INVESTORS IN PEOPLE ASSESSMENT REPORT

COMMERCIAL IN CONFIDENCE

The Heath

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Introduction

The Heath was last successfully reviewed against the Investors in People Standard in November 2009, when it was also accredited with a Gold Award and the school has since become Investors in People Champion organisation.

The number of people included within the scope of the Review was 137. 23 people were selected for interview from this figure, representing a 17% sample of the workforce.

Outcome

Review Assessment – Outcome

The IiP Specialist confirms that The Heath has met 152 evidence requirements above the Investors in People Standard and this equates to a gold award requiring at least 126 evidence requirements.

Next Review

The organisation's next review against the Standard will be at its normal three year review date in November 2015.

Objectives

1. To establish whether The Heath continues to meet all of the evidence requirements of the Investors in People Standard by looking back at past activities.

2. To establish whether The Heath also continues to meet sufficient additional evidence requirements (126) to be reaccredited with a gold award.

3. To look at how the organisation is using its people strategies to effectively meet one of its overarching strategic priorities which is; **to maximise the impact of the pupil premium in order to narrow the attainment gap. This is within the wider school context of wanting to move from "Outstanding" to "Exceptional".**

4. To identify areas of good practice and areas for development in relation to the above objectives.

Executive Summary

Areas of Strength

- The school's overall vision, objectives, and targets are clearly defined and well communicated, with people at all levels having a good understanding of how they are expected to contribute to these objectives. Moving from outstanding to exceptional was regularly mentioned in terms of the school's vision going forward and teaching staff were all very clear about how they are expected to contribute to narrowing the gap in terms of FSM pupils.

- People are also involved in the planning process and strategy development through a number of different mechanisms that were regularly referenced. Good practice would suggest that if people are clear about what is expected of them and why and they are effectively engaged in the planning process, they are more likely to deliver what the school requires and will also be more motivated to do so.

- There also continues to be a strong culture of effective employee engagement in place, where people are empowered to take ownership within their roles and take responsibility for key tasks and make decisions (at a level appropriate to their roles) that do impact on performance. Effective delegation, people being encouraged to make the most of their talents and numerous opportunities for people to develop leadership capabilities, are all ways through which this occurs. As a result the majority of people interviewed regularly described how they gained a lot of job satisfaction from having this level of input. The school's successes and ongoing improvements are undoubtedly as a result of this type of culture being in place, as a high level of employee engagement is widely acknowledged as being a key factor of high performance work places.

- Senior leaders clearly understand the impact that effective and consistent leadership and line management can also have on people's motivation, commitment and performance ultimately. In this respect there is a shared understanding among managers of what constitutes effective leadership and management of the staff team, in terms of the key skills and behaviours that all line managers need to get the best out of individuals and teams. Managers' performance is also regularly reviewed in this respect and there are numerous ways in which managers are supported to further enhance or develop these leadership and management capabilities.

- Positive working relationships exist between the majority of people and their managers, as well as members of the senior team. As a result there were many positive comments heard from people in line with how they are led, managed and developed to deliver high levels of performance. A number of the senior team as well and a number of middle managers are considered by other employees to be inspiring in terms of their approach to leading, managing and developing the workforce and are very much viewed as positive role models. The rate of career progression of some of the senior team together with their energy and passion for their work, were reasons why many felt these individuals were inspiring. People also frequently confirmed that they both trusted and respected their direct line managers and words such as "approachable, knowledgeable, supportive and a good listener," were all regularly referenced here.

- A coaching culture is clearly evident and this is something that has been strengthened since the time of the school's last Investors in People Review and is being used to assist individuals to develop and improve their overall performance, where appropriate. As well as trained coaches now being in place, line managers were generally confirmed as using coaching skills with members of their team again when appropriate, as a means of developing individual potential.

- People regularly confirmed that they believe their contributions are valued and recognised. The school has a recognition and reward strategy which has a number of strands to it. This is also an area that has been further strengthened since the school's last Investors in People Review with the development of a Rewards and Incentives Group who present awards each term for people that have been nominated by colleagues and who are believed to have "gone above and beyond" their normal day job. Gestures of appreciation for individuals and teams, positive praise and feedback from line managers and senior leaders, career progression opportunities being taken up, teachers having the opportunity to be observed by peers and the flexibility and support offered to staff, were all regularly mentioned as reasons why people feel valued and recognised. The school's approach here is undoubtedly another key factor why people are committed to their work, are loyal to the school and it is something which makes the school an employer of choice for many. A number of people also compared their experiences of working for school very positively to those of their experiences when working for previous employers.

- There is undoubtedly a culture of continuous learning in place evident from the many examples of development described by people which they have been encouraged to access in a variety of ways. The senior team and other managers also act as effective role models in this respect and people understand that they equally have a responsibility to identify their own development needs as appropriate and are motivated to do so. People regularly described examples of development which have impacted positively on their ability to improve their performance or their team's and equally understand how this ensures the school continues to be successful and delivers positive outcomes for the students. The school is now a Teaching School which means it has a responsibility to share good practice with other schools, with the aim of improving performance and as a result this has afforded a number of teaching staff further development opportunities e.g. Senior Leader in Education and Outstanding Facilitator training.

Areas for Development

1. Opportunities for some non teaching staff to have their learning and development needs regularly reviewed, receive timely feedback about their performance and to agree performance objectives could be stronger. This is an area that historically the school has tried to address and improve. However there is still work to be done here. Plans to bring the performance management system in line with that for teaching staff could be a good start. Equally there is a need to ensure that all line managers tasked with this responsibility are clearly accountable, the process is rigorously monitored and where appropriate training and support is offered to ensure that managers' performance management skills are effective. **(Indicators 2 & 3)**

2. Building on the previous point, there is an opportunity to also strengthen how the school identifies and makes the most of non teaching staffs' talent and potential. Some people indicated they would like to have the opportunity to contribute more going forward but were not necessarily sure how they might practically do this or what opportunities might be available. Doing an audit of people's skills, qualifications and previous experience may also be worth considering here. **(Indicator 3)**

3. Follow through plans to revisit the school's induction process for new teaching staff who are not NQTs and for non teaching staff also. While overall new people confirmed they had been supported on joining the school, some indicated that this could have been more structured. Seeking the views of recent new starters as to what they would ideally like to see in an induction could also equally be considered. **(Indicator 8)**

4. The school could be more proactive in the way in which it seeks feedback from staff as to how they feel about the way they are being led, managed and developed. Issuing a regular staff survey is one option, as this would provide a useful periodic "temperature check" for

the senior team as to how people feel about this area and over time could identify opportunities to improve. Using the same questions in subsequent surveys would enable the senior team to better assess/measure the direction of travel and the impact of any improvements they have implemented based on staff feedback, as well as to get a sense of whether over time people's views improve.   As an alternative to an internal survey, the school could consider looking at taking part in the Best Companies Survey, which also allows the school to get a sense of how it is performing in relation to other organisations and fits with its vision of moving from outstanding to exceptional and being an employer of choice. Questions are based around a number of themes, all of which measure how effectively engaged people are in the workplace.

Setting a target of what the senior team would like to achieve in terms of people's satisfaction levels in working for school (as measured in a staff survey) would help to also ensure that the school continuously improves in this area. In essence it becomes a Key Performance Indicator which the school can tangibly measure in terms of Staff Wellbeing and which also has an impact on overall school performance, given that if people are happy in their work they are more likely to be more productive. **(Indicator 10)**

5. Building on the previous point, there is also scope for managers (both teaching and non teaching) to more proactively seek feedback on an individual basis from their staff as to how they feel about how they are being managed and developed. Plans to roll out 360 feedback would be one way of addressing this. It would give managers another dimension to the feedback they receive around their leadership and line management skills and as well as highlighting management strengths this could also identify opportunities where managers could further improve their practice. Seeking feedback through a 360 process or in any other way should enable the school to continue to ensure that all staff are being led and managed effectively, consistently and in line with expectations.

Engaging managers in a review/discussion of what are those key capabilities that make for an effective leader and manager of the staff team in school could also be part of this process, as this should help to ensure all managers understand the context and get their buy in. It is widely acknowledged that the way in which people are led and managed can have a significant impact on how productive people are in the workplace and therefore how successful an organisation is likely to be in achieving its objectives. **(Indicators 4 & 5)**

6. To build on current good practice, the school could now consider benchmarking its current approach to employee health and wellbeing to that of the good practice recommended in the Investors in People Health and Wellbeing Good Practice Award and develop a Health and Wellbeing Strategy.   Recent research has demonstrated a clear link between positive employee emotional and physical health and wellbeing and people's productivity in work, something which the senior team clearly appreciate.

Working with the framework and also possibly taking the opportunity to visit other organisations to look at others' approaches is something that could be considered. The school could also consider being assessed against the Health and Wellbeing Good Practice Award longer term. **(Indicator 3)**

7. As part of the school strategy linked to social responsibility (and within this its commitment to being environmentally sustainable), the senior team could look to working towards achieving the ECO Schools Award going forward and use this framework to strengthen its approach here. Most staff did not feel the school operated in an environmentally friendly way. Despite the school building which in itself presents challenges here, many were not aware of the school's recycling policy. The move to a new building will no doubt also help to move this agenda forward. **(Indicator 1)**

8. With respect to the recruitment and selection of new people to school, the majority of staff (non managers) could not confirm that their views were sought when recruiting and

selecting team members. By seeking appropriate ways of involving team members in the selection of new people, this could help to improve the overall decision making process (in terms of additional viewpoints being offered/being mindful of team dynamics etc). It would also provide further development opportunities for those involved in the process and it is another way of effectively engaging people. **(Indicator 3)**

9. Finally, take the opportunity to attend the annual IiP Champions Network meeting and other events which are organised as appropriate. This should provide the senior team with more opportunities to externally benchmark their people management practices to those of other organisations, with a view to identifying any additional good practice which they may be able to take on board in the future. **(Indicator 10)**

Findings

Vision, Values, Strategy, Objectives, KPIs & Social Responsibility

- The school has a clear vision that has been effectively communicated to all people across the organisation. This refers to aiming to be a school for the 21st century and a centre of excellence where everyone has aspirations to learn, progress and achieve. Personalised learning for all is also key here. People regularly spoke of; maintaining and building on the school's outstanding rating from Ofsted, "moving from outstanding to exceptional" and "to be the best of the best". There was a good awareness of the school's longer term plans such as the new school build and the development of a sixth form. Both teaching and non teaching staff believed that communication channels were effective and that people were kept regularly informed.

- The school continues to have a clear strategy which underpins its vision in the form of a strategic framework. A number of different strands make up this framework and since the time of the last Review the senior team have changed the format of the framework so that there are now less strands but which are supported by a series of "enablers". Changes to the framework have also meant there is a sharper focus by the whole school on those areas that need to be improved, for example narrowing the gap and increasing the number of A* and A grades achieved by pupils. All teaching staff confirmed how they were expected to describe in their plans how they intended to address these specific areas. People regularly described development plans that were in place in each of their departments which dovetailed into the school's strategic framework and people across school were clear how they contributed. With reference to narrowing the gap for FSM pupils staff referred to such examples as; being more aware of who these pupils were in their classes so that they could ensure appropriate strategies were in place to support them, closely monitoring their results, removing barriers to their learning or when accessing certain activities and speaking to year groups individually with a view to assessing individual overall wellbeing.

- People also have a good level of input into the planning process as well as the development of longer term strategy. Senior leadership residentials, a yearly away day to which everyone with a TLR is invited to attend to develop the forthcoming year's framework, regular departmental and team meetings, as well as various groups being set up to develop certain strands of the strategy (e.g. development of the school's sixth form), were all examples referenced. Governors, staff, pupils (through the Pupil Voice and Junior Leadership Team) and parents all have a level of input here. Moving forward it has been recognised however that there is more scope to involve the JLT in the development of the school's strategy.

- Working relationships with representatives of the Professional Associations were confirmed as being constructive and representatives are kept informed and consulted on key issues as appropriate, something which other staff members also confirmed. Examples described here included, the school's change to academy status and the changes to the teachers' performance management system. A Staff Council also exists and meetings are scheduled into the school calendar. However a view was expressed that in more recent times some of these meetings had not always taken place and therefore there was a need for these to get back on track.

- There are a number of Key Performance Indicators which are used to improve the school's performance and both managers and staff referenced pupil attendance and pupil attainment in the main here.

- The school also has a clear set of core values which everybody interviewed strongly believed in and shared and which are very much embedded in the culture of the school.

Mutual respect, trust, professionalism, team work, being supportive of others and a strong work ethic, were regularly referenced. Senior leaders and managers described how they endeavoured to role model these values, something which staff regularly confirmed. **"It is driven from the top." "It is just the way we people are here."**

- Social responsibility is equally very much a part of school's strategy with numerous examples described from people at all levels in the organisation of what this means for them and how they are expected to manage or work day to day. A strand within the school's framework refers to; Collaboration for Leadership and Learning; the purpose of which is to develop links with other schools through the teaching school agenda, by effectively engaging with the wider community, stakeholders, partner schools, colleges and industry in order to enrich student and staff experiences.

- Teachers described numerous examples of activities that they had undertaken with students in the wider community. All staff described a range of charitable activities that took place and which they were very much encouraged to get involved in during the year, including a Charity Day where students set up stalls as part of a fundraising activity. Others talked of volunteering to deliver the Duke of Edinburgh Award at school for which the school is now an accredited centre. The school also continues to make its premises available to others which now includes the Liverpool Institute for Performing Arts (LIPA), who run a school on a Saturday morning.

- As referenced earlier the organisation also now has Teaching School status and is a National Support School, part of which involves staff sharing their skills and experience with colleagues at other schools as a means of improving their performance and the organisation has already had some significant success in this area. The school also hosts a number of Initial Teacher Training students who are mentored and most of whom it was confirmed go on to have successful teaching careers. The school is also working with the Fire Service (which are currently in the middle of a rebuild programme) to contribute resources that will form part of the new learning centre that is to be housed in the new building. The school continues to also have a satellite school/drop in centre at the local business park, which people from local businesses can access as well as students from The Heath who are studying an alternative curriculum and this clearly supports the school's vision of ensuring personalised learning for all. As a result of these and other examples described people believed that social responsibility was a part of the school's culture.

- One aspect however which it was acknowledged could be stronger was in relation to the school's environmental sustainability. The old building within which the school operates presents significant challenges here and was one of the arguments made by the Executive Principal for requiring a new school building. However most people interviewed equally did not feel that the school had a commitment to recycling with one person stating they took their paper home with them. In reality the school does have a recycling contract and consequently this is something that needs to be more effectively communicated to staff. The move to a new school would undoubtedly be an opportune time to review this area and to possibly look at the School Eco Award/Framework. A number of those interviewed indicated that they would like to see the school more effectively address this area going forward. In this respect there may be an opportunity for a cross school working group to be established to specifically work on this. **Please also refer to point 7 under the section, "Areas for Development" which is also relevant here.**

Involvement, Empowerment & Performance Improvement

- As referenced earlier there are high levels of employee engagement in the workplace, with people confirming that they are encouraged to take ownership and responsibility for decisions and are trusted to do so, which do have an impact on performance. Effective delegation is a key factor here as is the encouragement of people to take on additional

responsibilities when required. Where people have a particular interest in something, they confirmed they were often encouraged to "run with it."

- As a result all staff interviewed could describe numerous examples of decisions they take or projects/key aspects of their work they have responsibility for and are trusted to take decisions on. Examples included; deciding what interventions to use with pupils, making adjustments to lesson plans as necessary, running after school clubs, having a particular patch of the school to clean, developing a disability awareness booklet and in one instance the opportunity for the staff member to very much shape their job role which was new to school. Equally people also confirmed that when required they did have access to the necessary knowledge and information required to help them to make a decision. They frequently referred to managers being accessible and supportive in this respect and once again described specific examples of where this had happened.

- Consultation arrangements within school were also confirmed as being effective and again people referenced the numerous cross school working groups as well as all of the other meetings which take place during the course of the school year as evidence here. People regularly spoke of meetings being open, where people could put forward their ideas. **"It doesn't matter if you have worked here for years or a few months. If you have an idea you are listened to." "A lot of decisions taken are based on consultation."** As mentioned earlier, people also believed that on big issues there was also effective consultation, such as any amendments to school policies. Changes to the performance management system and sickness absence policies were specifically mentioned here. The cleaning team's hours of work have also recently been changed and this was done in consultation with the relevant member of the Senior Leadership Team.

- People also confirmed that if they felt that the way in which the various meetings operated needed changing, that managers would be open and flexible to their suggestions. Others described how they were able to input into agendas for meetings and some confirmed that feedback was sought following the annual planning away day. Another example was provided where the Executive Principal had identified the need for a meeting to take place between Heads of Year and the Behaviour Team, which has since been implemented. It was confirmed that the format of this was left to those involved to develop.

- Building on these previous points, people believed that communication mechanisms are effective and allow for knowledge and information to be shared within and across teams as necessary to ensure that people continue to perform effectively and to ensure a consistent approach is taken as required.

- There is also a culture in place where people strive for continuous improvement. The school's strategic framework is very much focused on this as is the self evaluation exercise that continues to be completed. The Executive Principal is also keen to continue to use the services of a School Improvement Partner to provide external challenge. Given what the school has achieved in its own right, this philosophy is something that is now being given an external focus in its role as a National Support School, a Teaching School and more recently a Multi Academy Trust.

- People feel comfortable in constructively challenging the way the organisation operates if this will help to further improve performance. People regularly commented that senior leaders and middle managers were approachable in this respect and some provided examples of where they or a colleague had done so in the past.

- Given all of the above, people are totally committed to the success of the school and have a clear sense of ownership and pride in working at The Heath. Many talked about wanting to deliver the best outcomes for the pupils, others described how the school's successes made them proud, while others described how they liked the fact that the school was

always moving forward and in this respect it was an exciting place to work – a comment that was heard on a number of occasions.

- This clearly demonstrates excellent practice as it is widely acknowledged that a high level of employee engagement in the workplace is a key factor of high performance working, something which has been borne out in what the organisation has achieved to date.

Leadership and Management Capability and Effectiveness

Capability

- There is a clear and shared understanding among the senior leadership team of those capabilities (skills, knowledge and behaviours) required of all managers in the organisation to lead and manage the staff team effectively and consistently to deliver what is required and in line with the organisation's values. There is also a similar understanding at middle management level. Capabilities regularly referred to included; the ability to take the team with you through effective consultation and engagement, effective delegation skills, effective communication skills, effective listening skills, the ability to coach and mentor, being a positive role model of the expected behaviours, effective performance management skills, the ability to challenge and be challenged and being supportive and flexible as required.

- Other staff similarly understand what their managers' responsibilities are for managing and developing them and referred to such examples as; carrying out regular performance management, communicating expectations, as well as being accessible and approachable.

- Managers however could not confirm that they have been directly involved in the development of these leadership and management capabilities. Going forward and in line with recommendations around more proactively seeking feedback from staff about how they feel in relation to how they are being led and managed, this could provide an opportunity for the senior leadership team to revisit these capabilities with the wider management team in terms of their input. It was referenced that nationally a set of leadership standards had been talked about being developed. However even if this was not to materialise, the school could take the opportunity to formalise these capabilities in discussion with the wider management team and could then use them going forward as a useful and objective benchmark against which to review managers' performance. **Please refer to point 5 under the section, "Areas for Development" which is also relevant here.**

- There is undoubtedly a significant amount of resource invested in developing managers' leadership capabilities through a variety of approaches such as the NPQH, coaching and mentoring skills training, the Middle Leaders Development Programme and the Building on Excellence middle manager training programme. Senior leaders also coach middle managers as appropriate to develop their people skills and in this respect managers confirmed that they do receive constructive feedback from their managers around this aspect of their performance. This comes formally through performance management as well as at one to ones when necessary during the year and specific examples of this were referenced. Some middle managers also described how there were a number of very good leaders and managers in school from whom they were learning a lot (through observation) in relation to how to best manage staff teams and individuals within those teams.

- Senior leaders also continue to encourage all people to develop leadership capabilities as required in order to build capacity and continuously improve the school's performance. Secondments onto the senior leadership team still take place with one of the most recent examples having enabled one individual to lead on the FSM agenda with a particular focus on the maximisation of the pupil premium. Teaching staff regularly referred to the career

aspirations sheet which they complete each year and which allows the Principal to have an overview of where people want to progress to. A couple of people interviewed described examples of additional responsibilities they had been able to take on which they believed were a direct result of them completing this form. Others talked of having the opportunity to act up into a post temporarily to provide for example maternity cover. A programme for Aspirant Leaders has also been developed where some staff have had the opportunity to lead a particular project to enable them to gain leadership skills. The development of the school's Reward and Incentives Group (RIG) is one example of this. Others had trained as Mentors for the ITT students and some staff had accessed Senior Leader in Education, Outstanding Facilitor and/or coaching skills training, as part of the Teaching School and National Support School agendas. Students also are developed in this respect and there continues to be in place a Junior Leadership Team. People frequently commented upon how this was a key aspect which they really liked about working for the organisation.

- The school's approach to developing leadership and management capacity is clearly linked to its overall strategy, as some of the examples above demonstrate. The school's approach also takes account of external good practice. Many of the qualifications undertaken are externally accredited, with some being developed as part of the school's involvement in a Best Practice Network.

Effectiveness

- There was a significant amount of evidence of positive working relationships in place between managers and staff as well as between the senior leadership team and the wider staff group. People regularly confirmed how they both trusted and respected their managers (two of the school's core values) as a result of the way in which they were managed day to day. **"I have never been given a reason not to trust or respect them."** Line managers were considered to be supportive and to make time for staff as necessary. The performance management system for non teaching staff, as referenced earlier is however an area that still needs some work to ensure that all managers carry out these discussions on a regular and timely basis with everyone in school. **Please refer to points 1 & 2 under the section, "Areas for Development" which are particularly relevant here.**

- The senior team act as strong role models in terms of how they lead, manage and develop people in line with expectations. They carry out performance management with their direct reports, provide regular feedback, they are considered to be very approachable and accessible and act as coaches and mentors to a number of different people across the organisation as required. People also have a lot of respect for the senior team and confidence in their leadership abilities and as was the case three years ago, they consider many of them and a number of other managers in the organisation to be inspirational in their approach.

- Reasons regularly given included; the performance of the school in terms of its success and growth as well as the the positive management style of the team. Some people also referenced senior leaders' own development and progression through the school as acting as a source of inspiration for them. Others talked of their passion and energy. A number of people made similar comments about some of the middle managers to whom they directly reported. **"Yes my manager is inspirational. I don't think I could ever do what she does! I have learnt so much from her over the past six months and that gives me confidence to do more." "Our manager is brilliant. He is just a lovely person and would do anything for us and we do anything for him. He is fair, consistent with all of us and has a brilliant work ethic." "You just have to look at what the new Principal has achieved in a relatively short time frame. You cannot help but be inspired!"**

- Both senior and middle managers also understand the importance of creating an effective team working environment and one where sharing knowledge and information is encouraged as a means of improving performance. Once again reference was made here to the various meetings which are in place, cross organisational groups, Inset, briefing sessions three times a week and the regular cascading of information as required. There was a strong sense of effective team working in place within a supportive yet high performance workplace.

- Sharing good practice, skills and experience is also strongly encouraged through a variety of approaches including teachers continuing to attend Within School Variation Meetings, peer observations and other lesson observations, as well as the sharing back of learning to colleagues within departments or whole school as required.

- As referenced earlier coaching skills are also used to positive effect as a means of developing people's potential. Senior leaders have undertaken coaching skills training in the past and regularly use this skill as part of their approach to leading their staff teams. In addition the school has invested in coaching skills training for a number of other staff who are now training others in the organisation and from this perspective people very much believed there was a coaching culture in school. One person that has trained as a coach confirmed how they were currently practising their skills with one of the student teachers to assist with their development.

- Managers and staff alike also confirmed that managers provided staff with information, advice and guidance on how to progress their careers within school and outside as necessary. In addition to some of the examples referenced earlier there was evidence of members of the senior team giving feedback to staff members who were about to apply for new posts by looking through their written applications with them. A newer member of staff also described how a member of the senior team had been helpful in providing them with advice and guidance around how to move forward with their Masters qualification. There is however scope for this approach to be strengthened for those members of staff who are not teachers for the reasons described earlier. **Please refer to point 2 under the section, "Areas for Development" which is again relevant here.**

- Given that there is a strong culture of openness and trust in place, managers confirmed that they were happy to act on feedback from any level that in turn would help them to continuously improve the way they lead, manage and develop their staff teams. The majority of staff also believed they could give their managers constructive feedback and that it would be well received and acted upon. However currently this is not proactively sought and in this respect this area could be stronger. Some managers and staff confirmed they had taken part in a 360 feedback process as part of a development programme which some senior leaders and middle managers have been part of in the past, but this is not something that is consistently applied across the school. Plans by the current Principal to develop this approach going forward and to roll it out to all managers would no doubt provide a more robust, structured and rounded way of seeking this type of feedback. **Please refer to point 5 under the section, "Areas for Development" which is relevant here.** A couple of staff confirmed they had given some more informal constructive feedback to their managers or a member of the senior team around certain aspects of how they were managed which they felt could have been improved and confirmed this had subsequently been addressed.

Reward and Recognition

- There is a very strong culture of recognition and reward in place with people regularly confirming that their contributions are recognised and valued. This is as a result of both formal and informal mechanisms being in place, which recognise, reward and celebrate individual and team successes and achievements. The majority of people frequently

referred to how on an individual level they are praised when they perform well and most confirmed that they regularly received positive feedback which acts as a motivator also.

- People at all levels are aware that the school has a reward and recognition strategy which is made up of a number of strands. Since the time of the school's last Review it has developed a formal reward and recognition scheme overseen by the Reward and Incentives Group, which people have welcomed and which recognises and rewards those that have gone "above and beyond". People believed this to be a fair process also as a panel sits to decide which individuals receive the awards and the group is made up of both teaching and non teaching staff. Equally anyone from the staff team can nominate any of their colleagues who they believe are worthy of an award. In addition to this process staff confirmed that they are also encouraged to recognise colleagues achievements in other ways. For example morning briefing is often a time when individual and team successes are celebrated publically. Teachers also talked of the peer observation process in this respect as it gave people the opportunity to comment positively on their colleagues' teaching practice. The very act of being asked to be observed because a person was considered to be an expert in a particular aspect of teaching was another example offered as to how people felt valued. In one department there is also a good practice award that is given out every half term during the Faculty meeting.

- Staff attendance in school is also recognised through people receiving a letter from the Principal and then those with 100% attendance are also entered into a prize draw. Teaching staff also referenced the Vivo system which encourages teachers to ensure they give out their allotted Vivos (a form of currency) to those pupils that should be recognised for good work/behaviour. Once again staff who do this are entered into a prize draw. Some teachers commented upon how this particular scheme was motivational as they were competitive and wanted their pupils to have achieved the most rewards and the incentive of possibly winning a bottle of wine was also considered to be a nice gesture.

- In addition to these formal schemes, some people talked of how they had received other gestures from members of the senior team or their managers as appropriate, such as flowers and chocolates or a team going out for a meal. Cakes had also been bought for the school during last term in recognition that the term had been a particularly busy and stressful one for people.

- Career development opportunities was another strand to the school's approach to reward and recognition and which acted as a motivator for a number of those interviewed.

- Consequently people across school know what they need to do be recognised and rewarded and regularly talked of "doing their best" and referenced the different schemes listed above. A few people commented that with the introduction of RIG the only thing they sometimes struggled with was what actually constituted "above and beyond". Going forward the Principal has indicated that the group plan to provide some examples of what this looks like to help people, which should also encourage more people to nominate colleagues including managers nominating their staff when appropriate.

- The organisation's overall approach to recognition and reward is something which people have had the opportunity to comment on and particularly the development of the Reward and Incentives Group. People referred to this whole area being discussed at a staff meeting some time ago and then people have subsequently been asked to volunteer to sit on the group itself. Those on the group have then had an opportunity to shape the scheme, which it was confirmed was given significant thought. The Principal confirmed how during its development phase, seeking ideas and looking at practices in other schools which the organisation is in contact with, formed a part of the process.

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- Finally the school's benefits also go beyond legal requirements and a number of examples were referenced here. For example the ongoing commitment to support a work life balance

week each half term, the school's occupational health scheme to which staff can self refer, staff contact time is lower than what is expected and timetabled professional development time is factored in to all staff timetables. There also continues to be a phased return to work for staff who have had a period of long term absence with an appropriate support package.

- All of the above examples demonstrate that the senior leadership team understand the importance and the impact of having in place a clear, fair and effective strategy for staff reward and recognition, in terms of keeping people motivated to deliver what is required and reinforcing this by recognising and rewarding those that do. People equally referenced the fact that it is because they feel valued that many people like working for the school and want to continue to do so going forward.

Learning and Development

- Learning and development needs continue to be regularly reviewed at all levels and this includes the identification of development which will help the school to build capacity going forward to achieve its vision. Examples of innovative, flexible and cost effective solutions to addressing people's development needs are also identified and actioned, using internal and external resources. As referenced earlier one area that does however need strengthening is the performance management system for some of the non teaching staff, which is still not sufficiently embedded across the whole school. **Please refer to points 1 & 2 under the section, "Areas for Development" which are particularly relevant here.**

- Teachers and some non teaching staff described how they were able to discuss their learning needs during performance management meetings. Some equally believed they could approach their managers at any time and in this respect believed they were encouraged to take responsibility for their own learning and development. There were equally many examples described where managers or senior leaders had themselves identified development opportunities for people. Team learning and development needs were also confirmed as being reviewed and discussed at various departmental and team meetings, with numerous examples referenced.

- Examples of development needs that were regularly described included; how to deliver outstanding lessons, the development of a bespoke middle leaders course in place of anything being available nationally, the development of an Aspirant Leader programme in house, the training of a number of designated coaches and the introduction of Magpie days, where staff are encouraged to go and visit other schools to identify good practice, bring this back and then implement these ideas within their departments as appropriate. As referenced earlier there are a range of leadership and management development programmes on offer in order to build the leadership and management capacity within school. Training for a number of staff in SLE skills, coaching skills and the Outstanding Facilitator programme are all clear examples of how the school has linked its training to delivering its vision, as these skills are now being used to improve the performance of others through the role the organisation has as a Teaching School and a National Support School. The current identification of skills required to enable the school to offer a sixth form in the future is yet another example of development that is currently being looked at and which will help to ensure the organisation effectively achieves its objectives going forward.

- At a team level numerous examples were described and included teachers becoming more familiar with the requirements of how to teach certain GCSEs and other relevant qualifications. Another team required external training in how to better understand what A* and A grades looked like in their subject area. Literacy training has also been provided for Learning Support Assistants to help them to raise the literacy skills of FSM pupils and has resulted in them being able to operate a software package linked to this and the training up of forty reading champions (other students).

- There has also been a continued commitment to share learning within and across school as required through a variety of mechanisms. For example senior leaders, middle managers and other classroom based staff as appropriate deliver training via Inset and at after school drop in sessions. There is the programme of lesson observations and the opportunity for teachers to now undertake a third observation of their peers, which has been well received, as well as on the job training for some non teaching staff from colleagues or their managers. Staff confirmed that when they attend a training session there is always an expectation that they share their learning with their colleagues as appropriate and that they also complete a post training evaluation. People feel well supported when they have completed a piece of training and are encouraged to put this into practice, so that their learning is not wasted. They are also encouraged to try out new ideas and equally learn from their mistakes as well as listen to feedback. A number of teaching staff commented upon how they found their lesson observations really useful and described a number of examples of things they had improved as a result of direct feedback and by being given the opportunity to observe others' good practice.

- Finances, time and in house expertise are all examples of resources which continue to be invested to ensure that the organisation's learning and development needs are effectively met. Budgets for both teaching and non teaching staff were confirmed as being ring fenced. Interestingly however a small proportion of non teaching staff interviewed thought there was probably little or no funding for their training. **Please refer to points 1 & 2 under the section, "Areas for Development" which are relevant here.**

- Senior and middle managers also consider how they are going to evaluate the impact of learning and development invested in and again gave numerous examples of this. Monitoring the number of lessons taught that are judged to be good or outstanding, following the Outstanding Practitioner training was one example highlighted. Monitoring the increase in FSM pupils' reading ages following the completion of literacy training for Learning Assistants was another.

- There is undoubtedly a strong culture of continuous learning in place, where the majority of people interviewed confirmed that all learning is valued. Senior leaders act as positive role models for this by accessing development themselves, delivering training, supporting others by acting as mentors and coaches and by regularly discussing the development needs of their direct reports. Similarly other managers do the same and referenced numerous examples. The investment the school has made in a number of new development programmes as highlighted earlier is yet further evidence of the positive learning culture that exists.

- A number of people also talked of how their personal development needs are supported; another reason why many believe continuous learning is very much a part of the culture. Some staff are studying for additional qualifications themselves including maths and language GCSEs. Some described how the school has supported staff to achieve their Masters qualification, others talked of being trained as Mentors to ITT students. Senior Leaders have and continue to be supported to study for the NPQH. As referenced earlier teaching staff are also regularly asked to identify what their career aspirations are each year and many of these appear to have been taken on board when the right opportunities arise. A regular comment heard was, **"The opportunities are there if you want them."** There are also mentoring opportunities available and a number of staff confirmed how they had spoken to key people in the past to gain advice as necessary including a number of the senior leadership team. Once again outcomes for some non teaching staff could be stronger here.

- Learning and development achievements are also recognised and celebrated which further demonstrates the organisation's commitment to this area and which in turn also motivates

others to learn and develop and these were confirmed as being publicised in briefings or referenced at departmental and team meetings as appropriate.

- The extent to which managers and staff confirmed that people's preferred learning styles were taken into consideration when identifying relevant training was a little mixed and could therefore be stronger. Some talked of completing a learning styles questionnaire some time ago but were not sure what was done with this information. Others felt that the way in which Inset and other in house training sessions were delivered took account of this issue and usually contained a number of different delivery methods. Some felt it was intrinsic to the culture given that teachers were mindful of pupils' learning styles, while a few people felt this could be stronger. This therefore may be an area the school wants to revisit to ensure all staff, including non teaching staff have an understanding of their preferred way of learning, so that where possible the time and resources used to meet peoples' learning needs are being used as effectively as possible.

- The majority of new staff interviewed or those new to a role were able to confirm that their induction was largely effective with some examples of good practice where people have had a reasonable hand over period, to enable them to settle into their roles. Another existing member of staff that has taken on a new responsibility in school confirmed how they had had a lot of support from their line manager which they felt had been invaluable. The senior team however have identified that there is scope to further strengthen this area particularly for those new teachers who are not joining as an NQT. Equally the process for new non teaching staff also needs to be reviewed in this respect to ensure people receive timely and relevant information upon joining. **Please refer to point 3 under the section, "Areas for Development" which is relevant here.**

People Strategies

The school has a number of other people strategies in place in addition to those already referenced in this report that are focused on ensuring the effective leadership and management of people and which again are designed to impact positively on organisational performance.

Recruitment and Selection

- The organisation's approach to recruitment and selection continues to be considered a fair, efficient and effective process by people who have experienced it and is focused on meeting the school's needs. The same approach that was in place three years ago was referenced here, with confirmation that the school has also ensured that the process has remained up to date in terms of meeting any changes in legislative requirements.

- One area that was confirmed as having been strengthened is the extent to which the Junior Leadership Team now play a significant active part in the process and have been trained to do so, including carrying out interviews, observing a lesson being taught and taking candidates on a tour of the school (a formal part of the selection process).

- However the extent to which other team members' views (non managers) are asked for as part of the selection process was very mixed with the majority of people confirming they had no involvement and explaining that this tended to be a middle or senior management responsibility, with only a few exceptions. This is an area where there is therefore an opportunity to further strengthen the organisation's approach for the reasons described at the beginning of the report. **Please refer to point 8 under the section, "Areas for Development" which is relevant here.**

- Managers confirmed they very much play a part in the recruitment process and are mindful of recruiting people who not only have the best and most appropriate academic qualifications and experience, but equally those who demonstrate the values of the school.

- The senior team also ensure that the approach is focused on ensuring the school delivers its longer term strategy and described examples of recruitment decisions that have been taken in this respect. For example with the development of a sixth form there is the need to recruit a Head of Sixth Form and the Executive Principal confirmed how the person recruited to this role will have the opportunity to be in post a year before the sixth form comes into being. This will no doubt help to ensure that the school gives itself the best possible chance to open a successful sixth form.

Work life Balance

- Senior leaders confirmed that they do take people's work life balance seriously and understand the impact that this has on people's performance and also the benefits that are gained from people being flexible back. The school's work life balance week continues to be in place every half term and phased returns to work for staff who have undergone a period of long term absence again continue to be in place. Senior leaders and managers also confirmed that they try to be as flexible as they can and supportive of people's personal circumstances wherever possible and this was something that people regularly commented upon very positively. **"By being flexible I find you get it back in spades."**

- The majority of people believed the school tried its best to support their work life balance, referencing the examples above. A few people also commented that the senior team led by example here by not expecting people to work late during the work life balance weeks. However the nature of teaching commitments meant that some teachers acknowledged that they used the work life balance week to catch up or take work home and some acknowledged that they did not like to postpone after school clubs for pupils during these weeks. Some teaching staff acknowledged that there were times when they felt the job was particularly stressful in terms of meeting various deadlines.

- Numerous examples were however provided of how people believed the school had been very flexible with them in terms of personal circumstances (both teaching and non teaching) and a number of people commented upon how the school's flexibility and support compared very positively to their experiences of other organisations they had worked for. Some also referenced the fact that the senior team had bought cakes for staff following a particularly busy autumn term as a gesture of appreciation for people's hard work.

- Going forward there is scope to further strengthen this area by looking to develop a Health and Wellbeing Strategy. The Principal is currently considering looking at introducing some form of alternative therapies to offer staff as a way of reducing stress, an idea put forward by a member of the staff team. The Health and Safety Executive also have a stress audit tool which the school may want to access. By putting a Health and Wellbeing strategy together based on the health and wellbeing needs of the staff team, this would ensure that the school has a joined up structured approach here and will help to ensure that any resources invested in this area have maximum impact. The Investors in People Health and Wellbeing Good Practice Award provides a framework which the school could work with in this respect. **Please refer to point 6 under the section, "Areas for Development" which is relevant here.**

Equality and Diversity

- The school has a commitment to promoting equality, managing diversity in the workplace and within this making the most of people's talents, for the benefit of both individuals and the school and there have been numerous examples of this described throughout the report. In addition the school has an equality policy and processes such as performance management are expected to be accessed by all staff.

- Other managers and staff confirmed how people are encouraged to "play to their strengths" and there were numerous examples described of how people were being encouraged to make use of their unique talents within school by being asked to take on extra responsibilities, examples of which were frequently referenced. SLT secondments, the development of a group of coaches, senior leaders in education and outstanding facilitators are all further examples of opportunities here. Teachers being able to develop and run various after school clubs and outside activities were other examples mentioned.

- People also commented upon how during meetings different people's views were always encouraged. Newer people joining also confirmed that they were encouraged to share their experience and ideas with a view to continuously improving school practice.

- Once again all of these examples clearly demonstrate that the senior team understand the benefits to be gained from making the most of people's talents and managing diversity effectively within school, not least in assisting the organisation to continually improve its performance. The positive impact that this approach has on people's motivation levels and loyalty to the school are equally important benefits which the school enjoys. Going forward as previously referenced and to fully maximise these benefits, the school needs to revisit its approach to this in making the most of the talents of all of the school's non teaching staff members. **Please refer to points 1 & 2 under the section, "Areas for Development" which are again relevant here.**

Performance Measurement

- The school continues to regularly measure and report on the effectiveness of its people strategies in terms of their impact on school performance. In terms of learning and development, there were numerous examples of development described which were considered to have had or are having a positive impact on performance at all levels, including the school's KPIs. For example; outstanding practitioner training is resulting in the number of good and outstanding lessons increasing and pupil attainment continues to improve which is stringently monitored. Middle management effectiveness was also considered to have strengthened as a result of the various development programmes and coaching they have received. Once again specific skills which were considered to have improve here were their ability to evaluate team performance more effectively and consistently and their ability to undertake more robust planning. Improvements in departmental performance in a couple of instances were also referenced, where acting Heads of Department have been in post. The number of A* and A grades achieved have continually increased and the gap is being narrowed, both of which were quantified.

- Evaluation of the cost/benefit of the school's investment in staff development also informs future strategy and this in turn ensures the school continues to make the best use of its resources. For example, when there was no option to send middle leaders on a national development course, the senior team decided to develop the school's own bespoke programme, understanding the importance and impact that this type of development has on assisting the school to ensure its targets and overall vision are achieved.

- Other people strategies are also reviewed and their impact on the organisation's various KPIs and overall performance is regularly evaluated. Senior leaders regularly discuss these issues at their meetings and managers are required to carry out Impact and Outcomes reviews three times a year, at which each department's performance is reviewed against its targets. The school also continues to undertake an annual self evaluation exercise. During these different exercises, the school's various approaches to leading and managing the staff team are also taken into consideration. Staff turnover is another KPI which the school uses to judge its effectiveness in this area, which continues to remain low.

"The indicator to me that the investment is paying off is that staff turnover is low and student outcomes are high."

- Examples of improvements at individual, team and organisational level were referenced by those interviewed and linked back to how the school manages its people. The ability of the school to improve the number of pupils achieving A* and A grades was considered to be as a result of an improved target setting model (that is more challenging), identifying pockets of excellence in school and this good practice being more effectively shared, having a comprehensive action plan in place and through encouraging teachers to become GCSE markers, with at least one or two now being based in the larger faculties.

- Having a positive approach to meeting people's work life balance needs wherever possible was felt to be a key factor in why the school's staff turnover rates remained low, as was giving people the opportunity to develop their careers within school. Similarly having a phased return to work process in place was confirmed as having helped to ensure that people coming back to work are able to remain in work without a further period of absence. The recruitment and selection process was also considered to be effective with many staff commenting positively upon the capabilities of new colleagues that had joined their teams.

- Members of various teaching departments regularly described how their results had improved or how there has been a bigger take up of students studying various subjects. In each case people referenced good or improved working relationships among managers and colleagues, effective training and a collaborative approach to working, as all being key factors in this success. The cleaning team have recently had the opportunity to change their work pattern (something identified by them) and as a result it was felt that this is improving their performance as they now have more opportunity to organise their time on site more effectively and are able as a result to better clean certain parts of school.

- This return on investment is regularly reported on to the Governing Body and via the Principal's Report. Staff briefings are also used to share whole school, team and individual achievements as appropriate.

Continuous Improvement to the way in which People are Managed and Developed

- The school continues to have a commitment to continuously improve the way in which people are led, managed and developed. Self evaluation and reflection by the senior team has led to numerous improvements being made in the past three years. They have also taken on board one of the key recommendations from the school's last Investors in People Review in terms of developing a more structured reward and recognition process, as referenced earlier in this report. Additional external standards have also been achieved in the last three years including the Inclusion Quality Mark. Within School Variation Meetings also continue to be used to share good practice and management approaches as necessary and this continues to act as a useful internal benchmarking mechanism.

- There is a commitment to also benchmark the school's people management strategies externally although this is often a challenge as it is the school that often is leading the way here. The school is part of a Best Practice Network as part of its Teaching School status and in this respect the school has had a part to play in the development of the Improving Teacher and Outstanding Teacher Programmes as well as the newly developed NPQH qualification. The introduction of the Magpie days is something which it was confirmed had been taken from another school and as referenced earlier the development of the new staff recognition and reward scheme has involved speaking to some other schools to see if they operated anything similar. Going forward the school has the opportunity as an Investors in People Champion to network with other Champions and this should provide another avenue through which to externally benchmark the organisation's people practices. **Please refer to point 9 under the section, "Areas for Development" which is relevant here.**

- However one area that could be strengthened is in how senior and middle leaders seek feedback from staff about how they feel they are being led, managed and developed. Currently this is very informal and ad hoc other than through the staff council. As referenced earlier, the introduction of some form of annual/periodic survey is one option to consider here, as is the planned roll out of 360 feedback for all managers in school. The Principal also confirmed that he wants to regularly seek feedback from staff on different aspects of how the school is being led on a rolling basis. All of these approaches should going forward provide the senior team with useful temperature checks of how people are feeling and identify both good practice (which can then be recognised) and opportunities to further improve leadership and management skills as required. **Please refer to points 4 & 5 under the section, "Areas for Development" which are relevant here.**

- Managers acknowledged that they did not proactively involve staff in identifying improvements to the way in which they manage and develop them, something which the majority of staff also confirmed to be the case, other than when they have undertaken formal leadership training where 360 has been a part of the development programme. They did however confirm they were mindful of their approach and as referenced earlier this is something they do discuss with their own line managers. Some managers have also engaged in self reflection where they have attended leadership development themselves. As a result some managers were able to describe examples of improvements they had made to their management approach. For example, more effective delegation, providing more structured support to new team members and being mindful of their facial expressions and body language so as not give staff mixed messages.

- People interviewed were able to describe a number of improvements that have been made generally to the way in which they are managed and developed and a few could also describe improvements made as a result of their own feedback. However once again these latter examples were through ad hoc discussions and were not as part of any structured or regular feedback process. A number of staff indicated they would like to take part in some form of annual/periodic survey. While not currently formally asked for feedback, staff were nevertheless of the general opinion that managers are genuinely committed to improving the way they manage staff. The majority felt comfortable raising this should the need arise, with a couple of people confirming they had in fact done so in the past. Many staff commented they had never felt the need to bring this up as they were very happy with the way in which they were led, managed and developed.

- General examples of improvements referenced at all levels included; the introduction of the RIG process, the opportunity to train as a coach and be coached, the revisiting of the school's framework with a view to making it more focused so that people can see more clearly how they contribute to it, the introduction of more management time to carry out Impact and Outcomes reviews and more support for those seconded onto the SLT, as well as for those who essentially backfill these roles, as a means of again improving the school's approach to developing leadership capacity.

Evidence Requirements assessed were as follows:

The Standard – Evidence Requirements										
ER	1	2	3	4	5	6	7	8	9	10
1	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
2	✔	✔	D	✔	✔	✔	✔	✔	✔	✔
3	✔	D	✔	✔	✔	✔	✔	D	✔	✔
4	✔	✔	D	D	✔	✔	✔	✔	✔	✔
5	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
6	✔	✔	✔	✔	✔	✔	✔	✔	✔	D
7	✔	✔	✔	✔	✔	✔	✔	✔	✔	D
8	✔	✔	✔	✔	✔	✔	✔	✔	✔	D
9	✔	✔	✔	X	✔	✔	✔	✔	✔	X
10	D	D	✔	✔	✔	✔	✔	✔	✔	D
11	✔	✔	✔	✔	✔	✔	✔	✔	✔	X
12	D	✔	✔	✔	✔	✔	✔	✔	✔	X
13	✔	✔	✔	✔	D	✔	✔	✔	✔	D
14	✔	✔	✔		✔	✔	✔	✔	✔	D
15	✔	D	✔		✔	✔	✔	✔		✔
16	D	✔	✔		✔	✔	✔	✔		
17	✔	✔	✔		✔	✔	✔	✔		
18	D		✔		✔	✔	✔	✔		
19	✔		✔		✔	✔	✔	✔		
20	✔		✔		D			✔		
21	✔		✔		✔					
22	D		✔		✔					
23	✔		D		✔					
24	✔		✔		✔					
25	D		✔		✔					
26			✔							
27			X							
28			D							
29			✔							

Key:

✔	Evidence Requirement Met		D		Met with Development Opportunity
X	Further Evidence Required				Evidence Requirement Not Assessed

Continuous Improvement Plan

The Heath

Organisational Priority	Suggested Action(s)	Potential Benefits	Suggested Priority Level	Potential Solutions / Support Available
To move from outstanding to exceptional	**Non Teaching Staff Performance Management** All non teaching staff have more opportunities to have their learning needs reviewed, their performance effectively managed & the ability to make the most of their talents.	• *Should ensure that everyone in school is given the maximum opportunity to contribute positively.*	1	**Client to:** • Revisit the current performance management system for all non teaching staff & bring in line with teachers' system • Ensure clear accountability & rigorous monitoring • Provide management training and support as required
To move from outstanding to exceptional	**Induction** Induction process for all new non NQTs to be more structured/joined up. Induction process for all non teaching staff to be more structured/joined up.	• *Will help to ensure people are able to perform effectively in new roles as quickly as is reasonably practical.* • *Will help to reduce the likelihood of new people leaving the organisation in the first few months & all of the associated costs of having to re – recruit.*	1	**Client to:** • Follow through plans to develop induction processes • Seek new staff views about what they would like to see in an induction

Organisational Priority	Suggested Action(s)	Potential Benefits	Suggested Priority Level	Potential Solutions / Support Available
To move from outstanding to exceptional	**Continuously improve how staff are led, managed and developed** Through proactively measuring people's satisfaction levels in relation to how they are led, managed and developed.	• *Provides a useful temperature check on how people are feeling and from which areas for improvement can be regularly identified.* • *Provides a robust way of measuring the effectiveness of the impact of any improvements.*	2	**Client to:** 1. Consider developing a staff satisfaction survey and issue periodically, using the same questions on subsequent surveys in order to measure the direction of travel. **Or** 2. Consider accessing the Best Companies Survey which allows the school to also benchmark the effectiveness of its people practices externally. Further information can be found by logging onto www.bestcompanies.co.uk 3. Follow through plans to roll out 360 feedback for senior and middle leaders. 4. In line with point 3, actively engage managers in agreeing what those key leadership and management capabilities are for effectively managing staff (in the absence of any national standards)

Organisational Priority	Suggested Action(s)	Potential Benefits	Suggested Priority Level	Potential Solutions / Support Available
				IiP Specialist to: 1. To email client example copies of surveys which can also be found on **IiP Interactive.** This is located at www.investorsinpeople.co.uk 2. Email client example leadership and management skills matrix.
To move from outstanding to exceptional	**Employee Health and Wellbeing** Through the further development of the school's Health and Wellbeing approach. Work with the Health and Wellbeing Good Practice Framework. Consider an assessment against the Framework longer term.	• *Helps ensure the organisation is focusing its resources in this area as effectively as possible to benefit both the organisation and the staff team.* • *Should help the school to ensure people continue to perform effectively in the workplace as a result of their health and wellbeing needs being effectively met.*	2	**Client to:** 1) Access **Health and Wellbeing Interactive** which can be found by logging onto www.investorsinpeople.co.uk where there are many useful templates (including example strategy formats). 2) Benchmark current practice to that of the Health and Wellbeing Good Practice Award. 3) Attend one of the Health and Wellbeing Award awareness raising workshops and follow on development programme.

Organisational Priority	Suggested Action(s)	Potential Benefits	Suggested Priority Level	Potential Solutions / Support Available
				Details of these can be found by logging onto www.i-dg.co.uk 4) Consider being assessed against the Award to recognise the organisation's good practice. If the client chooses to be assessed within 12 months of this IiP Review, a reduction in the cost of the assessment will be applied. **IiP Specialist to:** 1) To send client a copy of the Health and Wellbeing Framework. 2) Is available to provide relevant support/guidance as required in relation to this area.
To move from outstanding to exceptional	**Through actively seeking the views of staff (non managers/leaders) when recruiting and selecting team members.**	• *Could inform and improve the decision making process. Helps to further ensure that the person is the right fit with the team.* • *Staff will feel more valued because of their input.*	**2**	**Client to:** 1. Consider ways through which people at all levels within teams can be more effectively engaged in the recruitment and selection process. 2. Contact the IiP Champion

Organisational Priority	Suggested Action(s)	Potential Benefits	Suggested Priority Level	Potential Solutions / Support Available
				Network to identify how other schools might approach this.
To move from outstanding to exceptional	**Social Responsibility: environmental sustainability** Develop this strand as part of the school's wider social responsibilities. Use the School Eco Award/ Framework to benchmark the school's practices against.	• *External benchmarking could identify areas where the organisation's approach could be further enhanced.* • *It provides an opportunity for the school longer terms to gain external recognition for its practices once embedded.*	**2**	**Client to:** 1. Consider working with the School Eco Award/Framework going forward. 2. Set up a cross school working group to look at this (could provide an opportunity for non teaching staff to also get involved). 3. Communicate the school's recycling policy to staff. .
To move from outstanding to exceptional	**External Benchmarking of the school's People Practices**	• *External benchmarking could identify areas where the organisation's approach could be further enhanced.*	**2**	**Client to:** 1. Take the opportunity to attend the annual IiP Champions Network meeting & other events as they arise. 2. Contact IDG (Amy Grange; A.Grange@i-dg.co.uk) if you have any specific issues you want to contact the Champions group about.

Organisational Priority	Suggested Action(s)	Potential Benefits	Suggested Priority Level	Potential Solutions / Support Available
The wider Heath Family	Encourage those schools you support/sponsor to implement the good practice identified in the IiP Framework.	• *Should assist The Heath with its improvement plans for each school*	**2**	**Client to:** 1. Make contact with the IiP Specialist if they require any advice/guidance around implementing the IiP Framework's good practice. 2. Request an assessment against the Framework for each school longer term. 3. Access the IDG website where there are various workshops which schools new to the IiP Framework can access; www.i-dg.co.uk **IiP Specialist can:** 1. Undertake a diagnostic assessment against the IiP Framework at any point for the other schools. 2. Provide advice and guidance to other schools as necessary/required.

Key

1 = High Priority, 2 = Medium Priority, 3 = Low Priority

Conclusion

I would like to very much thank all those people involved in the organisation of the review and particularly Kate Allerston for all her help with the smooth running of the on site assessment. I would equally like to thank all those people that took part in the discussion process.

Joanne Hamilton

IiP Specialist

Date: 18.01.13