

INVESTORS IN PEOPLE®

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Feedback

Ty Gwyn Special School

Project number: WAL-23-00151

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You did it!

INVESTORS IN PEOPLE® We invest in people Platinum

You've achieved the platinum level of our We invest in people accreditation. This has now been achieved for three consecutive assessments which is exceptional.

Let your people know how you did. Recognise them for their hard work and include them in the journey you're on. We'll send you through some great resources for you to use to celebrate and publicise your success, including logos and PR ideas.

Detailed feedback and recommendations inside...

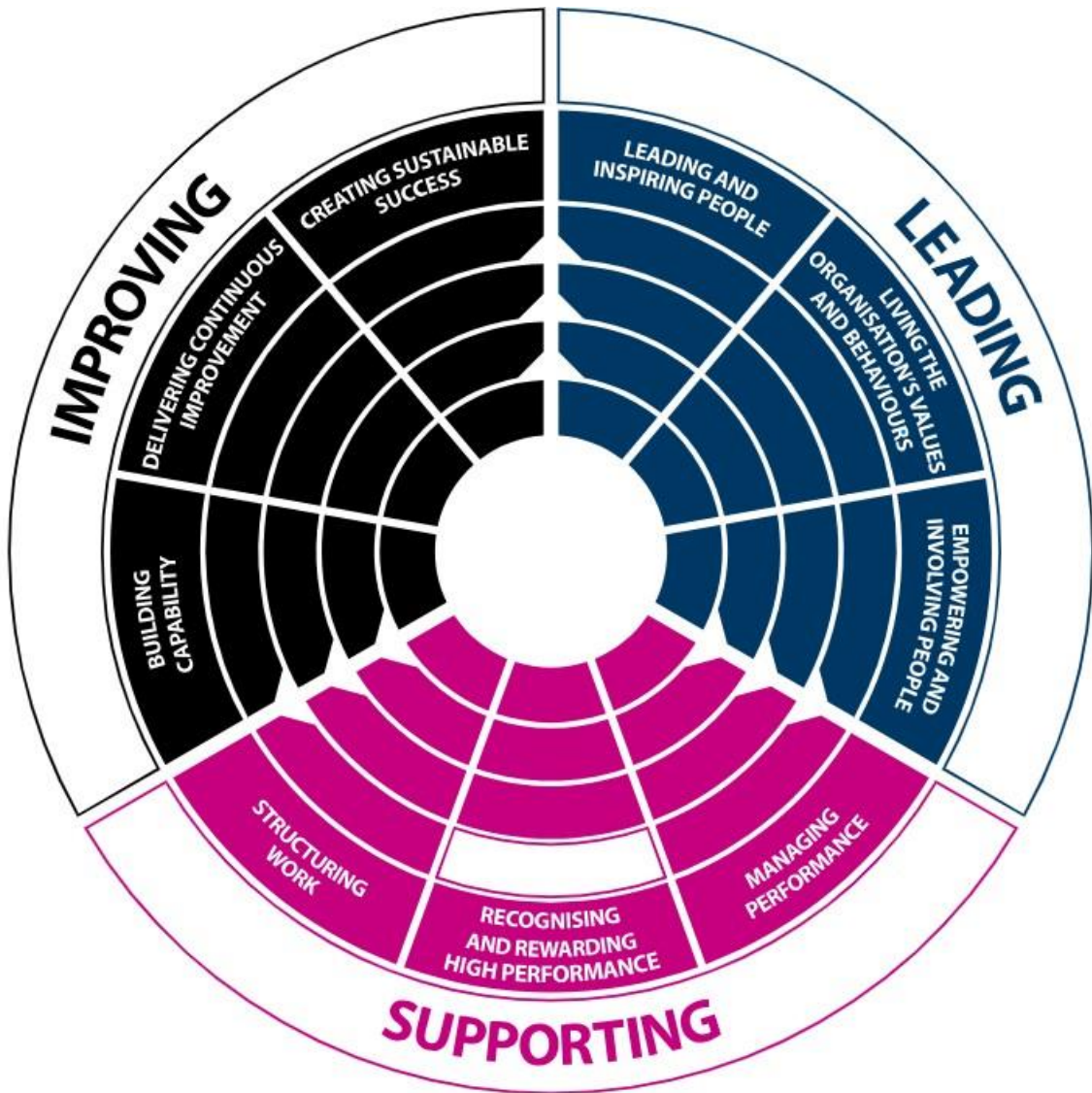
- What to be proud of
- What to work on
- Our recommendations
- What's next

Key dates

| Accreditation date | 12-month meeting | 24-month meeting | Accreditation expiry |
|--------------------|------------------|------------------|----------------------|
| 26/02/2024 | 26/02/2025 | 26/02/2026 | 26/02/2027 |

At a glance

The heatmap below shows that eight indicators of the 'We invest in people' accreditation are at High Performing level and one indicator that is at Advanced level (one theme is at advanced the other two are at high performing).



Ty Gwyn Special School has demonstrated high performing practice for the third successive assessment across the 'We invest in people' framework, this is to the credit of everyone who works at Ty Gwyn to those who lead it, what an achievement.

The positive culture that exists is evident from the moment you arrive at the school and as observed in the welcome of the children as they arrive, in the whole school tour, people briefings, twilights and leaders' meetings. Your people are extremely welcoming and friendly, during discussions people were unanimously positive about what they do and motivated to make a difference to the children, their families, and the communities you serve.

Since your last assessment there has been a number of significant developments, the school has continued to grow with the demand for the complex need services that are provided at Ty Gwyn and the exceptional way in which this happens. You have continued to have excellent feedback from inspections and assessments against a range of requirements including Estyn, National Autistic Society, and the thirds stage of the 'Rights Respecting School' award at Gold, to name a few. You have had changes in your senior leadership team with two of the existing team being promoted and new people joining the team.

Ty Gwyn is an integral part of the Western Learning Federation the only special school federation in Wales and continues to be sector leading. All the schools within the Federation are promoted as 'Schools as Learning Organisations' and built on a shared vision of 'Together we learn, grow and achieve.' You have worked together including everyone in articulating your vision, aim, values and principles for the future. Your people understand what this means for them in their roles and can talk about how they contribute. The strategy for the future is clear with three key targets that is supported by an ambitious school development plan (SDP) with the detail of how those targets will be realised and the successful outcomes that will demonstrate that. It is encouraging to see the importance given to the professional learning and development of your people as part of this clearly linking development with the strategy.

The new values and principles are clearly embedded, and not just words but are demonstrated in the way people behave at all levels, and role modelled by leaders. There is a culture of recognising positive examples of the values. You have embedded the principles and values within the recruitment process, where they are at the centre of the process in selecting people with the right behaviours, through to onboarding and the ongoing encouragement for your people to perform at their best.

You have a cohesive senior leadership team within Ty Gwyn and a strategy group across the Federation, you work effectively with the multi-disciplinary teams that support your children. It is encouraging to see the range of opportunities given to people to lead in groups, projects, tasks and in using their strengths to benefit the school and those you serve. People understand how these groups support your aim and the targets within the SDP.

There is a culture of continuous improvement within Ty Gwyn, and it is strongly driven and encouraged by senior leaders, in all the years of assessing Ty Gwyn there has always been a culture of what's next and how can we improve further. You take recommendations and feedback seriously and this has been evident in actions taken as a result of your last assessment. One of the inspiring parts of Ty Gwyn is how you share that exceptional practice across the school but also with other schools and organisations, so you more widely impact on the support and development of ALN for children.

One of the challenges outlined by your people as a result of your success is the continued growth of the school and pupil numbers, with more classes due to open and demands for complex needs growing, people consistently talked about the impact of the core resources available with some becoming overly stretched and this is intrinsically linked to one of their areas they feel most valued for the support to the children. People also mentioned the level of caring versus teaching that has become more prevalent. Your senior leaders are aware of these challenges, and it is being discussed at Federation level.

Two other challenges around the unprecedented level of people leaving the profession across the sector and Ty Gwyn has also been impacted, the other one is People are concerned that more great TAs will have to leave not because they don't love their work but for financial reasons. It is therefore not about a whole new design to recognition but what you can further influence about reward and resource.

What to be proud of

There are so many things that Ty Gwyn can be proud of, below are highlighted some of the ones that were most cited during discussions with your people.

- Your ambition for the future is the most strategic seen in an assessment to date, with clear targets that are understood and the detail within the SDP. Continuing to lead the way in your sector and achieve the very best results possible for those you serve, inspiring the people who work at the school in every capacity. The level of commitment and engagement to making a difference is outstanding.
- You have a strong senior leadership team, who act as positive role models in the way they behave and lead, they have different strengths and capabilities that complement each other. There is already a cohesive team despite the changes in the last year or so.
- Trust in senior leaders within the school was strongly highlighted by your people during discussions and examples provided of accessibility and exceptional support at times of personal challenge. People feel comfortable approaching and talking to senior leaders.
- Development of leadership capabilities and building of potential is clearly evident with the development of the middle leadership team to support your growth and the way leadership capabilities are developed through groups, projects, experiential learning, and utilisation of strengths at all levels.
- Commitment to learning and development of your people is continuous, the range of development being undertaken is extensive both formal, informal, and experiential, learning is more strategic than your last assessment with strong links to the strategy and SDP. The use of internal trainers and sharing of expertise is also to your credit.
- Your values and principles are cultural and at the heart of 'how your people behave,' people are making decisions based on the right thing to do and not the easiest and could provide examples of where positive demonstrated of the values is recognised and where behaviours that do not align are challenged. You are demonstrating a strong focus on the way people behave in your recruitment and selection process and to role progressions.
- Innovation and looking at new ways of working and how this is an expectation of everyone, is cultural, people are looking at ways to improve the support they provide to the children and their colleagues, people feel safe to try new approaches and are highly motivated by the opportunities they're given to come up with ideas, implement them and see positive results taking place. People like working together to come up with solutions.
- People love what they do and are intrinsically motivated by making a difference to the people they serve, it was overwhelmingly the top stay answer in discussions with your people and the people they work with, it is strongly what keeps people at Ty Gwyn. People say they are proud to work at Ty Gwyn and that it is a great place to work.
- Teamwork and collaboration across the whole school, people use words like the Ty Gwyn family or community, it is encouraging to see that this extends across teaching, out of class, support roles etc, whilst the size of the school impacts on collaboration to some extent, people still have that feeling of 'one' overall team. You have excellent collaboration with partners, families, and communities you serve.

What to work on

Below is a brief summary of some of the key areas to consider that you might focus on, these are more fully developed in the recommendations.

- The pace of growth and impact on the sense of being 'One Team.' Consider how you maintain the Ty Gwyn community as the school continues to grow and people have less informal interactions.
- Further clarity around accountabilities and the success criteria for the evolving MLT would strengthen their impact further.
- Stay questions might be helpful in the pulse surveys or in performance management, with the labour market challenges on attracting and retaining the best people, what keeps people there, what are the main reasons they stay?
- One of your lower scoring statements in the survey was around 'having a say in decisions that affect their roles' during discussions this related more to decisions that are above and out of their control of the school SLT. So many people mentioned the reward for your Teaching Assistants (TAs) specifically understanding that the rates are outside of your control, and the impact of growth on your resources, is there anything else that could be influenced and the increase of caring versus teaching responsibilities?
- Consider a review of your approach to performance management, this is explored further in the recommendations.
- You could further develop recognition peer to peer, the work undertaken on the values is supporting this but could be expanded, in a growing school it is team members who see the brilliant practice and support taking place. It will be beneficial to encourage every team/group to consider feedback and recognition - reinforcing and redirecting.
- Whilst there is a good level of sharing of expertise across the school, this could be further developed and build on some of the initiatives that are being introduced.
- Consider building a coaching approach into meetings, groups and other activities taking place, so people build their confidence in having coaching conversations in different ways, this will further support being inquisitive, innovating and being solution focussed on your approach.
- Could the approach used with securing Pecks training for some of your people by providing the training facilities be applied with other specialist providers to extend the opportunities open for your people.

Congratulations on achieving Platinum level!

You care about your people, and we know you're ambitious to do even more for them.

Our feedback focuses on what you need to do to keep improving.

Our recommendations

We've considered **who you are** and **where you're at** as an organisation. Our recommendations are designed to get you **where you want to be** and take into consideration your plans for the future.

- The pace of growth and impact on the sense of being 'One Team.' Consider how you maintain the Ty Gwyn community as the school continues to grow and people have less informal interactions. Could you consider cross school activities (short term) with representation from every area, using people with the right strengths on activities such as:
 - creating resources and ideas for new topics or special events, using those with strengths in this area and avoiding duplication of effort
 - increasing teacher swaps and maybe TA/HLTA and other swaps, across the school but also maybe with other schools and encouraging people to share what they have learned
 - skill swaps e.g. sharing someone with artistic skills with a different skill
 - or sharing of expertise across the school from positive feedback, observations etc
- Further clarity around accountabilities and the success criteria for the evolving MLT would strengthen their impact further.
 - some are clear around accountabilities as it's a new area for instance, how do we achieve this for everyone, what would best look like, what would success look like, how will they know they have made a difference
 - encourage MLT to have short catchups ahead of meetings with SLT and bring key thoughts or points of discussion
 - could there be an occasional non agenda SLT/MLT catchup or part of a catchup devoted to that
- Stay questions might be helpful in the pulse surveys or in performance management, with the labour market challenges on attracting and retaining the best people, asking things such as:
 - What keeps you here?
 - What do you most like about your role?
 - What makes you feel like you had a great/successful day?
 - What would make it even better?
- One of your lower scoring statements in the survey was around 'having a say in decisions that affect their roles' during discussions this related more to decisions that are above and out of their control of the school SLT. So many people mentioned the reward for your Teaching Assistants (TAs) specifically understanding that the rates are outside of your control, and the impact of growth on your resources, and the increase of caring versus teaching responsibilities is there anything else that could be influenced?

- Consider a review of your approach to performance management, key things you might like to consider is:
 - Who is best to do the PM review, who knows how that individual performs and could give good feedback on positive performance and any areas for further development? Could the same person follow them throughout the school year?
 - How will the MER link into PM throughout the school year - could the elements of MER be split through the year - pulling together best practice and key points of learning?
 - Would regular informal catchups help, could just be a small box to add relevant information, changes etc or could it be just a chat?
 - Ask people what makes them feel valued or appreciated, how they prefer to be this to be given e.g. big should out, 121 in conversation? Understanding further what people are individually motivated by in recognition.
 - What's next for them is there a skill they would like to use more, or something they would like to develop, someone they would like to observe as well as progression?
 - Continuing with the priorities, wider responsibilities and how are you, in the teachers PM
 - Consider some short sessions on what best looks like for delivery of PM reviews, how to give feedback and identify key areas of development or improvement with those who undertake reviews

- You could further develop recognition peer to peer, the work undertaken on the values is supporting this but could be expanded, in a growing school it is often the team members who see the brilliant practice and support taking place. It will be beneficial to encourage every team/group to consider feedback and recognition - reinforcing and redirecting, this could be included in PM or passed up through the TLR or SLT linked to the individual or team, end of day debriefs etc.

- Consider building a coaching approach into meetings, groups and other activities taking place, so people build their confidence in having coaching conversations in different ways, this will further support being inquisitive, innovating and being solution focussed on your approach.

- Could the approach used with securing Pecks training for some of your people by providing the training facilities be applied with other specialist providers to extend the opportunities open for your people.

- You will have the option at your next assessment to have a combined survey and report across Insights and Wellbeing, this might support a better survey response rate and bring all your recommendations together, you can of course continue as you are currently just something for you to consider.

Assessment results

Your results by indicator

Comparing your last assessment where you were also assessed at Platinum level, you have now met the Platinum level for three successive assessments. There are no areas where you have regressed.

| INDICATOR | CURRENT PERFORMANCE | PREVIOUS PERFORMANCE 2021 | WE INVEST IN PEOPLE AVERAGE | INDUSTRY AVERAGE |
|---|---------------------|---------------------------|-----------------------------|------------------|
| LEADING AND INSPIRING PEOPLE | High Performing | High Performing | Established | Advanced |
| LIVING THE ORGANISATION'S VALUES AND BEHAVIOURS | High Performing | High Performing | Established | Advanced |
| EMPOWERING AND INVOLVING PEOPLE | High Performing | High Performing | Established | Advanced |
| MANAGING PERFORMANCE | High Performing | High Performing | Established | Established |
| RECOGNISING AND REWARDING HIGH PERFORMANCE | Advanced | Advanced | Established | Established |
| STRUCTURING WORK | High Performing | High Performing | Established | Advanced |
| BUILDING CAPABILITY | High Performing | High Performing | Established | Advanced |
| DELIVERING CONTINUOUS IMPROVEMENT | High Performing | High Performing | Established | Advanced |
| CREATING SUSTAINABLE SUCCESS | High Performing | High Performing | Established | Advanced |

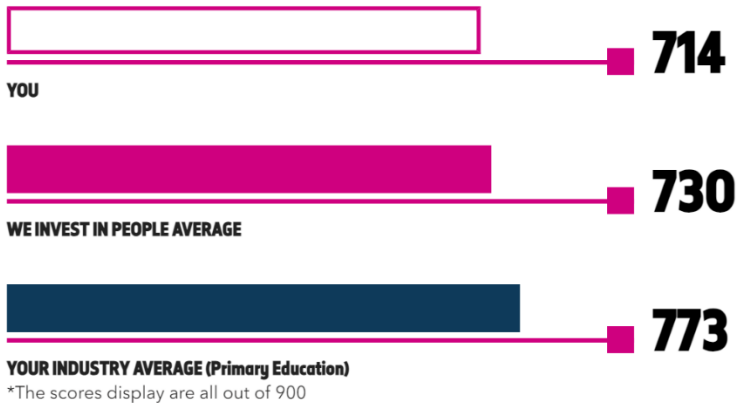
Survey highlights

Your survey benchmark

Your survey scores were slightly lower in some teams than at your last assessment, the reasons for this were explored at interview discussions with responses that outlined the impact being linked to resources for the children with the expansion of the school and this being outside of your control. The positions in the survey are based on live data so were correct as of the 27/02/2024.

BENCHMARK

The IIP Benchmark shows the overall performance in this survey.



You opted for some additional survey questions

The overall percentage response for these has been highlighted below.

- 91% say they understand how their role contributes to the school
- 83% agree the leaders are role models for your values
- 86% say their personal values are in line with the values of the school with 45.5% strongly agreeing
- 85% say the school has a positive impact on the community
- 76% agree the school has a culture where everyone feels respected

Your highest scores

- 94% say their role enables them to work well with others
- 94% agree they look for improvement ideas from their colleagues
- 93% think their work is interesting
- 92% of people feel their behaviour reflects the school's values
- 92% say that they are encouraged to use their initiative in their role
- 91% think they share the school's values
- 90% believe the school has clear values
- 88% agree the school has a positive impact on society
- 87% believe they are trusted to make decisions in their role
- 87% say they have opportunities to learn at work
- 86% believe management communicates the ambitions of the school
- 86% know how the school invests in learning and development
- 85% think they are able to develop the skills they need to progress
- 84% feel they are trusted to try new approaches in the way they work
- 83% of your people trust the leaders of the school
- 83% believe that their manager thinks it's important that they develop their skills

...and your lowest

- 24% don't agree that people are selected for roles based on their skills and abilities
- 22% say they aren't rewarded in ways that match their motivations
- 22% disagree that they have a say in decisions that affect their roles
- 21% say they don't get appropriate recognition for their work
- 18% of people don't think they are appreciated for the work they do

Your survey results by theme

Your response rate for the survey was 68% which was lower than your last assessment, all teams engaged to a good level.

Themes (Highs and Lows)

| | STRONGLY AGREE | AGREE | SOMEWHAT AGREE | NEITHER AGREE NOR DISAGREE | SOMEWHAT DISAGREE | DISAGREE | STRONGLY DISAGREE | AVERAGE SCORE ↓ | DIFFERENCE FROM IIP AVERAGE |
|--|----------------|--------------|----------------|----------------------------|-------------------|----------|-------------------|-----------------|-----------------------------|
| Your highest themes | | | | | | | | | |
| Improving through internal and external sources INDICATOR 8: Delivering continuous improvement | 42.4% | 36.4% | 15.2% | 3% | 2% | 0% | 1% | 6.1 | +0.2 |
| Enabling collaborative working INDICATOR 6: Structuring work | 42.4% | 35.4% | 16.2% | 2% | 2% | 1% | 1% | 6.1 | 0.0 |
| Understanding the external context INDICATOR 9: Creating sustainable success | 44.4% | 31.3% | 12.1% | 8.1% | 2% | 1% | 1% | 6 | +0.1 |
| Adopting the values INDICATOR 2: Living the organisation's values and behaviours | 42.9% | 30.8% | 16.7% | 6.1% | 1% | 1% | 1.5% | 6 | -0.1 |
| Designing roles INDICATOR 6: Structuring work | 38.4% | 38.4% | 12.1% | 7.6% | 1.5% | 1% | 1% | 6 | +0.1 |
| Your lowest themes | | | | | | | | | |
| Adopting a culture of recognition INDICATOR 5: Recognising and rewarding high performance | 28.3% | 17.2% | 21.2% | 15.2% | 9.1% | 4% | 5.1% | 5.1 | -0.4 |
| Deploying the right people at the right time INDICATOR 7: Building capability | 19.2% | 26.3% | 13.1% | 17.2% | 14.1% | 6.1% | 4% | 4.8 | -0.5 |
| Participating and collaborating INDICATOR 3: Empowering and involving people | 18.2% | 24.2% | 22.2% | 13.1% | 7.1% | 9.1% | 6.1% | 4.8 | -0.7 |
| Recognising and rewarding people INDICATOR 5: Recognising and rewarding high performance | 20.7% | 19.7% | 14.1% | 24.7% | 5.1% | 10.1% | 5.6% | 4.7 | -0.4 |
| Designing an approach to recognition and reward INDICATOR 5: Recognising and rewarding high performance | 13.1% | 23.2% | 17.2% | 19.2% | 11.1% | 9.1% | 7.1% | 4.5 | -0.4 |

Your survey results by indicator

Indicator summary

| | STRONGLY AGREE | AGREE | SOMEWHAT AGREE | NEITHER AGREE NOR DISAGREE | SOMEWHAT DISAGREE | DISAGREE | STRONGLY DISAGREE | AVERAGE SCORE | DIFFERENCE FROM IIP AVERAGE |
|--|----------------|--------------|----------------|----------------------------|-------------------|----------|-------------------|---------------|-----------------------------|
| Indicator 1 Leading and inspiring people | 25.8% | 37.4% | 16.7% | 8.3% | 5.8% | 2.8% | 3.3% | 5.5 | -0.1 |
| Indicator 2 Living the organisation's values and behaviours | 37.8% | 32.1% | 16.6% | 9.1% | 1.8% | 0.8% | 1.8% | 5.9 | 0.0 |
| Indicator 3 Empowering and involving people | 28.8% | 34.1% | 17.9% | 7.1% | 4.8% | 3.8% | 3.5% | 5.5 | -0.3 |
| Indicator 4 Managing performance | 32.1% | 29.3% | 14.4% | 10.1% | 5.3% | 3.8% | 5.1% | 5.4 | -0.4 |
| Indicator 5 Recognising and rewarding high performance | 20.7% | 19.9% | 16.7% | 21% | 7.6% | 8.3% | 5.8% | 4.8 | -0.4 |
| Indicator 6 Structuring work | 37.4% | 38.1% | 13.4% | 6.3% | 2% | 1.3% | 1.5% | 5.9 | 0.0 |
| Indicator 7 Building capability | 28.5% | 35.8% | 16.4% | 10.3% | 5.3% | 1.8% | 2% | 5.6 | 0.0 |
| Indicator 8 Delivering continuous improvement | 32.1% | 36.4% | 17.9% | 9.6% | 2.5% | 0.5% | 1% | 5.8 | +0.1 |
| Indicator 9 Creating sustainable success | 32.3% | 32.1% | 17.2% | 11.9% | 3.8% | 1.5% | 1.3% | 5.7 | -0.1 |

What your people told us

Leading

LEADING AND INSPIRING PEOPLE

| Indicator 1: Leading and inspiring people | | | | | | | |
|--|----------------|--------------|----------------|----------------------------|-------------------|----------|-------------------|
| BASE QUESTIONS | STRONGLY AGREE | AGREE | SOMEWHAT AGREE | NEITHER AGREE NOR DISAGREE | SOMEWHAT DISAGREE | DISAGREE | STRONGLY DISAGREE |
| Indicator Average | 25.8% | 37.4% | 16.7% | 8.3% | 5.8% | 2.8% | 3.3% |
| I trust the leaders of my organisation | 27.3% | 41.4% | 15.2% | 4% | 5.1% | 4% | 3% |
| Management communicates the organisation's ambition | 22.2% | 47.5% | 16.2% | 5.1% | 7.1% | 0% | 2% |
| My manager motivates me to achieve my best | 30.3% | 28.3% | 18.2% | 10.1% | 6.1% | 2% | 5.1% |
| My organisation develops great leaders | 23.2% | 32.3% | 17.2% | 14.1% | 5.1% | 5.1% | 3% |
| OPTIONAL QUESTIONS | | | | | | | |
| My organisation's leaders are role models for our values | 27.3% | 35.4% | 20.2% | 8.1% | 5.1% | 1% | 3% |

“There is a core ethos that is strong here from the leadership at SLT, it's been a strong team for some time”

“We attended the Inspire Leadership course with SLT and through the Federation, as part of developing the MLT, it's a new team and still evolving, I think it still needs some clarity”

“Absolutely love working with XX, XX is a phenomenal leader”

“Leadership is strong here and they have been brilliant, you couldn't ask for a better team, I can't thank them enough, they get how important communication is too”

“XX has absolute integrity and trust him, he always listens and gives you time, he is an excellent Head of School and a great person”

You have developed your vision, principles, and values as a Federation as a whole, this is integrated into Ty Gwyn and is supported by a specific strategy and development plan for the school (SDP) linked to that of the Federation. You have set out three priorities around teaching, learning and wellbeing of your learners/pupils and your people. The SDP is a live document that is regularly updated and evaluated.

It was evident during observations of twilights and people briefings that the leaders within SLT communicate and develop understanding of the core priorities and the success criteria by which it is measured. A presentation to the whole school covering the vision, values, and principles and how this links to expectations of people and their behaviours was observed. In the survey 86% of people agreed that SLT communicates the ambitions of the school. Daily people briefings provide opportunities for two-way conversation between SLT and people at all levels and informal interactions and conversations were also observed during activities such as the pupil welcome at the start of the day, during a school tour in addition to the specific observations.

You are supported by leaders from the Federation such as the Executive Head and his deputy and other key roles such as finance and the Business Manager that are also providing a strategic focus and direction. Additionally, the SDP is supported by strategic groups who lead on key themes of the SDP such as learning and leadership, wellbeing and inclusion, these groups provide an opportunity for skill development in taking a lead and supporting the development of leadership capability.

In the last year you have strengthened the structure in terms of leadership by developing a middle leadership team (MLT) which has been essential as part of the ongoing growth of the school and reducing the demands of a larger workforce at SLT level. You are building your leadership capabilities and capacity to meet your current and anticipated ongoing growth, this has included investment in the development of your leaders through a range of leadership and coaching development programmes. Leadership behaviour is a key part of developing your capability in line with your principles and values. Further clarity around accountabilities and the success criteria for this developing group would strengthen things further.

Leaders are certainly passionate about delivering the priorities and motivating people to deliver them, in discussions with people everyone talked about being motivated to provide the very best for the pupils and their families and to see the school be the very best it can be and to continue to achieve successful outcomes. Your people talked about trusting SLT and feeling that the school is in safe hands, some are however concerned at the pace of growth and how this might impact if it continues.

During discussions people expressed that SLT members are very busy but many shared personal experiences of how they had been individual supported and encouraged by members of SLT *“Without xx and their support I think I would have lost the plot, so helpful and supportive and it meant a lot when xx checked on me too”* A number of people mentioned SLT involvement in the dance for a retiree and loved seeing SLT in that light and would like to see this again, talking about seeing the fun and lighter side of SLT. *“The morning meetings, SLT all laughing and dressed up, I tell my husband and he can’t believe it as in his workplace he says leaders are dry and boring”*

LIVING THE ORGANISATION'S VALUES AND BEHAVIOURS

| Indicator 2: Living the organisation's values and behaviours | | | | | | | |
|---|----------------|--------------|----------------|----------------------------|-------------------|----------|-------------------|
| BASE QUESTIONS | STRONGLY AGREE | AGREE | SOMEWHAT AGREE | NEITHER AGREE NOR DISAGREE | SOMEWHAT DISAGREE | DISAGREE | STRONGLY DISAGREE |
| Indicator Average | 37.8% | 32.1% | 16.6% | 9.1% | 1.8% | 0.8% | 1.8% |
| The values at my organisation guide the way we work | 27.3% | 35.4% | 21.2% | 10.1% | 3% | 0% | 3% |
| I share my organisation's values | 45.5% | 29.3% | 16.2% | 6.1% | 2% | 0% | 1% |
| My organisation has clear values | 40.4% | 32.3% | 17.2% | 6.1% | 0% | 2% | 2% |
| My behaviour reflects the organisation's values | 48.5% | 33.3% | 10.1% | 7.1% | 0% | 0% | 1% |
| I challenge behaviours which don't match the organisation's values | 27.3% | 30.3% | 18.2% | 16.2% | 4% | 2% | 2% |
| OPTIONAL QUESTIONS | | | | | | | |
| My personal values are in line with my organisation's values | 45.5% | 29.3% | 11.1% | 11.1% | 1% | 1% | 1% |

“SLT definitely behave in line with the values, behaving in a good way and have the pupil and people interests at the heart of decision making, they show kindness and respect and confidentiality when I have had personal issues and spoken to them, it's really helped”

“I think that our success with recruitment more recently can be attributed to people seeing what type of organisation we are and how important the behaviours are to us”

“I was nominated by xxx in SLT for my kindness towards pupils, I didn't win but so pleased I was recognised, I can see the positive side of us doing that and I have nominated people, it validates what you are doing day to day”

“Absolutely leaders' behaviour definitely good and lead by example and it rubs off on others”

You have developed your principles and values across the Federation, and these are embedded within the Ty Gwyn culture. The principles and values are not just evident around the school, but people have been involved in their development and talked about them during discussions in a way that shows commitment to them and acting in line with them. In the survey 92% of people feel their behaviour reflects the school's values, 91% think they share the school's values and 90% believe the school has clear values. In additional options 86% say their personal values are in line with the values of the school with 45.5% strongly agreed.

At the start of this process the Federation organised an inset day at Cardiff stadium, and this was supported by MLT with some fine tuning. What came out of it was clear and concise across all the settings. You have been breaking them down to ensure people at all levels know what they meant in practical terms for them in their roles and in their everyday conversations.

The values and principles are strongly represented by the Executive Head and SLT, people confirmed that senior leaders role model the values, and senior leaders understand the impact on pupils, people, professionals within the school context and families, and ultimately the overall performance and success of the school. Everyone understands that adoption of the values is the base line of expectations, and that it highlights what people can expect from leaders and what they expect from people. In interviews many people talked about the principles and the top ones mentioned were trust, empathy, respect, kindness and being positive. Your people could equally talk about what they meant for them and could give examples of what that looks like in practice, such as when they have had a challenging day but keep smiling and being positive. People described examples of where the values shape the decisions they make, by acting in the best interest of the pupils they are supporting rather than what might be the easiest option for them.

The principles and values are embedded within key processes such as the recruitment and selection process, the new induction process, performance management and tested in the exit strategy and surveys.

When asked about whether people at all levels would challenge behaviour that is not in line with the required behaviours, everyone said they would and have done it, though a number said during discussions that it's rare that they see people who don't adopt the values. Where it has happened, coaching conversations or more formal if way outside the required behaviours takes place, with support and redirection.

To positively promote the values and to recognise the right behaviours, there is a values board in the main reception area of the school where anyone can recognise where they have observed or heard the particular value being promoted and the overall best practices have a reward. As part of the school tour, I was able to see the current focus which is patience but also some of the previous areas of focus from photos that had been kept by the individual who coordinates the process (who is brilliant at it) such as respect, kindness, and positivity. Winners are selected and there is a treat at the end. People genuinely seem to believe in our values. This approach is positively received by the vast majority of people, and they believe it is good for everyone at the end of half term. People talked about stopping to read them and how encouraging it can be individuals who have been nominated on the board talked about how it made them feel during discussions such as being recognised for kindness in the right place and the impact that can have on pupils and colleagues. *“Colleagues at Ty Gwyn recognise each other's approach and know about being professional and respectful all the time, and in briefings, training its discussed and in communications”*

EMPOWERING AND INVOLVING PEOPLE

| Indicator 3: Empowering and involving people | | | | | | | |
|--|----------------|--------------|----------------|----------------------------|-------------------|----------|-------------------|
| BASE QUESTIONS | STRONGLY AGREE | AGREE | SOMEWHAT AGREE | NEITHER AGREE NOR DISAGREE | SOMEWHAT DISAGREE | DISAGREE | STRONGLY DISAGREE |
| Indicator Average | 28.8% | 34.1% | 17.9% | 7.1% | 4.8% | 3.8% | 3.5% |
| I am encouraged to use initiative in my role | 47.5% | 32.3% | 12.1% | 3% | 1% | 2% | 2% |
| I have all the information I need to do my job well | 19.2% | 36.4% | 24.2% | 6.1% | 9.1% | 2% | 3% |
| I have a say in decisions that affect my role | 18.2% | 24.2% | 22.2% | 13.1% | 7.1% | 9.1% | 6.1% |
| I am trusted to make decisions in my role | 30.3% | 43.4% | 13.1% | 6.1% | 2% | 2% | 3% |
| OPTIONAL QUESTIONS | | | | | | | |
| I understand how my role contributes to the organisation | 37.4% | 43.4% | 10.1% | 7.1% | 0% | 0% | 2% |

“We are grouped into similar class groups with activities and classes at a similar level of ability, lots of co creating, sharing the ideas and prep and resources, we could do this even more maybe at the start of a new topic”

“We have psychological safety here to make decisions and we have a fair degree of autonomy”

“When we had ideas about changing the curriculum to better meet the needs of our pupils, our ideas were listened to and have now been introduced, we are comfortable making decisions and trusted to do so”

“XX gave me confidence and trusts me to do the role you don’t always get that particularly with the types of tasks I am trusted with”

“I learn a lot for other people, I think our debriefs in the team help with that to what went well and what didn’t and how could it be better next time”

During an observation of the SLT catchup before the people briefing, it was evident that thought and planning goes into the agenda for the daily briefing. Leaders covered essential information that would be needed such as people absence and six additional TAs that have been recruited to increase support and cover across the school, training and events taking places over the next week and special activities planned for the day and coming up. The people briefing aims to provide people with the information they need and an opportunity for them to ask questions, or request support. The Head Teacher gave much of the updates with support from the rest of SLT and some congratulations to some internal progressions which everyone applauded and an explanation of the process for moving from part to full time. There were some light touches and laughter with everyone practising a 'sign' and 'Welsh word' of the day. People expressed an openness is the sharing of information across the school and a positive relationship with unions.

Those interviewed were positive about the level of information being shared with them in addition to briefings, people talked about twilights and training as good opportunities to share information, expertise, and ideas. People additionally talked about Hub, all people emails, 'teacher share' and class team catchups start and end of day as some of the ways knowledge and information are acquired that support people in identifying ways that they can improve their approach, strategies they can use and resources to name a few. People are very comfortable asking questions and making suggestions to SLT and withing their own groups or teams.

Your people know the SDP and your focus for improvements, a couple of people stated that it was the most strategic plan that the school has had in place since they started working there. People positively commented on the survey last year, where all people had an input into decisions made in taking the school forward, linked to the Federation plan and moving to three targets with detail at a school level within the SDP. Targets are also published on the website and the SDP has been produced in a simple version on one page and is visible everywhere.

There is a culture of trust demonstrated by SLT and an encouragement for people to step up and take a lead with something such as creativity for instance. Many of those interviewed lead or take part in groups that supporting the school in taking their targets with the SDP forward and are encouraged to be leading or contributing to improvement areas such as wellbeing and PBS. There are a number of other working groups looking at developing various activities or preparing for upcoming assessments such as the NAS accreditation in March, so people feel there are many opportunities to bring ideas and contribute. During discussions people confirmed that they are encouraged to take the lead not only in groups but in taking ideas forward for instance. In the survey 94% agree they look for improvement ideas from colleagues, 92% say that they are encouraged to use their initiative in their role and 87% believe they are trusted to make decisions in their role and 91% say they understand how their role contributes to the school. Many of those interviewed provided examples of where their participation has made a difference and how they collaborate with others across the school to support the best decision or choices being made. People provided examples of where their ideas have been taken forward and they have been trusted to do that.

Conversely, in the survey 22% disagreed that they have a say in decisions that affect their roles, when discussing this as a line of enquiry with people during the assessment, it was clear that some people believe some decisions are not in the control of the school such as wages for TAs and that some decisions are made above the school such as continuing to grow the school and its impact on resources. This wasn't a view shared by leaders who feel they have good levels of decision making as an SLT and collaboratively with the Federation.

Supporting

MANAGING PERFORMANCE

| Indicator 4: Managing performance | | | | | | | |
|--|----------------|-------|----------------|----------------------------|-------------------|----------|-------------------|
| BASE QUESTIONS | STRONGLY AGREE | AGREE | SOMEWHAT AGREE | NEITHER AGREE NOR DISAGREE | SOMEWHAT DISAGREE | DISAGREE | STRONGLY DISAGREE |
| Indicator Average | 32.1% | 29.3% | 14.4% | 10.1% | 5.3% | 3.8% | 5.1% |
| I have agreed my objectives with my line manager within the last 12 months | 28.3% | 28.3% | 14.1% | 14.1% | 3% | 5.1% | 7.1% |
| I feel encouraged to perform to the best of my abilities | 36.4% | 32.3% | 12.1% | 8.1% | 6.1% | 2% | 3% |
| My manager helps me improve my performance | 31.3% | 27.3% | 18.2% | 8.1% | 7.1% | 2% | 6.1% |
| I have discussed my performance with my manager in the last 6 months | 32.3% | 29.3% | 13.1% | 10.1% | 5.1% | 6.1% | 4% |

“I give feedback to the Tas at the end of the day as a minimum and after activities if we have time, taking key points of learning and I ask them for feedback too”

“I have feedback from my teacher definitely and actually in the team we all give each other feedback positive and constructive, it helps us all perform better”

“We have feedback in our performance management and its useful and when it is done well, I think it impacts positively on people and gives them a lift, I think some are not quite there on the balance yet”

“We get feedback from SLT in briefings and when they are just around the school or come into a class, or if they have been told about something they will catch you in the corridor or after briefings”

During observations and discussions, it was evident that your people understand what is expected of them in terms of performance and behaviour. There is a strong understanding of how this links with the vision, three priority targets and the SDP, where the targets and success criteria is clearly outlined. People are proud of the performance of the school and its many achievements and accreditations including Estyn. In the survey 91% of people agreed they understand how their role contributes to the school and what responsibilities sit with them. You have many stretching targets around improvements and developments as a school and people are motivated by this particularly in the progress and achievements of the pupils, which was mentioned by the vast majority of your people during discussions. People are self-evaluative and many talk about how they monitor their own performance in how they impact on pupils or their own teams for instance. There is a culture of feedback sharing at all levels within teams which is stronger than at the last assessment.

Strategic meetings take place between SLT and Federation leaders in a monthly meeting, tracking systems are in place with metrics around areas such as the performance of people, exit and retention data and any trending, absence and occupational health including contact visits, recruitment data with financial target around reducing agency, tracking key people processes and checks have been completed for new starters. You have access to Digit Gov and look at % for teachers, support people and by role, month, term etc, codes for absence etc. There is clearly a strong focus on performance management.

You have progressed the extent by which performance is measured as a whole school and for specific targets since your last assessment. There is an increase in the data and analysis that is supporting your evaluation of progress and informing decisions to continually encourage high performance. Your people talked about the different ways in which they receive feedback and the ways in which they are encouraged to perform at a high level and how this is measured and assessed.

Key approaches people consistently mentioned were debriefs at start and end of day in the classroom, looking at what worked well, challenges and key points of learning to improve successes moving forward. People briefings with SLT, and all people emails where good performance is acknowledged or highlighted. MER - Moderation evaluation report with observations and review of work with individual feedback. Performance management process completed with everyone. Reviews of the SDP against the specific targets and updates in relation to this. Parent, family, and pupil feedback through surveys and informally and partner feedback. Pulse and other surveys of your own people and others that you are analysing and looking at trends and outcomes. Learning from any concerns or complaints. Coaching approaches and feedback in this way was mentioned by some of those interviewed. Working groups and people leading on specific improvements areas for the school and seeing those successfully impacting.

Those who are involved in the performance management and MER processes, know what is expected of them, who they are responsible for and talked about having open and honest conversations with people. Some are providing coaching or mentoring support where improvements are needed or arranging development activities that would help. Senior leaders were able to describe with examples how positive feedback is provided and where action is taken around underperformance. There is certainly more of a culture of coaching conversations, coaching linked to developing the required outcomes and this will continue to build with extra people being trained. Some feel there needs to be more continuity and more regular updates in the performance management process.

RECOGNISING AND REWARDING HIGH PERFORMANCE

| Indicator 5: Recognising and rewarding high performance | | | | | | | |
|---|----------------|--------------|----------------|----------------------------|-------------------|----------|-------------------|
| BASE QUESTIONS | STRONGLY AGREE | AGREE | SOMEWHAT AGREE | NEITHER AGREE NOR DISAGREE | SOMEWHAT DISAGREE | DISAGREE | STRONGLY DISAGREE |
| Indicator Average | 20.7% | 19.9% | 16.7% | 21% | 7.6% | 8.3% | 5.8% |
| I am rewarded in ways that match my motivations | 13.1% | 23.2% | 17.2% | 19.2% | 11.1% | 9.1% | 7.1% |
| I feel appreciated for the work I do | 28.3% | 17.2% | 21.2% | 15.2% | 9.1% | 4% | 5.1% |
| I am consistently recognised when I exceed expectations | 20.2% | 19.2% | 14.1% | 26.3% | 5.1% | 9.1% | 6.1% |
| I get appropriate recognition for the work I do | 21.2% | 20.2% | 14.1% | 23.2% | 5.1% | 11.1% | 5.1% |

“We have to consider the people with recognition, some are private people and don’t want a big fuss in the hall, some love a fuss if they go above and beyond, and I think we have a good understanding of how most people appreciate praise”

“I had a shout out on the ‘respect value’ and had a bottle as a reward, and that was lovely, and I try and give a shout out to people in my team too”

“Recognition does happen, like when you have introduced something that is working and the child is doing well, you would get a ‘well done good job’ and a ‘thank you’ for staying late with a pupil for instance, they really appreciate it”

“You get a well done or a shout out from SLT and from the Executive Head, I think it goes all the way down really”

“Seeing the children respond positively is what makes me feel appreciated the most, its why I come to work every day and the appreciation I feel within my team”

Three of your lowest scoring statements in the survey are in this indicator, so this was a line of enquiry during discussions with your people. It was evident from those discussions and the examples provided that people do have recognition and there is an appreciation by leaders that not everyone is motivated in the same way. People stated that leaders make significant efforts to show appreciation and genuinely believe there is a desire to recognise great performance or behaviour. People who provided examples of feedback individually from SLT were incredibly motivated by it but also recognise that they can't possibly know all the good things that happen every day.

People at all levels differ in the way they like to be recognised, some like it when recognition is given privately and some like the big shout out and applause in people briefings for instance. The vast majority of your people are happy with shouts out to teams or a group of people for specific pieces of work, going over and above or making a difference, some individually like it whilst others like the more private approach such as a chat or an email. So many examples were provided from people coming in on their day off to prepare for the Christmas concert to staying late with a pupil, to introducing a new approach that has worked really well or demonstration of one of the values such as kindness. People talked about the small gestures like a birthday card, coffee, and cake, a thank you in the daily meeting.

The use of the board for recognising people for their behaviour is appreciated by the vast majority of your people, people like that they can note behaviour that has stood out or clearly aligned to the values and enjoy reading all the notes on the board. One person said, *"It makes you feel good that all these incredible and dedicated people work at Ty Gwyn."* The peer to peer approach to recognition is certainly something that can be built on, equally there is a high level of appreciation to team members across the majority of teams where opportunities are created end of day to recognise successes and learn from activities or approaches that didn't go so well, there are a couple of areas where this isn't so prevalent.

One of the strong areas that came out in the discussions with people is what makes them feel valued such as having a positive impact on a child, making a difference in the lives of the pupils or their families, supporting and helping colleagues, being part of a team that appreciates you. This is something that could be built on as it is motivating people to be the best they can be. A number of people talked about feeling valued through the support given during times of personal challenges, from being listened to feeling cared for and part of a family and talked about the support being outstanding or above and beyond what they could ever have expected, and they are extremely grateful. Others talked about discretions given where you have been able with time to meet those challenges. Others talked about being really listened to when they were not happy with something such as a class they had been put in and making changes where you are able as a result.

The overwhelming feedback in discussions with people that impacts on the survey results is either working in a team where appreciation is not evident or linking to some of the challenges that are outside of your control with reward. So many people talked about the pay level for TAs understanding that is probably outside of your control but feeling that the work they do is incredible and is not commensurate with the reward they get, it was the most mentioned topic for something to improve and this was from people at all levels. People are concerned that more great TAs will have to leave not because they don't love their work but for financial reasons and the second highest topic was around resources and how with the growth of the school they believe core resources are becoming overly stretched and this is intrinsically linked to one of their areas they feel most valued for the support to the children. It is therefore not about a whole new design to recognition but what you can further influence about reward and resource.

STRUCTURING WORK

| Indicator 6: Structuring work | BASE QUESTIONS | STRONGLY AGREE | AGREE | SOMEWHAT AGREE | NEITHER AGREE NOR DISAGREE | SOMEWHAT DISAGREE | DISAGREE | STRONGLY DISAGREE |
|-------------------------------|---|----------------|--------------|----------------|----------------------------|-------------------|----------|-------------------|
| Indicator Average | | 37.4% | 38.1% | 13.4% | 6.3% | 2% | 1.3% | 1.5% |
| | My work is interesting | 47.5% | 37.4% | 8.1% | 5.1% | 1% | 0% | 1% |
| | I am able to develop the skills I need to progress | 29.3% | 39.4% | 16.2% | 10.1% | 2% | 2% | 1% |
| | I have the right level of responsibility to do my job effectively | 30.3% | 40.4% | 13.1% | 8.1% | 3% | 2% | 3% |
| | My role enables me to work well with others | 42.4% | 35.4% | 16.2% | 2% | 2% | 1% | 1% |

“We are collaborating all the time I am part of three classes supporting some intensive support currently, it’s the collaborating and sharing of information and understanding of what is working that is making this a success”

“I love my work, the job variety I feel very fortunate to work in a place like this I’ve developed skills and been supported to do that and take on other interesting work, you can also ask someone to take over when you need to or swap in the team, it’s safe to say that in a team you trust”

“We work to make sure new people feel part of the family here at Ty Gwyn, developing the way they work and their skills to fit with the ethos we have so they work well within the team they work”

“I am clear on the level of responsibility I have in my role but I can also get involved in things outside of my role like groups or taking an idea forward and that’s encouraged in briefings we are always being asked “What do you think about this and let us know if you have ideas or want to be involved?””

“I think we work well with everyone not just the people you work with, the parents and relatives of the pupils, the medical professionals that come in here, other schools, they comment on it actually”

You have been developing your structure as a result of actual and planned growth within Ty Gwyn, to enable you to deliver both the growth and the ambitions in the SDP. One of the areas highlighted at your last assessment for consideration was the pressure on SLT in a growing school, you have in the last year developed a middle management team (MLT) of eight people who are TLR's and have been given specific responsibility areas. SLT have been working with this team by providing development programmes and having regular interactions between SLT and the team. During discussions with MLT members it is clear that some have very clear accountabilities for newly developed areas such as PBS and ALN that are aimed at meeting changing needs and legislative requirements. Others have evolving responsibilities; this is still a fairly new team and lots of opportunities to further develop their reach and impact on your targets. This should support the team in developing their leadership skills and capabilities needed for progression opportunities where they become available. In the survey there were some very positive results for this indicator with 94% agreeing their role enables them to work well with others and 93% think their work is interesting to 85% agreeing they can develop the skills they need to progress and providing examples of progressions that have taken place.

The whole structure of how TAs, HLTAs work is allowing them to develop skills and capabilities that have enabled many to progress or take on widening responsibilities some being whole school, this is a good model that is having positive impacts. Additional TLR roles have been created to utilise strengths that can benefit whole school such as a lead on creativity and the expressive arts and another position aimed at increasing the recognition of people and looking at potential and progression, making work interesting and varied, coordinating the passing on of knowledge and skills to others in support of retaining key skills within the school. Existing potential and strengths are clearly understood for the different roles and utilisation of this for the benefit of specific approaches or whole school such as using someone with dance skills and building the capability around assisted technologies or data or those with the skills to deliver training.

During discussions with your people, they confirmed that collaboration is happening all the time, this has evolved with the growth of the school and therefore the spread of where people are located, it tends to be more within and across teams within their area so across ASD or PMLD with some collaboration across these. People stated that they all pull together, bringing people from the relevant teams, to work together to get a solution on an issue or understanding what they could do to help. People mentioned being part of working groups that are whole school which encourages collaboration or working on specific activities, teacher swaps seem to be working well and some TAs have been working across teams when they have started for instance as floating cover and talked positively about the impact of that and the different approaches and ideas you see that can be used or built on in other areas.

Generally, policies and processes enable collaborative working as do many of the key interactions such as people briefings, twilights in some of which classroom time is allocated, groups that focus on specific areas such as wellbeing. You have designed some areas to be whole school continually such as support functions and IT, assisted technologies, those in family centre roles or out of class roles. You also have strong governance across the school through the monthly interactions with Federation and SLT where you are continually looking at what needs to improve and develop and utilise fully some of the skills within that group. Many examples of recent changes to policies and practices were shared such as recruitment and onboarding to MER. Your people talked about autonomy during discussions, and that they are encouraged and given opportunities to take ownership and responsibility within their roles and also in wider activities and groups. As mentioned, people are leading initiatives and making changes to policies and approaches.

Improving

BUILDING CAPABILITY

| Indicator 7: Building capability | | | | | | | |
|--|----------------|--------------|----------------|----------------------------|-------------------|----------|-------------------|
| BASE QUESTIONS | STRONGLY AGREE | AGREE | SOMEWHAT AGREE | NEITHER AGREE NOR DISAGREE | SOMEWHAT DISAGREE | DISAGREE | STRONGLY DISAGREE |
| Indicator Average | 28.5% | 35.8% | 16.4% | 10.3% | 5.3% | 1.8% | 2% |
| I make use of my organisation's learning and development opportunities | 29.3% | 46.5% | 13.1% | 7.1% | 2% | 1% | 1% |
| I have opportunities to learn at work | 33.3% | 39.4% | 14.1% | 6.1% | 5.1% | 1% | 1% |
| I know how my organisation invests in learning and development | 28.3% | 31.3% | 26.3% | 9.1% | 3% | 0% | 2% |
| My manager thinks it is important that I develop my skills | 32.3% | 35.4% | 15.2% | 12.1% | 2% | 1% | 2% |
| People are selected for roles based on their skills and abilities | 19.2% | 26.3% | 13.1% | 17.2% | 14.1% | 6.1% | 4% |

“I worked as a TA and my teacher encouraged me to do my teacher training and helped me develop, I am now back as a teacher, the children you work with here are different to any other school”

“So many opportunities here to develop your skills, I’ve had all the mandatory stuff but also training specific to my class”

“The training here is amazing, and you learn so much and they invest in that so we learn and develop so many new things, they seek for qualities that match with their ethos in the recruitment process and you would have to be aligned to work here and that’s what makes it so good”

“We are encouraged to progress, from qualifications to class swaps we are encouraged to develop our ability to progress but not pressurised, I think the balance is just right”

“The work and rebranding on our recruitment and changing the strategy to over recruit rather than use agency is positive and you can see the difference”

Your learning and development needs are considered at a strategic and operational level within the school and part of the SDP linked to the overall vision. You have adopted a blended approach to learning using experiential opportunities such as being part of a strategic group, internal presentations and sharing of knowledge and expertise to specific development that supports your strategy such as OLEVI, Team Teach and the development of Positive Behaviour Support (PBS). You have additionally carried out development across the school in relation to ALNet and the legislative requirements to meeting new curriculum requirements such as adopting ASDAN. Your most senior leaders are talking about the school being a learning organisation.

It was encouraging during one to one and small group discussions to hear how you utilise skills and expertise within the school and how many people are developed as internal trainers to teach others in the core training such as manual handling and other topics such as Makaton. Coaching and mentoring are utilised well within the school, and this has been supported by coaching programmes in ILM for instance. You have developed a coaching and mentoring group that supports NQTS and PGCE learners and the wider workforce. Formal programmes that support the development of specific specialisms such as MOVE, PECS, Autism, Widet and conferences and events that support the Assistive Technology team. The training and professional development on offer is exceptional and has resulted in a culture of continuous learning.

Your investment in leadership and coaching, culminating in developing an MLT has also supported your succession planning by developing potential. Again, it was evident that you are building the capacity and capability across the whole school to support your growth and deliver the success outlined in your SDP. Potential is continually being identified and developed from Level 3 in teaching and learning for teaching assistants to HTLA qualifications, people leaving to qualify as teachers and then returning to the school. Utilisation of skills and strengths is strongly demonstrated as is increasing capacity in supporting areas as the school grows. You are evaluating the impact of your investment and success criteria in the SDP is linked to some of the learning provision.

You have developed your recruitment strategy and branding to attract and retain the best people, taking the decision to over recruit instead of using agency as a result of stakeholder feedback, and instead having a team of people for cover who are trained in your ethos and approaches to work. This is having a positive impact on resource planning. The strengthening of your recruitment process and the strong representation of your principles and values throughout with behavioural strength in the selection process is demonstrating positive results with 40 applications against a previous 15 at a time where schools are struggling to attract. Your strategy of linking with Cardiff Met and having a pipeline of PGCE students coming in and NQTS where they are being developed in ALN at the school. It was notable that the work to develop the NQTs the coaching and mentoring support has been impactful with two of the NQTs interviewed at the last assessment have subsequently progressed to MLT.

There has been a comprehensive piece of work around retention with the increasing number of people leaving the teaching profession nationally and the impact of the financial crisis on TAs. This has taken a number of aspects into consideration such as exit data and what it is telling you with follow up questions and ensuring people leave feeling valued and listened to, as there are a number returning after leaving. The experience leaving the sector is concerning and you are looking at a number of strategies around this such as reviewing workload, making work interesting and varied, supporting wellbeing, and understanding the key trends around absence, creating opportunities for skills development and progression to support people to stay. During the assessment one of the lines of enquiry in support of this was stay questions which should provide some valuable insight in the feedback. Survey results in this indicator were positive across the board with the exception of people being selected based on their skills and abilities, this was explored during discussions with people, but the only thing raised was people leaving the profession due to increased caring and reduced teaching.

DELIVERING CONTINUOUS IMPROVEMENT

| Indicator 8: Delivering continuous improvement | | | | | | | |
|---|----------------|--------------|----------------|----------------------------|-------------------|----------|-------------------|
| BASE QUESTIONS | STRONGLY AGREE | AGREE | SOMEWHAT AGREE | NEITHER AGREE NOR DISAGREE | SOMEWHAT DISAGREE | DISAGREE | STRONGLY DISAGREE |
| Indicator Average | 32.1% | 36.4% | 17.9% | 9.6% | 2.5% | 0.5% | 1% |
| I look for improvement ideas from my colleagues | 42.4% | 36.4% | 15.2% | 3% | 2% | 0% | 1% |
| I am encouraged to improve the way I do things | 25.3% | 40.4% | 19.2% | 13.1% | 1% | 0% | 1% |
| I am responsible for improving the way we do things | 30.3% | 33.3% | 19.2% | 11.1% | 3% | 2% | 1% |
| I am trusted to try new approaches in the way I work | 30.3% | 35.4% | 18.2% | 11.1% | 4% | 0% | 1% |

“We are constantly evolving and put ideas forward about changing the curriculum to be better suited to pupils with more extracurricular activities and life skills such as a coffee shop and an enterprise drop in, and we have taken that forward and trusted to do it and it’s working really well”

“I think as you build relationships here, we do this together, coming up with ideas or solutions to challenges, sharing our thoughts and working to come up with the best ways forward”

“We reduced the supply cover as a result of stakeholder feedback, we now have a pool of six people to cover, it’s had a positive impact on people resourcing enabling more consistency and skills for cover, better for the pupils and better for the people who work with them”

“I am allowed to try things in my team and feel encouraged to do that, as a whole team we try different activities and approaches, and we give honest feedback on where its worked or not and we learn from it”

“Management respond on things you do well within the school and encourage you to develop the role, green paper to a team and system of work, data insight and without the opportunity I couldn’t develop, I then had ideas myself and then you don’t realise you can do it and it evolves and wow look how far I’ve taken it ”

There is a culture of continuous improvement within Ty Gwyn, and it is strongly driven and encouraged by senior leaders, in all the years of assessing Ty Gwyn there has always been a culture of what's next and how can we improve further. The strategy and SDP at Ty Gwyn is all about continuous improvement and monitoring of the impact and where the success and outcomes desired have been realised. There is role modelling of how we could make this better, what do you think we could try as observed in people briefings and twilights with a recent example being how transport could be more effective with the growing number of vehicles arriving at the school.

In the survey the themes in this indicator were positive with all statements scoring between 94 to 83% agreement, with 94% they look for improvement ideas from their colleagues to 84% feel they are trusted to try new approaches in the way they work. This was confirmed during discussions with you people, virtually everyone could talk about multiple improvements they had made, been involved in, or were currently working on, people see this as cultural, and role modelled by leaders. People talked about ways this is encouraged internally as a result of reflecting and evaluating on practice continually and striving to be the best they can be though open and honest debriefs and discussions and exploring together how improvements could be made or volunteering to be part of a group looking at a specific improvement. People also provided examples of being involved in targets from the SDP or taking a lead on an improvement, to looking at data and trends such as an increase in mental health absence and seeing improvements as a result of changes made or noticing that. The specific changes made around attraction and retention.

People go further than working with people internally and are looking outside of Ty Gwyn bringing back ideas from conferences attended, visits to other schools, looking at what experts are saying on topics such as PBS and what the data shows teachers are proactively coming forward before the critical incident stage and getting the support they need including debriefs and a direct link to wellbeing. The data is also identifying what happened prior to a crisis so they can intervene at an earlier stage putting strategies, modelling, and coaching in place.

During discussions with people a theme that came out strongly was that people feel safe to try things and to learn from mistakes and they are encouraged therefore to try new approaches and then share these with others.

Feedback from assessments is also used to support continuous improvement and it is encouraging to see recommendations made taken forward and having an impact. There is a quick response to innovative ideas and approaches, with responsibility allocated and action planning following through to measuring the impacts.

It is to Ty Gwyn's credit that some of the innovation and learning is being shared outside of the school, with other schools in the Federation and wider and supporting the development of PGCE students with skills outside of mainstream. There is an outreach offer for schools and provision of support and guidance for people and CPD to come to the school such as Noah's ark.

CREATING SUSTAINABLE SUCCESS

| Indicator 9: Creating sustainable success | | | | | | | |
|--|----------------|--------------|----------------|----------------------------|-------------------|----------|-------------------|
| BASE QUESTIONS | STRONGLY AGREE | AGREE | SOMEWHAT AGREE | NEITHER AGREE NOR DISAGREE | SOMEWHAT DISAGREE | DISAGREE | STRONGLY DISAGREE |
| Indicator Average | 32.3% | 32.1% | 17.2% | 11.9% | 3.8% | 1.5% | 1.3% |
| My organisation has a plan for the future | 31.3% | 37.4% | 18.2% | 10.1% | 0% | 2% | 1% |
| My organisation is a great place to work | 29.3% | 27.3% | 20.2% | 11.1% | 8.1% | 2% | 2% |
| My organisation embraces change | 24.2% | 32.3% | 18.2% | 18.2% | 5.1% | 1% | 1% |
| My organisation has a positive impact on society | 44.4% | 31.3% | 12.1% | 8.1% | 2% | 1% | 1% |
| OPTIONAL QUESTIONS | | | | | | | |
| My organisation has a positive impact on the community | 37.4% | 35.4% | 12.1% | 12.1% | 1% | 1% | 1% |
| My organisation has a culture where everyone feels respected | 22.2% | 32.3% | 21.2% | 10.1% | 7.1% | 3% | 4% |
| My organisation values and respects individual differences | 34.3% | 33.3% | 16.2% | 13.1% | 1% | 0% | 2% |

“I love working here, love working with the kids and the sense of community, so friendly, it’s a lot bigger now used to know everyone and I don’t know but still has that lovely feel about it”

“It’s not the money that keeps me here, Ty Gwyn I love it and the support from SLT, the staff and we have a laugh and it’s a family feel, I never wake up and don’t want to go to work, love the job family thing, people come in when on holidays to do things because we care and want to make a difference for the kids”

“The kids are amazing, so all the staff and it’s a community, we are all in it together in the Ty Gwyn family, SLT are brilliant”

“Love it here it’s a great place to work, we always know what needs to improve and we work on it, we help shape decisions and there is always scope to learn”

“Working here is so rewarding although it can be hard, here people are treated with dignity and respect and this is why I love what I do I am passionate about it, seeing the small step forward for a child today that’s what it’s about”

“I just love the class I am in, good routine and great team around you, xx and xx are brilliant, they give good feedback and help me develop, I feel happy coming to work, that’s so important”

“Love the atmosphere, it’s fun and friendly and a happy place, made lots of friendships here, we have a laugh even after an awful day. XX still has a sense of humour and he hasn’t changed. SLT are great and drive forward the best for the children, we all want that”

“I love working here and I never want to leave, I mean seeing SLT doing that dance when someone was retiring, seeing them in such a different light, it was so nice to see, it just makes them so accessible, maybe we should have a ‘move of the day’”

“I love my job and every day is different, I work with lovely people and the children are so rewarding, I do have some concerns about us keeping betting bigger and we don’t want to lose that family ethos we have here, its special we need to make sure we keep it”

“Change is managed very well here, we were given time to build and settle the team in and quality time together, how that dynamic is built is critically important at the beginning”

“Change happens all the time, its constant but well managed, look at the progress with PBS and how that is impacting how we support the pupils it will make a big difference”

“We know we are making a difference just the way people are treated with professionalism and respect, giving everyone a smile, all our staff are smiley and happy. Feedback we get from parents and families, when people go on a tour, they comment how friendly and bright the school is, everyone smiling and chatty”

There is a strong focus on the future across the Federation and within Ty Gwyn and the work undertaken on the vision, priorities and values through a consultative approach had been impactful and everyone understands the three key targets and how this links to their teams and individual roles as outlined in the SDP. This is reinforced through the communication channels outlined previously such as people briefings. During discussions people felt they had opportunity to shape the plans through involvement, being asked for their thoughts and ideas and feeling comfortable to bring new ideas forward that might support the targets in the SDP or improve practice.

There is a good understanding amongst your people of the changing external context and people talked about changes in direction around practice and the move towards PBS, challenges with retention within the sector and people leaving the profession, changes in the complexity of pupil needs with an increased impact on the services and the impact for the school. Senior leaders had a comprehensive understanding of the external context with funding challenges and the demand for complex support being high and a limit to how much the school can accommodate that on its current footprint. The strategic group that meets monthly ensures that there is an opportunity to have strategic thinking and decision making that can sometimes be lost in a busy operational context.

People are actively engaged in taking the plans forward through involvement in groups, specific activities, generating and implementing ideas within their own teams and their own responsibilities and accountabilities. People are engaged with the targets as they align with the reasons people want to work at Ty Gwyn and what they are motivated by such as the contribution they can make and support the achievement of positive outcome for pupils. The vast majority of people discussions were held with 'love' working at Ty Gwyn and there is an incredible level of synergy in why they stay, in addition to working with the pupils, the top answers were the people and teams they work with and the family/community feel that exists across the school people feel a sense of belonging and talked about despite the challenges they laugh and have fun too (this was something mentioned by an external provider and I quote *"By far Ty Gwyn is our favourite of all the sessions we do, they are always smiling and it's all about the kids, soul, passion and warmth, no one would know if they have had a bad day, this is not the case in other schools"*) As part of the discussions stay questions were used and the responses to these should be read on a bad day.

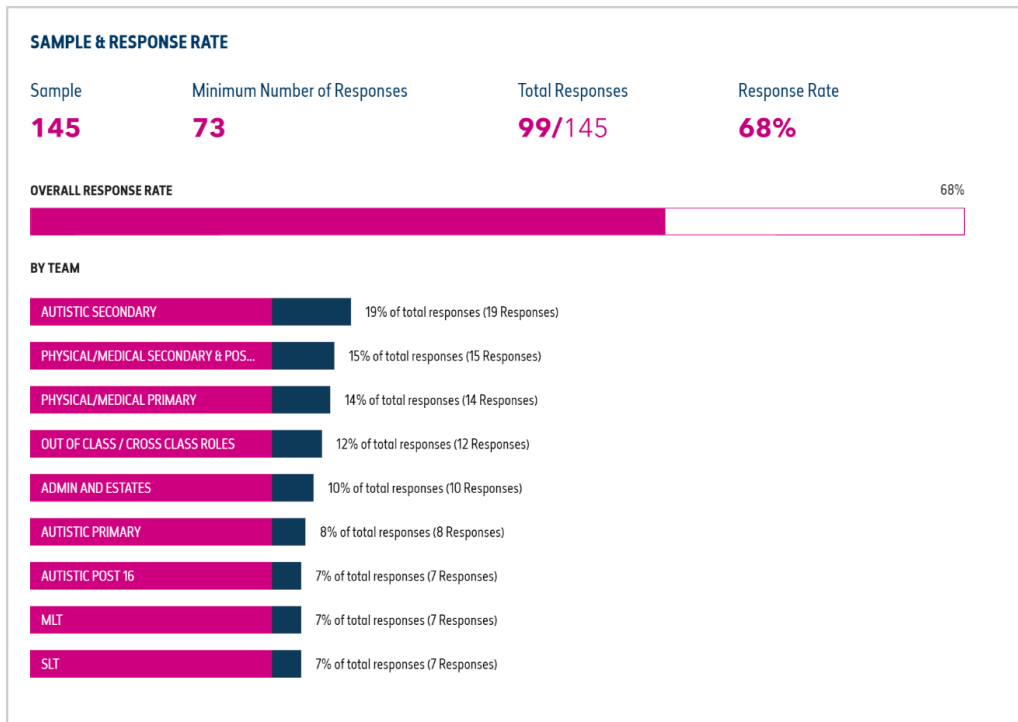
Change is a constant within the school, aligned to the culture of continuous improvement, in discussions with leaders and people at all levels, it was clear that change is managed well, and the vast majority of your people engage with it and understand why its required. A number of changes currently in progress are well managed and progress is understood. The larger change around whole school in the SDP is regularly updated and progress and success to date is understood. The matching of the right people to lead the change is a big part of this, selecting people who have the rights strengths and skills and who have an interest in the change itself has proven to be successful. There were some positive examples where people have gone above and beyond in the change area, they are involved in such as securing additional funding for the school. A number of people talked about concerns over the pace of the growth and its impact on resources and there are some concerns as to whether further pupil numbers are planned.

People believe the school is sector leading and has a significantly positive impact on the wider community, the pupils, the families that you serve in the provision of a valuable service within your catchment area, the support to families is way above what could be expected. People see Ty Gwyn as leading the way in terms of complex needs. People are extremely motivated to be a part of this. That link extends beyond your catchment area in the way you are supporting people entering the profession with guidance and support in ALN and the links you have with FE, HE, transition links with providers, careers Wales, adult services, specialists and medical professionals, partners from the sporting world. You have a focus on inclusion and are inclusive of the diverse range of backgrounds you pupils come from.

Your teams

There was a positive response rate from across the school and therefore data analysis was possible for all groups, a breakdown of this is highlighted below.

Who took the survey?



Your teams

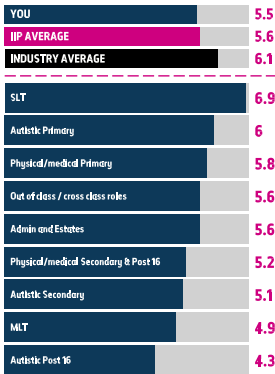
Our key insights

Having analysed the data and identified the most valuable insights using the comparisons and differences ahead of the onsite days, these enabled lines of enquiry as to why some areas scored so much higher and why others were lower. The full analysis is in a dashboard that will be shared.

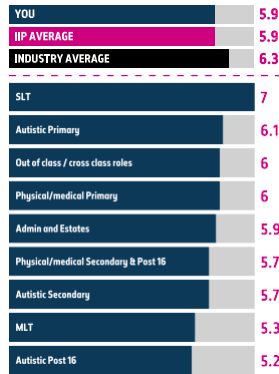
- Post 16 provision are impacted by resource implications within their area and as some other areas the care v teaching impact
- MLT are impacted by it being a new role and still evolving, with some additional clarity needed
- Across team's reward and recognition was lower and this is linked to pay for TAs and resources and the impact of some of these people leaving the sector.

Your teams

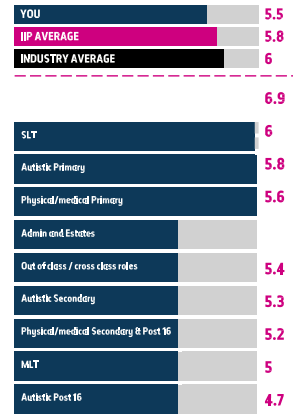
LEADING AND INSPIRING PEOPLE



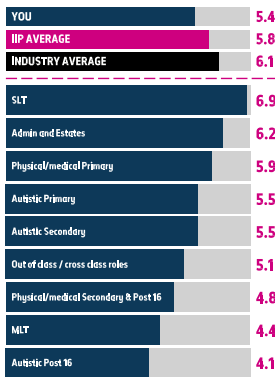
LIVING THE ORGANISATION'S VALUES AND BEHAVIOURS



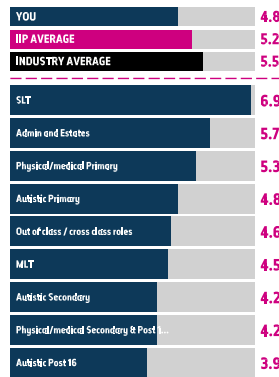
EMPOWERING AND INVOLVING PEOPLE



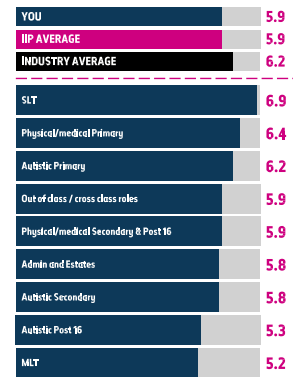
MANAGING PERFORMANCE



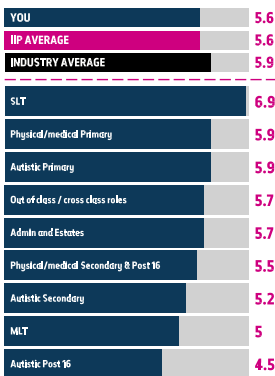
RECOGNISING AND REWARDING HIGH PERFORMANCE



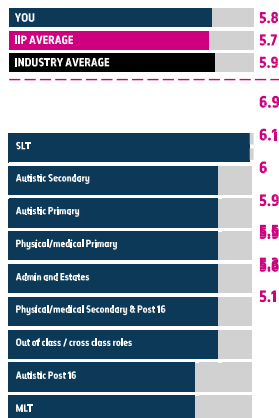
STRUCTURING WORK



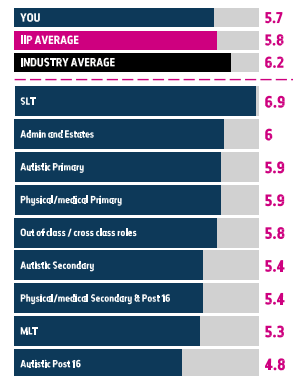
BUILDING CAPABILITY



DELIVERING CONTINUOUS IMPROVEMENT



CREATING SUSTAINABLE SUCCESS



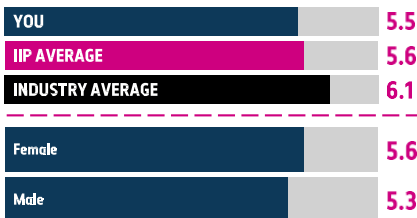
Your demographics

Our key insights

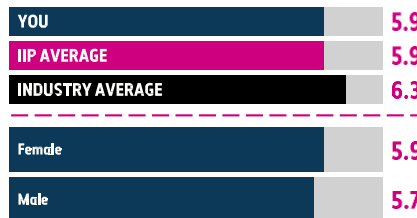
The details of all the demographic data are highlighted in the graphical representations below and key highlights positive and developmental are noted in the supporting dashboard that will be shared. It is notable that the prefer not to say group is the lowest scoring in every demographic.

Gender

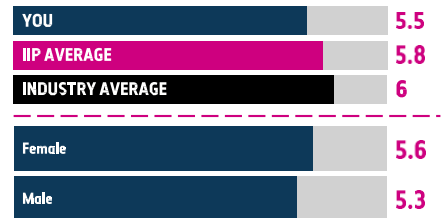
LEADING AND INSPIRING PEOPLE



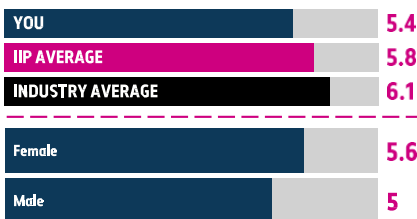
LIVING THE ORGANISATION'S VALUES AND BEHAVIOURS



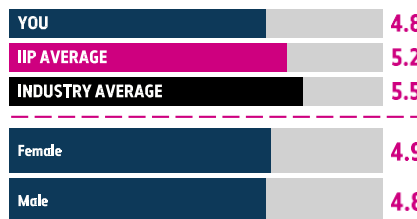
EMPOWERING AND INVOLVING PEOPLE



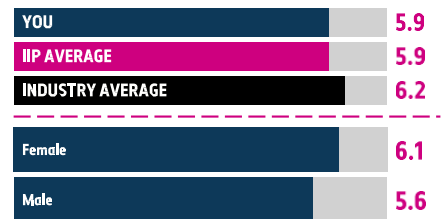
MANAGING PERFORMANCE



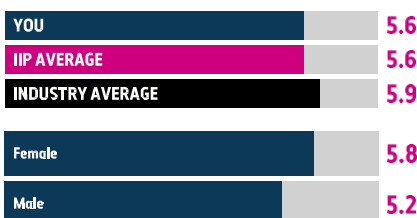
RECOGNISING AND REWARDING HIGH PERFORMANCE



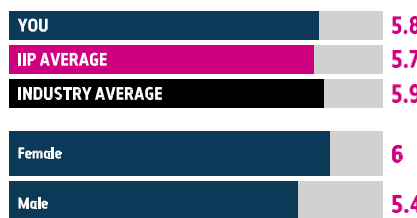
STRUCTURING WORK



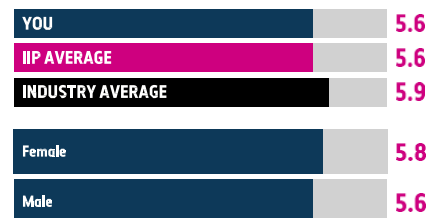
BUILDING CAPABILITY



DELIVERING CONTINUOUS IMPROVEMENT



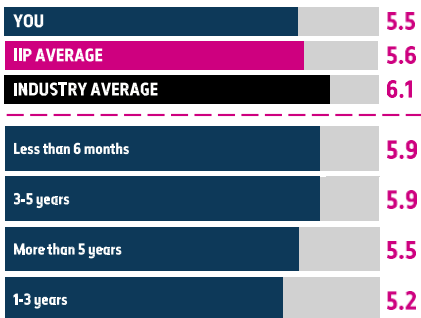
CREATING SUSTAINABLE SUCCESS



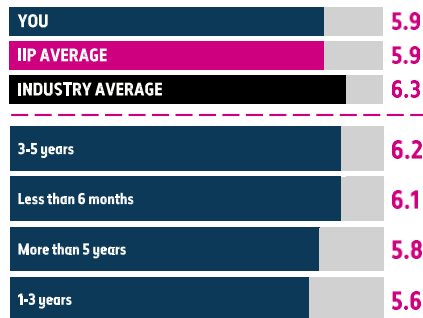
Your demographics

Length of Service

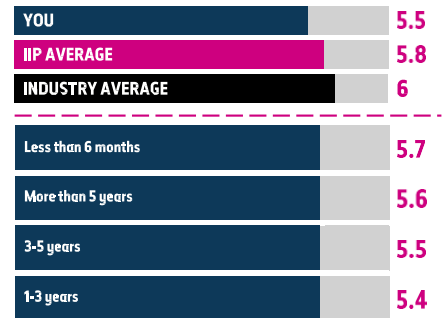
LEADING AND INSPIRING PEOPLE



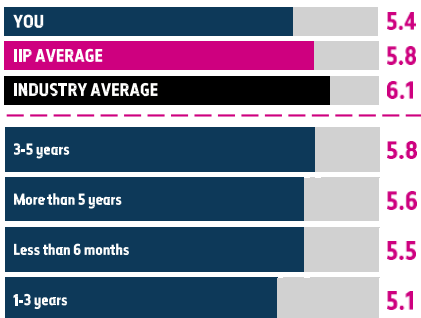
LIVING THE ORGANISATION'S VALUES AND BEHAVIOURS



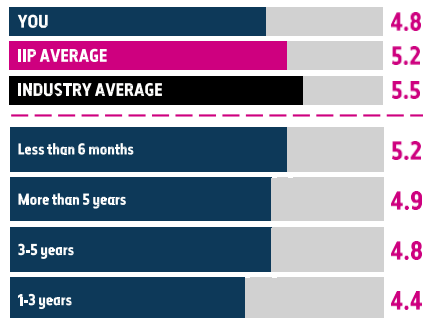
EMPOWERING AND INVOLVING PEOPLE



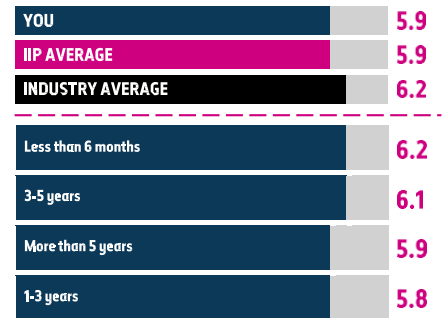
MANAGING PERFORMANCE



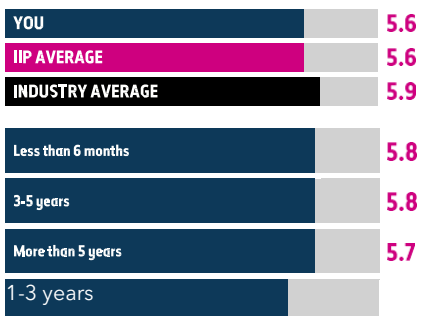
RECOGNISING AND REWARDING HIGH PERFORMANCE



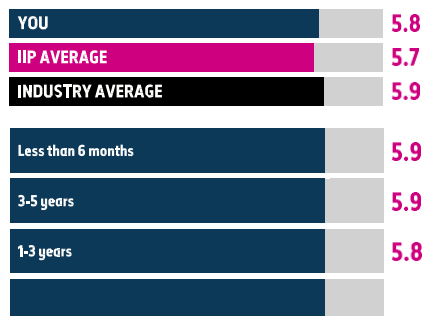
STRUCTURING WORK



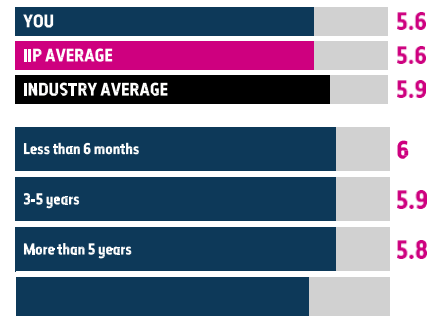
BUILDING CAPABILITY



DELIVERING CONTINUOUS IMPROVEMENT



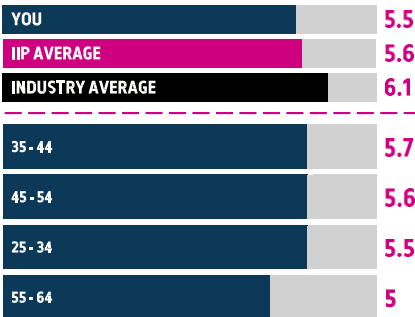
CREATING SUSTAINABLE SUCCESS



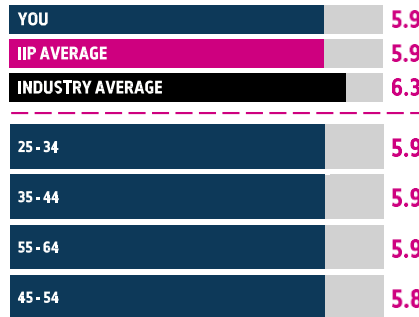
Your demographics

Age

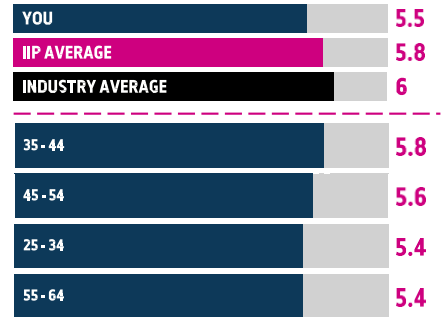
LEADING AND INSPIRING PEOPLE



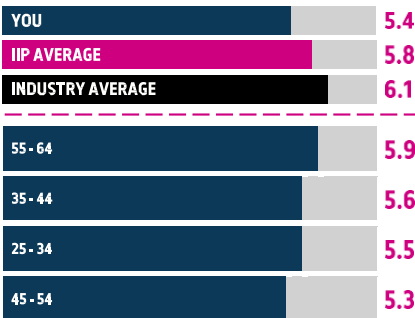
LIVING THE ORGANISATION'S VALUES AND BEHAVIOURS



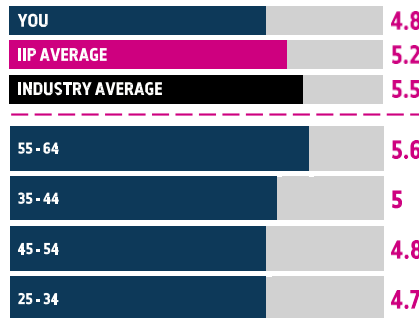
EMPOWERING AND INVOLVING PEOPLE



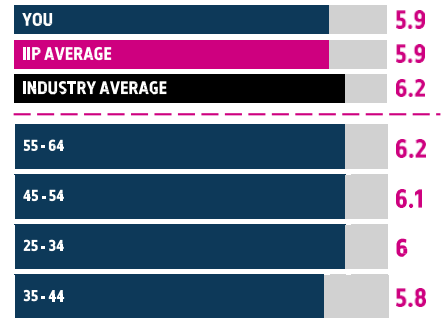
MANAGING PERFORMANCE



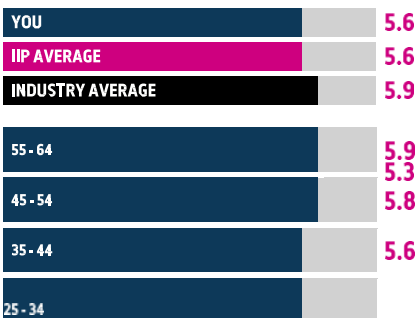
RECOGNISING AND REWARDING HIGH PERFORMANCE



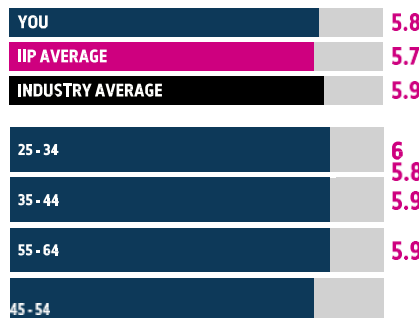
STRUCTURING WORK



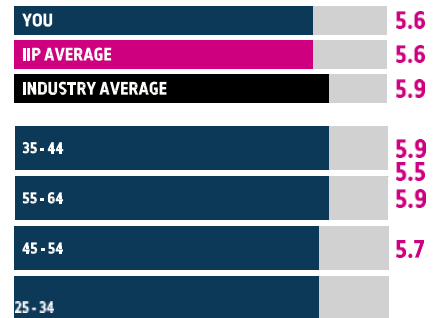
BUILDING CAPABILITY



DELIVERING CONTINUOUS IMPROVEMENT



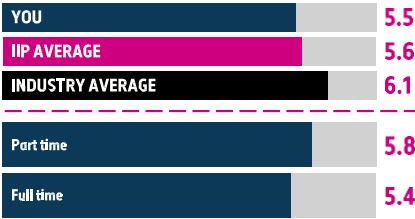
CREATING SUSTAINABLE SUCCESS



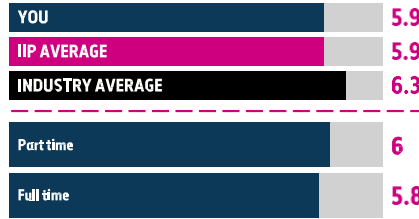
Your demographics

Employment

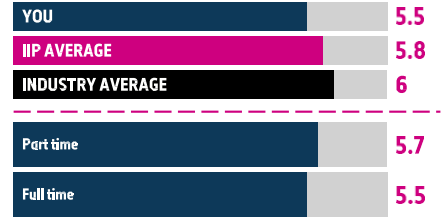
LEADING AND INSPIRING PEOPLE



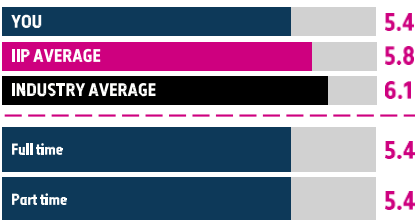
LIVING THE ORGANISATION'S VALUES AND BEHAVIOURS



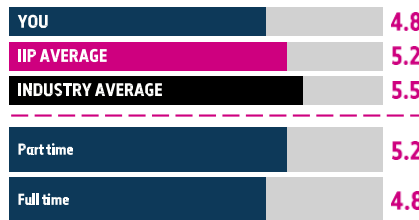
EMPOWERING AND INVOLVING PEOPLE



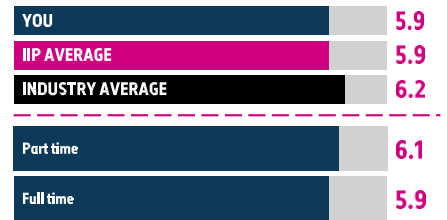
MANAGING PERFORMANCE



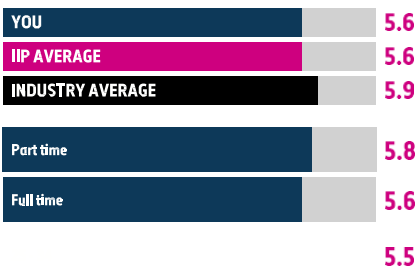
RECOGNISING AND REWARDING HIGH PERFORMANCE



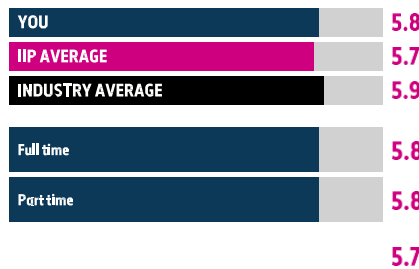
STRUCTURING WORK



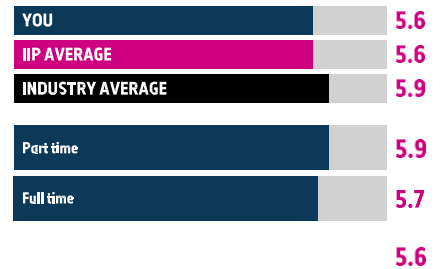
BUILDING CAPABILITY



DELIVERING CONTINUOUS IMPROVEMENT



CREATING SUSTAINABLE SUCCESS



What's next?

When you've had a chance to read this report, we'll explain your results in our feedback meeting.

Together, we'll...

- discuss your result and our recommendations in detail.
- talk through how to turn our **recommendations** into tangible activities linking into the vision, principles, and values
- develop an **action plan** integrated into your SDP, which we'll be able to review at your touch point visits

To keep your accreditation, you need to:

- keep meeting (or exceed!) the **requirements** of your award.
- meet us **12 and 24 months** down the line. We won't be assessing you again, but it'll give us the chance to **chat through your progress** against your action plan.
- be **reassessed** no more than three years on from this assessment.

Don't forget to celebrate!

Let your people know how you did. **Reward them** for their hard work and **include them** in the journey you're on. A third Platinum really is something worth celebrating!

**INVESTORS[®]
IN PEOPLE**

Want to get in touch?

info@investorsinpeople.com