

# Assessment Report

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Investors in People combined assessment report for

## **CHRIST CHURCH C of E PRIMARY SCHOOL**

Chadderton, Oldham, Greater Manchester

- ❖ **Investors in People Assessment**
- ❖ **Investors in People Health and Wellbeing Good Practice Award Assessment**

Undertaken by

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**Investor in People Specialist**

On behalf of Investors in People North of England

Project Number: 14/

Date: January 2015

**Commercial in Confidence**

## Introduction

This was a first post recognition assessment for Christ Church C of E Primary School, Chadderton, Oldham, Greater Manchester against The Investors in People Standard (Full Framework) and The Investors in People Health and Wellbeing Good Practice Award

The school was last assessed in 2012 and at that time the achievements of the school were recognised together with a number of development opportunities highlighted to support the school moving forwards

The school currently holds investor in People **GOLD** recognition

The school also holds The Investor in People Health and Wellbeing Good Practice Award

It is apparent that the school recognised by OFSTED as a good school with outstanding features has continued to progress, develop and improve. It is also very clear that OFSTED isn't the only driver of performance in this school and many people referred to how they feel supported and were able to describe how they are aligned to the school values (CHRIST) and also provided examples of the very positive and inclusive culture within the school including the sense of ownership people have and the clear expectations that have been co-created.

People describe this school as a great place to work because they feel recognised, valued, involved, engaged, consulted and empowered.

The school has since the last assessment further developed its inclusive and integrated approach to organisational development and has through this and the approach to distributed leadership (key enablers) been able to not only gain the 'buy in' of staff to its future development and ambition but also start to transfer the ownership, responsibility and accountability to teams to make this happen.

In turn this has had a significant impact on encouraging and supporting both teachers and teaching assistants to 'step up' in a safe and supported learning environment, taking on board both responsibility and accountability for delivering high quality teaching and learning outcomes.

**The findings from this 2015 assessment do not supersede but are designed to build on the findings and outcomes of the assessment undertaken in 2012 and the further areas**

for development identified at this assessment are designed to both further support and develop the progression already in traction

## Scope of the Assessment

- Establish whether Christ Church C of E Primary School continues to meet all the evidence requirements (the 39 evidence requirements of The Standard) to continue to be recognised as an Investor in People
- Link the future school objectives to appropriate areas of the extended Investors in People Business Improvement Framework
- Benchmark the school's performance against the wider Investor in People business Improvement framework (the remaining 157 evidence requirements of the framework)
- Establish whether further recognition can continue to be awarded at the Bronze – Silver – Gold levels of recognition
- Identify areas for continuous improvement in line with the school's ambition

## Outcome

Having carried out the assessment process in accordance with the guidelines provided for assessors by UK Commission for Employment and Skills, The Assessor was satisfied beyond any doubt that Christ Church C of E Primary School continues to meet the requirements of the Investors in People Standard

In addition The Assessor is very pleased to award further recognition at the **GOLD** level and also continue to award the **Investor in People Health and Wellbeing Good Practice Award**

The Assessor would like to once again congratulate the school on this excellent continued achievement and recognition

## **Key Assessment Findings**

The findings identified in this report are in the main linked to the school organisational and people development activity and progression identified since the 2012 assessment.

The 2012 outcomes have in the interest of brevity not been repeated unless relevant to do so

These 2015 findings do not replace or supersede the findings and outcomes from that initial assessment and should be considered as supporting and building on these

## **Strategy, Planning and Communication**

- There is a clear sense of vision and mission at Christ Church C of E Primary School. This has been a focus which has underpinned the development and improvement at the school since the 2012 assessment

The school has in The Assessor's view significantly further developed, improved and progressed since the last assessment and has as an excellent example of this clearly committed significant time and resources to developing an integrated framework (strategic management system) which sets out the vision, mission and values aligned to the key processes and activity the school needs to deliver, to achieve its desired outcomes

People interviewed understood this and could describe how they have been involved and how they have contributed to this development work, for example whole school residential event in October 2014

The approach is both inclusive and comprehensive and brings together all the elements required to support effective organisational development, including vision, mission and values, key enabling approaches, key processes (provision), learning requirements and key outcomes

The approach taken is in line with recognised continuous improvement and business improvement techniques utilised in a number of high performing organisations outside of the education sector

The Assessor took the opportunity during discussions with teachers and teaching assistants to explore their views and perceptions around the approach. Within those responses the vast majority of people demonstrated a clear understanding of the purpose and value of the approach taken ([See Appendix A](#))

- The strategic aims of the school continue to reflect ambitions to improve even further through developing confident leaders (teachers and teaching assistants – a “One team” approach) enabling the achievement of good and outstanding learning experiences.
- There is a comprehensive and detailed planning processes in place that encompasses identified ‘Key Priorities’ for future school development. The purpose and aims of the school are clearly and concisely defined and communicated.

People clearly understand these and also how they contribute to meeting the aims and ultimately the continued success of the school

- The ambition and aspirations of the school are shared by governors, senior leaders, teaching and non teaching staff and people see how these are being promoted and pro- actively managed
- Leadership aims include continuing to strengthen the support provided through SLT to enable the development of others and support people to work cohesively (very good evidence provided of team working through Phases approach). This was also demonstrated by non-teaching teams e.g. kitchen. The manager here could openly talk about how the work of her team supports teaching and learning and de facto the overall success of the school

Distributed leadership is a key strategic approach and one that engenders responsibility, accountability and ownership across teams

- Key issues within plans reflect school priorities and are supported by a clear rationale, defined objectives, actions, resource implications, timescales and how progress will be evaluated. The school is committed to “smarter and leaner “ ways of working.

An example of this approach is found in the development work undertaken to progress the identification and communication of the school values. This work was identified as a development opportunity at the 2012 assessment. It is clear that the school has committed significant development time and other resources to developing the organisational development framework through the involvement of all staff. People interviewed recognised this and commented positively on the opportunity and experience and how this has made them feel even more valued

- Health and Wellbeing approaches continue to be supported through:
  - Effective on-going SLT support
  - HWB approach is underpinned by school values

- HWB group operating (recent change of membership)
- Involvement of all in school
- HWB is part of performance management
- HWB is embedded in the culture

## Continuous Improvement

- There is a very clear and coherent strategic focus on improving teaching and learning. Good is not 'good enough' at Christ Church  
Staff development planning and priorities reflect the ambition to continuously improve
- Innovative and creative ways of developing new learning ideas are being effectively utilised. Examples were provided by staff
- The school benchmarks its approaches and results and shares good practice externally through a number of leadership; learning; good practice; sharing and communication activities. Examples were provided
- Continuous improvement approaches are aligned to what the school is striving to achieve and are effective. There is regular and systematic assessment and review of performance against plans
- There is good evidence of capability and capacity building and creating development opportunities to enable this. The Head and Senior Leadership Team have been and continue to be creative in a very demanding environment. Improvement teams are still in place e.g. Eco and Health and Wellbeing

Assessor Observation – It is good organisational management practice to continually re visit, review and where necessary refresh the remit and role of teams and review how they operate (solutions focused? Or problems focused?)

- Are you satisfied all teams are operating effectively?
- Can you assess the return on investment the school is getting from these groups? Are all groups (members) clear about their purpose?
- Do groups share learning and good practice?
- Are group members appropriately developed?
- People are very clear as to their roles and responsibilities and are flexible and adaptable to meet school demands. There is a "can do" and "do the right things" culture in the school.

## Performance Management

- There is a rigorous performance management system in place for teachers. Targets are set at the beginning of the year, monitored throughout the year with an evaluation of achievement at the end of the school year. Individual plans and targets, objectives are aligned to school key aims and priorities, and also support individuals to achieve their personal development ambitions

Teachers confirmed that the school environment is very demanding and challenging, in a positive and healthy way. This is in line with their expectations and what they were trained for. However what makes the difference is *how* this is recognised and managed

A robust system for formally managing the performance of teaching assistants is also in place. Teaching assistants described being very effectively supported

People interviewed were able to describe how this operates and provided examples of how the school identifies people's strengths and utilises these to best effect

- Most people both in teaching and non-teaching roles described their experience of building much closer working relationships. People feel that the school values development work recently undertaken will further support this. Most people identify with the values and take ownership in terms of how they perform (behaviours) in line with them

Some Teaching Assistants outlined their involvement in planning and contribution both in and outside of the classroom and explained how they are part of and contribute to making improvements across the school

- Internally approaches and structures such as performance management; 1-2-1s; teaching observations and feedback are used to assess and review performance
- People described that they are supported by effective managers who understand what is required of them

People described managers as very supportive in encouraging people to develop and take on further responsibility

- People confirmed that they meet regularly with their manager on a one to one basis.
- Most people interviewed feel empowered in their roles and confident to make appropriate decisions. They believe that they make a difference and that the

contribution they make is valued (this is a clear indicator of effective performance management and the promoting of transformational leadership)

## Learning and Development

- There were a number of examples of flexible ways of learning to suit different styles, including mentoring and coaching. There is a significant commitment of resources to developing leadership and coaching skills
- The school has dedicated significant resources to the planning, management, delivery and evaluation of learning and development. The school is therefore able to assess the return on investment that learning and development provides

The development of the vision, mission and values framework will enable further qualitative evaluation of organisational activity in addition to learning and development

Continue to embed the school values in all your key people management / engagement approaches and processes. There is evidence emerging that this is starting to become embedded practice, for example in recruitment. Application of the values enables recruitment to find the best people not only in terms of skills, knowledge and qualifications but also in terms of personal values set (both performance and psychologically aligned to the school values) and the behaviours you seek in line with your culture and values

A similar rationale can be applied to other approaches and processes

For example:

Performance Management – aligned to the *What?* (KPIs, targets and objectives) and also align to the *How?* (Demonstrated values and behaviours)

Reward and Recognition – reward not only the quantifiable results but also *how* those results were achieved, for example in Christ Church embedded in values such as creating Happiness; Demonstrating Integrity; Innovative and creative approach to Teaching

Leadership – leading self and others in line with the values and role modelling behaviours in line with the values in all aspects of school life

Learning and Development – good evidence of some people taking ownership of their own learning and development (Support)

Most people at could provide examples of how learning has improved performance (linking enabling learning activity to outcomes)

## Considerations for the Future

### Values

- Continue to progress the approach to developing the school's values

Continue to embed the values in all your key processes

Continue to embed your values in line with your culture

- Consider further developing the organisational development (values) framework to include your key high-level outcomes. This will make the explicit link between vision, strategy and outcomes achieved

The information you then generate in reviewing your outcomes can then be fed back into the learning loop and utilised to inform your strategy and approaches going forwards

### Performance Management

- Continue to review your approach to performance management to ensure going forwards that the approach and system is delivering the clear outcomes which you are satisfied lead to individual, team and overall school improvement (results) right across the school
- Ensure all managers tasked with performance management and review are trained / developed / supported to do so. Ensure approaches to performance review are consistent (internal benchmarking / calibration) across appraiser managers
- Ensure that everyone (including non teaching staff) is encouraged and supported through appropriate development opportunities to improve their leadership capabilities (this promotes taking responsibility and accountability for decision making and helps to empower people)

### Continuous Improvement

- Are school leaders satisfied that current methods of obtaining feedback from staff are effective in understanding people's views on how they are managed and also captures their views on how they are managed improves?

What techniques are used? Consider whether Net Promoter system would be of value?

- Is this feedback used effectively to improve and develop? (Also is it fed into your strategic management system)

### **Health and Well Being / Work – Life Balance**

- Develop a Health and Wellbeing strategy (benchmark this externally)
- Ensure the impact of the approaches (HWB / WLB activities) taken can be assessed and evaluated to sure the desired impact on performance (results and outcomes) is being achieved

## (APPENDIX A)

### Evaluation of Vision, Mission and Values Development Work

The Assessor took the opportunity to undertake an analysis of staff perceptions and views around **development**, **change** and **continuous improvement** linked to key priorities

For the purposes of this feedback The Assessor has classified staff perceptions under three headings:

**Approach:** the approaches being taken / driven by the school

**Behaviours:** impact on values / behaviours (as a consequence of the approaches)

**Outcomes:** results / achievements

*(Linkages to the Investors in People wider framework - indicators are in brackets)*

#### **Approach:**

- Creates a clear and common understanding of purpose (*indicator 1*)
- Drives results (*Indicators 9 and 10*)
- Supports decision making (*Indicator 7*)
- Drives new initiatives (*Indicators 3 and 7*)
- Supports improvement in communication of key objectives and priorities (*Indicator 1*)
- Building school capability and capacity (*indicators 2, 4, 8*)
- Promotes clear and effective management and leadership (*Indicators 4 and 5*)
- Underpins commitment to coaching (*Indicators 4 and 5*)
- Drives the culture (*the whole framework*)

## Behaviours

- Instils confidence (*Indicators 3, 4, 7 and 8*)
- Supports 'doing the right things' rather than 'doing things right' (*Indicator 4 – Leadership attribute*)
- Increases flexibility and adaptability and "the ability to make things happen" and "doing the right things"
- Encourages me to be more innovative and creative in thinking and learning (the continuing development of the approach to teaching and learning and the building of capacity through teaching and learning approaches linked to outstanding teaching performance)
- "Enables me to take ownership. We developed this together and the work was done with us" (*Indicator 7*)
- Being responsible and accountable. Mission and expectations are clear and we know how are leaders are thinking
- Making a positive difference through being even more motivated and enhanced perception of being valued (identifying staff strengths and utilising these). This then leads to further productivity and added value (*Indicator 6 – Recognition and Reward*)
- People recognise the support they get and the fact they are valued. This instils a sense of pride in the school and its achievements and in turn creates a level of ownership and engagement (*Indicator 7 – Involvement and Empowerment*)
- Developing the values has had an impact, however further development in this area will result in people being more prepared and confident in challenging the way things work, challenging own assumptions and continually looking for continuous improvement opportunities (*Indicator 7 – Involvement and Empowerment*)

## Outcomes

- Continue to innovate and develop ways to work 'smarter' to create the capacity to improve overall results (*Indicators 3, 4, 9 and 10*)
- More satisfied and fulfilled pupils? (You should be able to measure / discern this from your feedback systems) (*Indicator 9 – Performance Measurement*)
- Wider impact in the community? (Involvement and support provide to Parents, guardians and the community though school facilities, activities and events)

- Sharing knowledge, learning and information with colleagues (internally and externally) leading to change and improvement (*Indicators 4 – Leadership and 7 - Involvement*)
- Working more effectively together (collaboration). This is impacting on improving working relationships (*Indicator 10 – Continuous Improvement*)
- Evidence of higher levels of personal engagement within role and with what the school is trying to achieve (outcomes) – transfers ownership (*Indicator 7 – Involvement and Empowerment*)

## Conclusion

It is The Assessor's view that this analysis of the management system at Christ Church C of E Primary School strongly indicates the following:

- The overall school strategy and planning approaches to enable high performance and continuous improvement are sound
- Approaches are being effectively deployed through robust management systems and processes and are being delivered by a team of committed, motivated, effectively managed people who are passionate about and believe in what they are striving to achieve.
- There is good evidence of systematic and rigorous assessment and review (evaluation of approaches and planned activity)



01: BUSINESS STRATEGY	02: LEARNING & DEVELOPMENT STRATEGY	03: PEOPLE MANAGEMENT STRATEGY	04: LEADERSHIP & MANAGEMENT STRATEGY	05: MANAGEMENT EFFECTIVENESS	06: RECOGNITION & REWARD	07: INVOLVEMENT & EMPOWERMENT	08: LEARNING & DEVELOPMENT	09: PERFORMANCE MEASUREMENT	10: CONTINUOUS IMPROVEMENT
<p>The organisation has a vision / purpose, strategy and plan (1,2)</p> <p>People are involved in planning (4,5,6)</p> <p>Representative groups (where appropriate) are consulted when developing the</p>	<p>Learning priorities are clear and linked to the plan (2)</p> <p>Resources for learning and development are made available (1,3)</p> <p>The impact will be evaluated (4)</p>	<p>People are encouraged to contribute ideas (1,5)</p> <p>There is equality of opportunity for development and support (2,3,4)</p>	<p>Managers are clear about the capabilities they need to lead, manage and develop people (1,2)</p> <p>People know what effective managers should be doing (3)</p>	<p>Managers are effective and can describe how they lead, manage and develop people (1,2,3,4)</p>	<p>People believe they make a difference (2)</p> <p>People believe their contribution is valued (1,3)</p>	<p>Ownership and responsibility is encouraged (1,3)</p> <p>People are involved in decision – making (2)</p>	<p>People's learning and development needs are met (1,2,3)</p>	<p>Investment in learning can be quantified (1,2)</p> <p>Impact can be demonstrated (3,4,5)</p>	<p>Evaluation results in improvements to people strategies and management (1,2,3)</p>
<p>Clear core values relate to vision and strategy (7,11,13,17,19,23,24)</p> <p>Key performance indicators are used to improve performance (9,15,21)</p> <p>Social responsibility is taken into account in the strategy (10,12,16,18,22,25)</p> <p>People and stakeholders are involved in strategy development (8,14,20)</p>	<p>The learning and development strategy builds capability (5,8,12)</p> <p>Plan take account of learning styles (10,15)</p> <p>People help make decisions about their own learning (9,13,14,16)</p> <p>Learning and development is innovative and flexible (6)</p> <p>There is a culture of continuous learning (7,11,17)</p>	<p>The recruitment process is fair, efficient and effective (6,11,14,19,22,27)</p> <p>A diverse, talented workforce is created (7,12,15,20,23,28)</p> <p>A work-life balance strategy meets the needs of its people (*,13,16,21,24,29)</p> <p>Constructive feedback is valued (9,17,25)</p> <p>The structure makes the most of people's talents (10,18,26)</p>	<p>Leadership and management capabilities for now and the future are defined (4,9)</p> <p>Managers are helped to acquire these capabilities (5,6,10,11)</p> <p>Leadership and management strategy link to business strategy, taking account of external good practice (7)</p> <p>Everyone is encouraged to develop leadership capabilities (8,12,13)</p>	<p>Managers are role models of leadership, teamwork and knowledge sharing (5,6,7,9,10,13,14,15,16,17,20,22,23)</p> <p>Coaching is part of the culture (8,12,19,25)</p> <p>People are helped to develop their careers (11,18)</p> <p>There is a culture of openness and trust (21,24)</p>	<p>Reward and recognition strategies link to business strategy and are externally benchmarked (4,6,8,9,12,15,18)</p> <p>Representative groups are consulted (where appropriate) (5,14)</p> <p>What motivates people is understood (10,16)</p> <p>Success is celebrated (11,17)</p> <p>Benefits strategy goes beyond legal requirements (7)</p> <p>Colleagues' achievements are recognized (13,19)</p>	<p>Effective consultation and involvement is part of the culture (4,6,7,12,13,17)</p> <p>People are supported and trusted to make decisions (9,15)</p> <p>Knowledge and information are shared (5,10,14)</p> <p>People are committed to success (16)</p> <p>There is a culture of continuous improvement (8,11)</p> <p>People can challenge the way things work (18)</p> <p>There is a sense of ownership and pride in working for the organisation (19)</p>	<p>Learning and development resources are used effectively (4,8,13)</p> <p>Learning is an everyday activity (11,18)</p> <p>Innovative and flexible approaches to learning and development are used (5,14)</p> <p>People are given the opportunity to achieve their full potential (9)</p> <p>All learning is valued and celebrated and is an everyday activity (6,10,17)</p> <p>Mentoring is used (7,20)</p> <p>Personal development is supported (12,15,16,19)</p>	<p>The contribution of people strategies is measured and evaluated (6,10)</p> <p>Impact on key performance indicators can be described (7)</p> <p>Performance improves as a result (11,13,14)</p> <p>Career prospects improve (12)</p> <p>Flexible and effective approaches to measuring return on investment are used (8)</p> <p>Return on investment in people is reported to stakeholders (9)</p>	<p>Self review and information from external reviews are used (4,5,10)</p> <p>Effective feedback methods are used to understand people's views on how they are managed (6,7,11,12)</p> <p>Internal and external benchmarking are used (8)</p> <p>People's views on how they are managed improves (9,13,14)</p> <p>People believe it's a great place to work (15)</p>

green – effective approaches in place    amber – approaches in place and further development opportunity exists



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**28<sup>th</sup> January 2015**

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