



PD Quality Mark
Verifiers Recording Template – Platinum (Innovative) Award

Date of Visit	School / Organisation: Woodfield School and The Village School (joint submission)	Verifier: Mrs Hilary Adli
22 nd February 2018	LA area: Brent PD lead: Joan Moore (W) and Sue Jones (TVS)	LA area: UCL / IOE

Sources of Evidence	<ul style="list-style-type: none"> • Interviews with a range of SLT, teaching and support staff, the Chair of Governors (W) (staff selected by Verifier to include a wide-range of experience and job roles and interviews conducted on two school sites) • Gold Award submission (TVS) 2017 • CPLD Gold Award report 2015 (TVS) • Staff induction meeting notes (W) • CPD training programme 2016-2017 including booking procedures • Woodfield and The Village School CPLD models • LA / LLA 'in house' training log 2017-2018 (W) • Information booklet detailing strategic partner schools and Schools Direct partners (W) • NQT induction programme information booklet showing work across strategic partner schools 2017-2018 (W) • CPLD 'Trained Trainers' evaluation report January 2018 (TVS) • Review of TVS costs for core training 	<ul style="list-style-type: none"> • CPD evaluations / CPL activities report (W) • School development plan 2017-2019 (W) • Headline statements from data analysis 2016 – 2017 (both schools) • School SEF (both schools) • Ofsted inspection reports (W – 2017 / TVS - 2016 – outstanding in all areas) • QA review / Challenge Partners • Inclusion Quality Mark report (both schools) – Flagship Review report (W) • CPD policy and CPD flowchart (TVS) • Information about Lesson Study projects and impact used in school (TVS) • Apprenticeship documents (TVS) • Challenge Partners report (TVS) • School improvement plan (TVS) • Joint practice development (project information) • Senior TA CPD programme 2015 – 2016 • Job descriptions for staff (TVS) • Schedule for INSET 2018 (TVS) • Challenge Partners QA review (TVS)
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Features of excellence identified:

- Recognition that CPD and everything introduced at both schools is done with the students at the heart of the process
- SLT and GB have the same vision for PD and can articulate it.
- The work of the Teaching School in supporting the welfare and progress of SEND students across the Borough

- The collaborations, strategic partnerships and close networks strengthen the CPD offer within the Alliance and impact positively on staff and students in these organisations and partner schools.
- Both schools are forward-facing. Succession planning at all levels is a strength and both schools 'talent spot' and up-skill internal staff, thus growing their own school leaders



Verifier's Summary. (To be provided to the school / organisation in award letter)

The PLATINUM (Innovative) Professional Development Quality Mark Award submission was verified on 22.02.18 and the Awards Panel on 28.02.18 confirmed that Woodfield School and The Village School have met the criteria to be awarded the Platinum Award, recognising the Woodfield Teaching School Alliance as a centre of innovation and excellence in Professional Development.

	Platinum (Innovative) Criteria	Criteria Met Through:	..as evidenced by.. (examples, data, quotes, impact)
LEADERSHIP of PD	<p>PD is recognised to be at the heart of school improvement and is celebrated as such</p> <p>All stakeholders can articulate the centrality of PD and its role in school improvement</p> <p>There is a long -term history of joined up thinking and integrated school processes.</p> <p>There are numerous examples of succession planning at all levels</p> <p>There is a long- standing tradition of up-skilling,</p>	<p>Heads of School, SLT, staff at all levels, students and Governors were able to explain that PD is integral to Alliance improvement and that the work of the Teaching School supports student progress and staff learning experiences both in and beyond their organisations.</p> <p>All staff understand that PD enhances their own effectiveness and that of the Alliance</p> <p>Processes within the Alliance have been refined, adapted</p>	<p>The vision statement for CPD is in line with the whole school vision of Progress – Inclusion – Entitlement (TVS)</p> <p><i>“ This school is a learning community where all are involved in a continual process of improvement and enrichment”</i> (excerpt from CPD policy W)</p> <p>Quote in SIP: <i>“ The only thing worse than training your employees and having them leave, is not training your employees and having them stay”</i> (Henry Ford)</p> <p><i>“ The school is committed to fostering a positive climate for continuous learning”</i> (excerpt from CPD policy W)</p> <p>Joint practice development is embedded in the culture of the school and serves as an example of innovative CPD (TVS)</p> <p>‘ Trained Trainer’ models support staff with moving and handling, positive behaviour support, first aid and Makaton amongst others</p>

	<p>empowering and utilising the expertise within the school and associated organisations</p>	<p>and become more aligned / joined up over the last two years to further enhance provision across both schools and learning experiences for both staff and students</p> <p>All staff could explain how their school has identified and supported them in becoming more effective practitioners and how they have shared best practice with others both in and beyond their own organisation.</p>	<p>Both schools are outward – facing and there is an impressive record of school-to-school support</p> <p>A ‘talent management’ policy is in place at both schools and leadership capacity is built from within using this principle.</p> <p>“ We have regular strategic meetings to look at our vision” (HoS W)</p> <p>“ The Alliance is in an interim stage- we have plans to become a MAT – this has been planned since 2016 and succession planning has been a huge part of this” (HoS W)</p> <p>“ Succession planning is something we think about very carefully – we knew an experienced Science teacher was retiring so we employed a new teacher and ensured they were up to speed and used to the demands of working in a special school environment” (HoS W)</p> <p>“ It’s so much harder to recruit now so a lot of our work is around growing our own staff - I always ask staff where they see themselves in 5 years time” (HoS W)</p> <p>An example of succession planning: A TA who now attends and speaks at Nationwide conferences and develops new curriculums for SLD students delivering to Heads of Schools and sharing best practice at Woodfield.</p> <p>“ We never sit still and are always looking for what’s best for staff and students” (HoS W)</p> <p>“The school improvement plans and strategic CPD plans overlap in both schools” (PD leads)</p> <p>“ There has been so much progression here and we train from within” (PD Lead)</p> <p>“ We employ TAs who have the potential to become teachers – we offer the Diploma L5, PGCE routes and Schools Direct” (PD Leads)</p> <p>“ We use BlueSky to actively record Governor training. We also use a Governor Hub which is where we share and disseminate material in a secure place (CofG)</p> <p>“ I am a strong supporter of utilising our own internal expertise” (CofG)</p>
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			<p>“ We do a lot of networking and the site managers at both schools work together” (SS)</p> <p>“ Making sure you take people with you is really important – we are looking for our future leaders” (SLT)</p> <p>“ I work across W and TVS doing 2 days at each – I was coached, mentored and prepped for my role” (SS)</p> <p>“ We are open to volunteers too and have ended up getting great staff who have started this way” (SLT)</p> <p>“ The school business consultant comes twice a week to support me but when I first started he was here every day” (SS)</p> <p>“ When I have humanities lessons I am brave enough with my teacher and tell her whether I like the lessons or not” (student)</p> <p>“ At the beginning of the year we had a survey that asked if we had friends and if we were happy – we hope they do surveys so that we can express ourselves how we feel in lessons” (student)</p> <p>“ I am a student mentor and that makes me proud” (student)</p>
<p>HIGH QUALITY PD</p>	<p>There is a belief that all staff are entitled to have equal access and opportunity to exceptionally high quality and appropriate PD tailored to their individual needs</p> <p>All stakeholders consider themselves to be learners, can describe their own journeys and are reflective practitioners</p>	<p>All staff across The Alliance are able to access high quality professional development through a varied, highly effective in-house programme tailored to staff and students’ needs as well as professional development sought through external providers.</p> <p>The CPD programmes are planned carefully and are also</p>	<p><i>“The school believes that effective teachers should take ownership and give high priority to PD”</i> (excerpt from CPD policy W)</p> <p>The Alliance has led R&D with ERASMUS improving outcomes for pupils with SEND in European countries. A further ERASMUS project ‘ Voice of the Voiceless: Encouraging Speaking’ will begin this year with schools from Greece, Estonia, Italy and Poland.</p> <p>The WTSA NQT training programme is highly effective and ensures that NQTs have access to the outstanding practice of both mainstream and special schools combined into one programme.</p> <p>“ I organised some ICT training for site services staff and cleaners to help them access emails and Blue Sky” (SS)</p>

	<p>Accredited opportunities are available to all stakeholders at all levels. There is an expectation that staff are involved in action research projects linked with school improvement priorities</p> <p>There is long - term evidence of cost effective PD where budgets have been used innovatively</p>	<p>aligned with staffs' future aspirations thus aiding succession planning at all levels.</p> <p>Staff exhibit a willingness to learn and an acceptance that they can always improve their practice</p> <p>Accredited opportunities such as NPQML/NPQSL / NPQH and individual support with MAs are open to all. Joint practice development groups play a role in addressing identified school improvement priorities. Support staff are well catered for and encouraged to take GCSEs, NVQs and Diplomas to support their career development within the Alliance.</p> <p>Use of internal expertise and trusted strategic partnerships ensure a cost-effective approach.</p>	<p>Coaching and mentoring are well-established and both teaching and support staff spoke enthusiastically about the impact of both formal and informal coaching on staff.</p> <p>“ It all starts with the staff – getting them on board, up to speed and sharing their expertise and best practice” (CofG)</p> <p>“ We do a lot of on the job training, we have regular meetings and make a lot of notes to help with succession planning and to have a back up.” (SS)</p> <p>“ We do a lot of cross-skilling in the event that someone isn't here, somebody else can take over” (SS)</p> <p>Whole school training and refresher PD cycles are delivered by in house trained instructors and support staff focusing on:</p> <ul style="list-style-type: none"> Moving and handling Dysphagia Positive behaviour support Safeguarding First aid Lifeguard training MIDAS General medical awareness Makaton SALT Autism Awareness Shape coding <p>As well as specific pupil-led targeted training on a rolling programme delivered by the training manager focusing on:</p> <ul style="list-style-type: none"> Sensory impairment Specific medical needs ELKAN Blanks training Physical management strategies Sensory Integration
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			<p>Tube and pump training Level 3 Dysphagia</p> <p>“ The skill set of staff is around the needs of the children and it is very specific” (PD Leads)</p> <p>“ All L3s are coaches here” (SS)</p> <p>“ We have a number of TAs doing an assessment only route into teaching and really support this – we invest in them and there is payback” (HoS W)</p> <p>“ Both schools respond to needs through the SENCO forum” (PD Leads)</p> <p>“ When teachers come in as NQTs they still need extra training and development to work in a special school environment”</p> <p>“ I take my deputy to EYFS meetings and they attend moderation meetings with me” (SLT)</p> <p>“ I am a manager but I also have a mentor; a school business consultant.” (SS)</p> <p>“ I started to facilitate workshops myself and was offered lots of training” (TS)</p> <p>“ I was supported to do an NVQ in business management” (SS)</p> <p>“ I’ve done NVQs, a diploma and re-sat my maths and English GCSEs – without the school, I wouldn’t have done any of that” (SS)</p> <p>“ I did a foundation degree in early years and the school supported me 100%” (SS)</p> <p>“ I am an apprentice (L2 childcare) – I have just been ‘tracky’ trained (tracheostomy)</p>
<p>EVALUATING IMPACT of PD</p>	<p>The impact of PD on student outcomes is always planned at the outset by all staff</p> <p>All stakeholders can explain the</p>	<p>Staff can give many examples of the impact that professional development activities have had on their practice, their confidence levels and student</p>	<p>Both Woodfield and The Village Schools are deemed by Ofsted to be outstanding in all areas with exceptional student progress: <u>Woodfield</u>: Performance Targets have continued to improve over the last three years for KS3, KS4 and Post 16. Progression (KS2-4 / KS3-4 and KS2-3) is outstanding. (Headline statements from data analysis 2016-2017)</p>



	<p>difference that PD has made to their practice and student outcomes from baseline to measurable impact</p> <p>There is a cyclical approach to PD, the impact outcomes are consistently used to plan future PD building on previous learning</p> <p>The Chair of Governors clearly understands the impact of PD on school improvement</p> <p>There is an historic pattern showing the measuring of impact in relation to cost effectiveness of PD</p>	<p>outcomes. As special schools, the professional development offer is built around supporting and developing students with a variety of complex needs.</p> <p>There is clear, joint strategic planning by PD leads integrating teaching and learning, research and PD activities</p> <p>The Chair of Governors was able to clearly explain the link between PD and school improvement</p>	<p><u>The Village School</u>: 82% of pupils, regardless of needs and background made better than expected progress across Progress 8 measures.</p> <p>The Village School are in the top 7% for impact Nationally (2016 Education Survey)</p> <p>The Village School has moved from 'Requires Improvement' to 'Outstanding' in 6 years through a rigorous cycle of school improvement. Professional development is recognised to have been integral to this improvement.</p> <p>Teaching over time is 100% good and 66% outstanding – an 11% increase.</p> <p>There is a 31% increase in pupils making better than expected progress across the core subjects since 2013 (school self evaluation summary)</p> <p>Both schools have been awarded the Inclusion Quality Mark. Woodfield have been awarded Flagship status.</p> <p>Professional development across the Alliance focuses on meeting the complex needs of pupils. This ensures pupils across both schools and in all key stages make significant progress from their starting points.</p> <p>"There is continuing collaboration and work across the two schools – you cannot impact on children if you don't have professionals that are invested in: (CofG)</p> <p>" I came as an NQT, then was a learning leader, I became a KS leader and am now AHT" (SLT)</p> <p>" I have had lots of different line managers and have learnt different things from each of them – they have all brought me different things" (SLT)</p> <p>" I have done the NPQML, fully supported by the school and I found it really beneficial to me managing staff and systems and how I self-reflect. It was extremely valuable" (ML)</p>
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<p>COLLABORATIONS AND PARTNERSHIPS in PD</p>	<p>There is an emphasis on proactively seeking opportunities to work with other educational organisations to enhance the PD offer</p> <p>All stakeholders are enthusiastic about embracing collaborative work with colleagues both internally and externally</p> <p>Collaborative work with other educational organisations is fully integrated into the planning of PD at all levels</p> <p>The educational organisation adopt a cost effective approach towards sharing PD resources and activities with a range of partners</p>	<p>This is a major strength of The Alliance as appropriate collaborations and strategic partnerships are carefully selected to drive improvement both internally and externally and to support the progress and well-being of SEND students across the Borough</p> <p>Teaching and support staff enthusiastically explained the benefits to themselves and the students of working collaboratively with others both internally and externally</p> <p>The strategic school improvement planning process is supported by collaborative partnership working and is aligned carefully with the planning of professional development programmes</p> <p>Strategic partnerships and close collaborations with other educational organisations have provided valuable and cost effective opportunities for professional learning. The</p>	<p>The WTSA has many strategic partners and each of the following schools work closely with The Alliance and has SEND provision that provides expertise and training to Brent Schools:</p> <ul style="list-style-type: none"> • Manor School (primary special school) • Alperton Community School (provision for MLD pupils) • Preston Manor High School (provision for autism and speech and language) • Oakington Manor (provision for autism and speech and language) <p>Woodfield TSA will be leading the reformed NPQs in partnership with UCL and Oakington Manor</p> <p>The Executive Head teacher; Kay Charles, is also the Chair of the Brent Schools' Partnership which involves 72 schools, secondary, primary and special. The BSP promotes collaboration, support and challenge.</p> <p>The Governing Boards of TVS and W are consulting later this month to become a Multi-Academy Trust and both schools have been planning strategically together to achieve this.</p> <p>Senior team are involved in Challenge Partner reviews at other schools</p> <p><u>Links with:</u> Middlesex University (ITT Research and Development / SEND) UCL –NPQs The Bridge – Autism Education Trust Challenge Partners A range of therapists and departments such as SALT / OT / EPs College of North West London</p> <p>“ We have many partnerships that are strong with a good spread of special, secondary ad primary knowledge to support our work – we thought carefully about getting the balance when promoting partnerships” (HoS W)</p> <p>“ We draw in the expertise from our partners too” (HoS W)</p> <p>“ The Brent Schools' Partnership provides an opportunity for collaboration and sharing experience” (HoS W)</p>
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		Alliance maintains high standards whilst also impacting positively on outcomes in other schools.	
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Recommendations for Continuing Improvement

- Further develop the use of student voice, as appropriate, to evaluate the effectiveness of CPD across the Alliance
- Develop Research & Development opportunities for support staff
- Collaborate on Research & Development across the two schools and build on the excellent Joint Practice Development seen at The Village School
- PD Leads at both schools to undertake Verifier training in April 2018
- As a Platinum Award Alliance, to be ambassadors for the PDQM, promoting it with strategic partner schools and within the Brent Schools Partnership