p>	<ul style="list-style-type: none"> • All policies available to all staff on the VLE • Key policies circulated via teams for consultation and discussion • All policies reviewed annually • Discussions with staff, especially the Headteacher 			
<p>c. All groups of staff are consulted about policies – <i>this may be through representatives</i></p>	<ul style="list-style-type: none"> • All staff have the opportunity to comment on all policies, as they are available on the VLE • Some policies are formulated through 			

	<ul style="list-style-type: none"> working groups Some policies sent to named staff for consultation, although any staff can comment (see above) Discussions with staff, especially the Headteacher 			
d. Staff demonstrate collective responsibility towards policy implementation	<ul style="list-style-type: none"> All staff are required and expected to follow policy consistently e.g. Positive Behaviour Policy, Uniform Policy etc Monitored through academic, curriculum and pastoral review, as well as Performance Management Discussions with staff 			
Step 4: section 4.3				
a. Appropriate staff are involved in a variety of meetings relating to improving the quality of provision, services and raising achievement (including attainment, learning and progress)	<ul style="list-style-type: none"> Whole school staff meet four days a week for a short briefing at the start of the school day Pastoral staff and teams meet once a week for a short meeting at the start of the school day There is a planned programme of meetings (e.g., Academic Board, Pastoral Board, SLT, Training Schools Strategy Team, Intervention Meetings etc). Subject staff meet at least twice weekly Teaching Assistants have a weekly meeting separate from other staff NQT's and new staff to school and/or role also have planned meetings All meetings focus upon improving standards and provision Minutes of meetings Discussions with staff 			
b. Staff collaborate and co-operate to ensure an effective working environment	<ul style="list-style-type: none"> All staff are involved in making the school a success – it is a whole-school approach Targets are set where appropriate Communication ensures all strategic aims are met Meetings ensure all staff are fully aware of the strategic aims and their part in achieving the goals of school There is a SDIP, which all staff are expected to be familiar with The SDIP then informs more specific plans, such as Premises, and curriculum plans for subject areas etc Discussions with staff, especially the Headteacher 			
Step 4: section 4.4				
a. The school provides opportunities for staff to reflect on their practice against relevant national professional and occupational standards	<ul style="list-style-type: none"> All staff have received the relevant standards (whether Professional Standards for teachers or National Occupational Standards) These are displayed in staff working areas Standards are also available for staff 			

	<ul style="list-style-type: none"> to download on the Training School section of the VLE Standards are directly related to CPD Every Performance Management target must be directly related to standards Staff must discuss standards and benchmark against them for PM Discussions with staff, including the member of SLT with responsibility for Performance Management Performance Management documents Training School VLE 			
b. Staff are encouraged to take responsibility for their own learning and development needs	<ul style="list-style-type: none"> This is highlighted to potential staff before interview through job advertisements and job descriptions Training School Administrative Officer disseminates CPD information, in liaison with the Training School manager, to relevant staff but they are responsible for discussions with their line managers. Staff can be directed / guided towards relevant websites for CPD but they take responsibility for finding suitable courses where necessary All staff are responsible for completing own CPD applications Discussions with staff 			
c. Staff are supported in identifying development requirements during the induction phase	<ul style="list-style-type: none"> NQT's, RQT's and new staff to school / role have at least a year long planned programme Mentoring support is put in place All staff assigned Induction Tutor LA support also accessed Targets set in the case of NQT's each term, annually, through PM for all other staff Discussions with NQTs, RQT's, EPD / Induction Tutor etc 			
d. The school encourages innovative practice for staff to learn and develop.	<ul style="list-style-type: none"> CPD 'Bitesize' Workshops Training School Status Investors in People Award Research projects / coaching Mentoring opportunities CPD opportunities All staff can contribute to school through SDIP and School Improvement Groups Developmental opportunities (e.g., Return to Teaching programmes, Open Schools Programme etc) Discussions with staff, especially the Coaching Innovator 			
e. Staff are encouraged and enabled to adapt their practice in accordance with advice and feedback	<ul style="list-style-type: none"> All teaching staff are the subject of a rolling programme of observations Feedback from these is taken and 			

	<p>used appropriately</p> <ul style="list-style-type: none"> • Subject area inspections • Development planning • Performance Management • Coaching and mentoring • Discussions with staff • Related documentation 			
Step 4: section 4.5				
a. Classroom-based staff, and those who guide and support pupils, have knowledge and understanding of a range of teaching strategies	<ul style="list-style-type: none"> • All staff are expected to undergo regular classroom based training • CPD records • CPD 'Bitesize' workshops • Sharing good practice events • LA inspection and intervention • Performance Management • See lesson observation records • Discussions with SLT and other staff 			
b. Classroom-based staff, and those who guide and support pupils, use different strategies to personalise and enjoy their learning	<ul style="list-style-type: none"> • Lesson plans show awareness of pupil preferred learning styles • Target setting (data based) • Personalised learning target • Intervention Team support • Lesson observations • Minutes of curriculum meetings • Discussions with Intervention and Inclusion Team • Discussions with subject staff 			
c. Classroom-based staff, and those who guide and support pupils, provide a range of opportunities for pupils to make good progress	<ul style="list-style-type: none"> • See Ofsted reports – 1999 'Excellent' and 2005, 2008 and 2009 'Outstanding' • Raising of standards (see data) • Discussions with Data Manager • Lesson observations • After school classes • Intervention techniques • Monitoring reports to SLT • See also SDIP • Discussions with pupils 			