



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

<u>Date of Visit</u>	<u>School / Organisation:</u> Alperton Community School	<u>Verifier:</u> Hilary Adli
26.06.2017	<u>LA area:</u> Brent	<u>LA area:</u> UCL / IOE
	<u>PD lead:</u> Andria Zafirakou	

Sources of Evidence	<ul style="list-style-type: none"> • In depth interviews with a range of SLT, teaching and support staff including the Chair of Governors (staff selected by Verifier to include a wide range of experience and job roles) • Interviews with KS3 and KS4 students • Overall effectiveness of PD 2016 – 2017 document – RAG • PD offer documentation 2016 – 2017 including support staff • PDD programmes • PD Monday programme and impact 2016 - 2017 • PD Programme documentation 2016 – 2017 • Harrow Collegiate Teaching School Alliance (HCTSA) menu offer • Brent Schools Partnership conference programme (AZ speaking) 	<ul style="list-style-type: none"> • SLT operational minutes highlighting the PA application process for staff • HCTSA programme 2016 – 2017 and evaluation form. • School to school department review report for D&T (Dec 2016) • TES Schools’ Award brochure • Inclusion Quality Mark (IQM) feedback form • Emails from staff to the PD lead evidencing the impact of PD undertaken • CPD case studies showing long-term impact of PD undertaken • PD programme evaluation forms showing impact (internal and external PD) • Student performance data • Details of TES Math teacher/ team of the year award
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Features of Excellence	<ul style="list-style-type: none"> • Organised, efficient and passionate approach by PD Lead • All staff could articulate the centrality and impact of PD • A real sense of support could be felt across the staff. Even in difficult circumstances, staff trust their leaders and, whilst they know they are accountable, the message from SLT is supportive not wholly judgemental. • There is a very strong ethos of ‘Growing Your Own’ staff across the school • All staff felt genuinely cared about. Staff interviewed trust their senior leaders and are prepared to take risks 	<ul style="list-style-type: none"> • The PD offer is bespoke and is facilitated by teaching and support staff across the school • There is a real focus on staff well-being and mental health and the PD offer is not just performance/ exam driven. Staff offer their time freely to share their practice with others and all feel supported by the school. • Recognition that everything introduced at the school is done with the students at the heart of the process
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The PLATINUM (Innovative) Professional Development Quality Mark Award submission was verified on 26th **June 2017** and the Awards Panel on **3rd July 2017 confirmed** that Alperton **Community School** have met the criteria to be awarded the Platinum (Innovative) Award, recognising them as a centre of innovation and excellence in Professional Development.

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

	Platinum (Established) Criteria	Key Strength(s)	..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. There are numerous examples of succession planning at all levels</p> <p>There is a long- standing tradition of up- skilling, empowering and utilising the expertise within the school and associated organisations</p>	<p>The PD lead's passion and excitement for professional development and her role in supporting the development and career opportunities of all staff at the school is infectious – staff feel genuinely valued by her</p> <p>The investment in high quality PD at the school has had a profound impact on school improvement. (Deemed 'Good with outstanding leadership 2015')</p> <p>Staff at all levels across the school feel genuinely supported and feel grateful to work in a high-trust environment where they will readily take risks</p> <p>SLT, staff, students and the chair of governors were able to explain that PD is central and integral to school improvement and how it supports student progress and learning</p>	<p>PD vision: <i>" Train people well enough so that they can leave, treat them well enough so that they do not want to"</i> Richard Branson</p> <p>"The 'message' of PD in this school is strong" (PD Lead) The school has been on a journey of improvement since the Gold Award – (Ofsted 2015 Good with OF)</p> <p>" Our ethos as a school has changed drastically " (PD Lead) "PD is central to what we do... PD is in everyone's language and runs through their educational blood" (CofG)</p> <p>" PD isn't exam-driven, it's student and staff driven" (NQT)</p> <p>" I set up for PD to help with its smooth functioning – we have a briefing every morning so that we know what is needed" (SS)</p> <p>" You know someone has always got your back here" (TS)</p> <p>" The teachers don't know everything but they are open to new things...</p>



		<p>experiences.</p> <p>Staff interviewed explained how the school has identified and supported them in becoming more effective practitioners and the many opportunities they have had to share their good practice with others both in school and with partner schools.</p> <p>The school is very responsive to staff needs and flexibly adapt the PD offer to ensure needs are addressed.</p>	<p>in English, the class was working on a paragraph – she (our teacher) was learning with us as well” (Student)</p> <p>“ When I compare this school to others, I realise how advanced we are and how far ahead we are in PD compared to other schools” (TS)</p> <p>The school has recently been awarded the Inclusion Quality Mark’ and is recognised as a centre of excellence for inclusion</p> <p>“ We are always given the chance to bring our ideas to the table and given more space to keep developing” (AHT)</p> <p>“ Having worked in 4 schools, this has the best focus on growing staff – we also have opportunities to share cross-department” (TS)</p> <p>The leadership team responds to and acts on feedback from staff – an additional PD6 has been added to the school calendar to address staff PD needs.</p> <p>“ I had a three week induction in July- it gave me the opportunity to integrate with the department, meet some of my classes and get to know specifications, it really helped give me confidence” (NQT)</p> <p>“Andria has developed this incredible PD structure and everyone relates to her” (CofG)</p> <p>“ We have an active student council with form and year reps and it permeates all the way through the school” (AHT)</p> <p>“ The school has really supported me and has put a lot of time and care into me” (TS)</p> <p>“ I have had to put a rapid improvement plan in place for my faculty, there has been no judgement but lots of support” (TS)</p>
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			<p>“They (staff) expect to share and deliver to others, they aren’t frightened of it... staff come to me and ask” what can I do?” (PD Lead)</p> <p>Student outcomes have improved – GCSE results show a 22% increase over 3 years. A level results put Alperton in the top 25% of schools Nationally</p> <p>“I have had medical issues and the school have been really wonderful.... They have involved Occupational Health and given me real support and PD to return to my role at full capacity” (SS)</p> <p>GCSE Maths results are in the top 1% of all schools Nationally. TES Maths teacher/ team award</p> <p>There were many examples of both support and teaching staff who had progressed in their careers and been promoted internally supported by shadowing opportunities, and targeted, high- quality PD</p> <p>Letter received from Nick Gibb, secretary for school standards congratulating the school on being in the top 5% of schools for students making progress from KS2-KS4</p> <p>“ Following reflection, we added a PD column to the SIP to enable us to profile PD all the way through – this brings the whole thing together” (CofG)</p>
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<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>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>Staff actively seek opportunities to develop themselves professionally both in and out of the school and readily involve themselves in leading PD for colleagues</p> <p>The PD offer does not just solely focus on performance and student outcomes. It was refreshing to see that the PD offer genuinely supports staff well-being.</p> <p>Staff interviewed could articulate and demonstrate the impact that attending NPQML/ SL programmes led by Future Leaders had on their practice</p> <p>All staff are encouraged to consider higher degrees (MA) and staff could articulate the support and funding provided by the school to support them with this and how research themes match school priorities.</p> <p>Staff are offered opportunities to shadow colleagues in house and in partner schools to up-skill them to take on new roles</p> <p>The PD lead knows her staff, all of them, and targets them for appropriate PD</p>	<p>Accredited PD opportunities, including part-funded MAs are available for all interested staff and the NPQSL course run through Future Leaders is well-utilised.</p> <p>2 members of support staff are undertaking Advanced Level apprenticeships NVQ Diploma in Specialist support for L&T 1 member of support staff is undertaking BTEC Level 3 in Facilities Management 1 member of support staff is being supported to complete her degree in English (school is paying a % of her fees) 1 member of support staff is being supported to undertake her MA in Psychology</p> <p>Support staff regularly lead PD sessions for staff (PD Monday programme)</p> <p>“ It’s you, your well-being as a teacher that’s important, it’s not just exams-driven” (TS)</p> <p>Blue Sky is systematically used to enhance the Performance Management process</p> <p>“The Headteacher is really supportive- he gets what I want to do. Not just investing in the academic side of PD but the well-being, coaching side too” (PD Lead)</p> <p>“ I was put on the advanced safeguarding training and also support students who speak Gujarati – there are an equal number of Gujarati and native English speakers in this school and it is recognised” (SS)</p> <p>Students and all staff interviewed could all articulate how student voice is used to aid curriculum planning and school improvement. A new SV coordinator is in post and students have impacted on work in bullying (implementing a ‘bully box’) in E-safety and improvements to the school</p>
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			<p>canteen. Students interviewed felt that their ideas were taken on board and they could see action being taken.</p> <p>The approach to SV is systematic and the 6th form council develops its own SIP annually which is shared with the Headteacher and disseminated to SLT.</p> <p>The PD lead is undertaking the “Women Aspiring to Leadership’ course to prepare her for future headship.</p> <p>“ I have developed a great deal as a teacher – I am more confident and have always been given PD opportunities here” (TS)</p> <p>“ The community have high aspirations and expectations and we match them” (PD Lead)</p> <p>“ The Governors asked us questions about improvement and safeguarding” (Student)</p> <p>“Action Research will be a PMR target for all staff from September 2017” (PD Lead)</p> <p>“We do a lot of cross-skilling here” (SS)</p> <p>“ I am considering a Masters in speech and language therapy (SALT) and opportunities have been provided for me to shadow the SALT TA here to learn more about it” (SS)</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 difference that PD has made to their practice and student outcomes from baseline to</p>	<p>Staff gave many examples of the impact that PD activities have had on their practice and/ or student outcomes.</p> <p>There is clear strategic planning by the PD lead and SLT integrating teaching and learning and PD activities with performance</p>	<p>“Our improving results is the biggest indicator that PD is working” (CofG)</p> <p>Detailed case studies are written by staff following PD activities both internally and externally where the participants’ learning and the impact of attending is highlighted. (evidence seen in files)</p>



	<p>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>management and school improvement processes</p> <p>The Chair of Governors was able to clearly explain the link between PD and school improvement / staff recruitment and retention</p> <p>Despite funding cuts across the profession, the Head and SLT maintain a strong focus on professional development, ensuring funding for PD is protected</p> <p>The Headteacher and PD lead are justly proud of the number of staff who are internally promoted and who leave after securing promotions in other schools</p>	<p>Guskey's model of evaluating PD is used by the PD lead when updating the 'Effectiveness of PD' report termly. This is shared with SLT and Governors. (evidence seen in files)</p> <p>" We learn a bit more in lessons now and now it's more fun – they (teachers) have different ways of teaching us" (Student)</p> <p>"We are always asked; "How can we make these meetings better for you and, 'tell us what you need to move forward?" (TS)</p> <p>"I have been on courses and done lots of shadowing. I have done customer services training. This made a difference to me as I am on the front-line with visitors, students and contractors so I knew how to approach them" (SS)</p> <p>" What we do in the background impacts on the teachers... we are always supported with this" (SS)</p> <p>" I have just finished my NPQSL with Future Leaders – the sessions on 'Challenging Conversations' really changed my perspective" (TS)</p> <p>" I help the students from India and have buddied up with some of them as it helps when someone speaks their language" (SS) (PD Lead, on hearing this, immediately stated that she wants to train him as a mentor)</p> <p>The school is proud that the recruitment and retention of quality staff is very high. The excellent PD offer has been cited as many teachers' reason for applying to the school.</p> <p>"The 6th form leadership team have their own SIP, they meet with the Headteacher – they wanted to set up a counselling project so we trained the students up" (HT)</p>
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			<p>The Maths team that won the National Award have been home-grown: “ The colleague that leads the team and wrote the application was an NQT with us and he has developed and grown here... he is inspirational” (PD Lead)</p> <p>“ We have made sharp improvements in student voice this year – the leadership and management of student voice has greatly improved” (HT)</p> <p>“ Student voice is very active here, they interview members of staff and they have observed staff and fed back to them – this gives students a great sense of responsibility and they feel valued, it also gives them transferrable skills” (TS)</p> <p>“ We are always talking about sharing best practice and we implement this and evaluate it” (CofG)</p> <p>“ Students sometimes sit in on department meetings” (TS)</p> <p>“ Information from students comes back to all sorts of groups and we take them on board – such as new student areas, rewards and incentives, introducing a ‘pod’ in the playground and awarding achievement points fro eating healthily in the canteen” (HT)</p> <p>“ There is an expectation here that you share and develop your colleagues” (CofG)</p> <p>“ It’s better when the teachers listen to what we have to say” (Student)</p> <p>“ I went on a mindfulness and well-being course – following that I now run workshops on a Wednesday with my year group on meditation, reflecting on the week and this helps them control their emotions” (SS)</p> <p>“ Andria pushes me on and says ‘ try this, try that” (SS)</p>
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			<p>“Following PD, middle leaders did a huge amount of work on developing our website” (HT)</p> <p>“Following action research, we learnt that 6th formers are more productive in the afternoon so we adapted the timetable so that they start later and finish later” (TS)</p>
<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 real strength of the school as appropriate collaborations and partnerships both in Brent and neighbouring Boroughs (Harrow) are sought and selected to support and drive school improvement</p> <p>Strategic partnership and cross-school work have provided cost effective opportunities for professional learning</p> <p>Staff could enthusiastically explain the benefits to themselves and the students of working collaboratively with others both internally and externally</p>	<p>The Headteacher works in partnership with Brent and neighbouring Borough, Harrow sharing good practice.</p> <p>One member of the SLT is a PIXL Associate and ensures good practice from the PIXL Group is disseminated within school.</p> <p>The school works with numerous external specialists and institutions including:</p> <ul style="list-style-type: none"> • A number of school improvement partners (individuals) • Ofsted and safeguarding experts • DODDLE (assessment focus) • Exam boards • Brent Teaching Alliance • Sutton Trust • UCL/IOE • Brent Exclusions Team • Brent SEND <p>“ The senior team is a strong team who lead on PD and school improvement work in other schools” (PD Lead)</p> <p>“ One member of staff is a PIXL Associate and goes in to other schools to support them... she can also pick up best practice from those</p>



schools" (HT)

Recommendations for Continuing Improvement

- Continue to develop action research/ evidence-informed research into the PD programme linked with school improvement priorities (Develop Action Research Groups)
- As an ambassador for the PDQM, host a PD Forum at the school in 2017 – 2018 along with staff at LCLL to share innovative practice and promote the award to local partner schools in Harrow, Ealing and Brent
- Continue to track the impact of work undertaken by Alperton staff in partner schools
- Consider how to build in PD opportunities across partner schools to share your excellent practice in inclusion
- Include more 'in house' accredited opportunities for Alperton staff
- Begin to think about how Alperton might lead and facilitate PD across partner schools/networks.