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# INVESTORS IN PEOPLE REPORT



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On behalf of Investors in People South of England

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### Introduction

This report follows the Investors in People assessment conducted for Harefield Infant, Nursery and Children's Centre (referred to as Harefield or the school throughout this report) from 8<sup>th</sup> to 9<sup>th</sup> July 2015. An overview of Harefield is included in the Investors in People Assessment Plan of 2<sup>nd</sup> July 2015. A full assessment was undertaken against the core Investors in People Standard and 137 appropriate evidence requirements from the wider framework of the Standard.

The outcome of the assessment and initial feedback was provided to the Headteacher at the end of the last day on site.

### Executive Summary

#### The Assessment Approach

The assessment was conducted through semi-structured interviews with a representative sample of people from across the whole organisation, including the Chair of Governors. Each person was interviewed one-to-one and confidentiality was assured. Interviews lasted between 45 and 60 minutes. The assessment included the review of a range of supporting documents, informal observation of working practice and ad hoc discussions with additional staff during tours of the school and the children's centre.

#### The Outcome

Harefield Infant, Nursery and Children's Centre has met a total of 129 evidence requirements from the Investors in People framework. **This is recognised with the award of the Investors in People Gold accreditation**, marking out the school as one of a small but growing group of Gold Investors in People organisations. This is an excellent and well-deserved achievement for which every member of staff deserves recognition. Please communicate this feedback to your people and thank all that participated in the assessment for their contribution.

As agreed at the planning stage, leadership and management effectiveness was a focus of the assessment. Feedback regarding this is reported in under the detailed assessment findings.

#### The Context of your achievement

Organisations that meet the Investors in People Standard reflect the very best in people management excellence. Underpinning the Standard is the Investors in People Framework. Based on 25 years of leading practice, the latest research and workplace trends, the Investors in People Framework is organised around the key indicators of high performance. To achieve accreditation, organisations are assessed against these indicators, leading to an award level of Standard, Bronze, Silver or Gold that represents the level of performance achieved. The Investors in People key statistics regarding current accreditations is detailed overleaf:



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# Investors in People - Key Stats



14,154 organisations in the UK are accredited through IIP.

11,099 Standard (78%)



1097 Bronze (8%)



901 Silver (6%)



1057 Gold (7%)



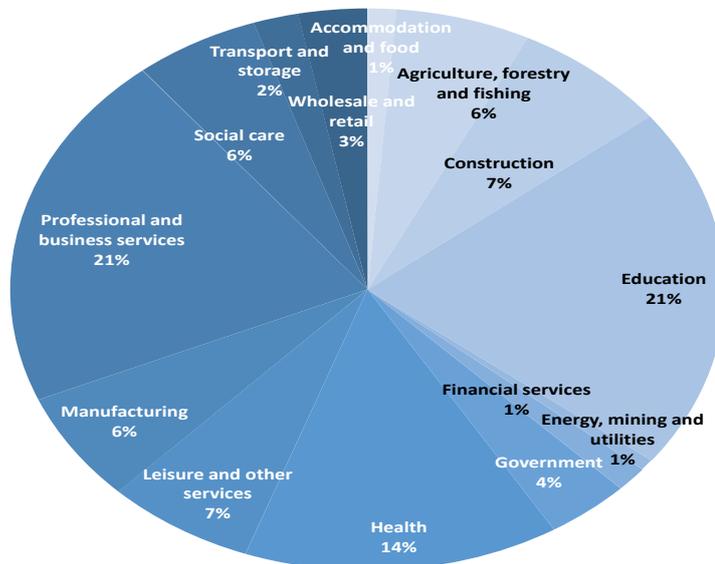
Organisations are accredited with Investors in People in 80 countries worldwide

In a recent survey, organisations revealed that they look to IIP to improve:

1. their leadership skills (90%)
2. their management policies (82%)
3. their training practices (81%)
4. the ability of staff to do their jobs (81%)
5. staff commitment to the organisation (79%)\*

\* Investors in People: Employer Survey Year 2 (2013)

## Accreditations by Industry



To find out which organisations are accredited, please search: <http://www.investorsinpeople.co.uk/about-iip/whos-accredited/latest-accreditations>



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### How to get the best from this report and your Gold Investors in People Accreditation

This report is intended to provide feedback that can be applied to increase the value and usefulness of Investors in People to the school.

Many organisations use feedback from Investors in People assessments for strategic planning by including key improvement ideas as specific objectives in the organisational development plan. In the Assessors experience, this is the most effective way of ensuring that the improvement suggestions are fully considered and actioned (as appropriate).

The use of Investors in People in this context ensures that everyone is clear about the organisations strengths and areas for future focus. It is also an excellent way of demonstrating to people that their input is helping to shape the future of the school.

## Tell the world about your Gold Accreditation!

The following is from our website. Please follow the links to take any of these suggestions forward. We have an excellent marketing team that will make the process swift and easy.

Becoming an Investor in People is an achievement to shout about. Telling your organisation's story sets you apart. It helps you to attract new talent, retain the employees you have and build your employer brand.

### Making the most of your success:

- Add the IIP logo to your organisation's stationery, emails and website
- Get in touch with our [press team](#) to feature as an online case study
- Write an article for our [idea bank](#) and help others on their journey
- [Contact our press team](#) for a press release template to shout about your success locally
- Capture a photo of your team for the IIP [Pinterest](#) page or [send us a tweet!](#)
- Celebrate your success with IIP merchandise - visit our [shop](#) to see the range of IIP products
- Speak at one of our IIP events to share best practice and connect with other organisations
- Become an [Investors in People Champion](#)



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### Summary of Strengths

The following are considered to be examples of very good practice. It is not intended as an exhaustive list of policies and procedures but of things that stand out as particularly noteworthy:

- The vision and values are understood and respected throughout the school. The aims and KPI's of the school development plan are developed consultatively, resulting in good understanding and ownership (people feel heard, see their input and the results of their input on performance). Social responsibility is embedded in the fabric of the school.
- There is innovative, flexible learning and development which people take personal responsibility for. People develop their expertise, share and learn from others (internally and externally). There is a well-established culture of continuous learning in which people are active in identifying their own development needs and the activities that are the most appropriate for their individual and group learning styles. Learning and development is an integral part of the school development plan that sets out the training priorities, interventions, resources needed and the planned outcomes. This demonstrates the degree of commitment and detail that is given to staff learning and development.
- Leadership & Management capabilities for now and the future are continually reviewed. There is encouragement across all levels to develop leadership capabilities appropriate to role, responsibilities, aspirations and school needs. This is a coaching culture with great collaboration in the sharing of knowledge, skills and experience.
- People's ideas for improving performance are sought, willingly contributed and appropriately adopted. This approach has the double impact of not only ensuring that learning and development actions are focused but also of equipping people for the future changes and challenges that are a natural feature of the educational landscape.
- Feedback from external stakeholders is evidently being used to inform future learning and development needs. This ensures that people's skills directly respond to the improvements needed to meet local and national requirements for the children and the local community.
- Since the appointment of the Headteacher there have been excellent improvements to the school buildings which has a positive impact on staff morale and the education of the children. *"The school has changed quite dramatically. It was run down in certain areas with inadequate play areas, no structure or equipment, just barren tarmac apart from one bad helicopter which was removed for safety reasons under the previous head. The structure and building was not in the right state for children's education."*
- In terms of the approach to social responsibility and its impact, there were extensive examples provided regarding environmental and charitable causes that the school initiates, participates in and contributes to. Harefield is an active and important part of the local community.
- The Assessor asked interviewees *"On a scale of 1 to 10 (where 10 is high) where would you place Harefield as a great place to work and why?"* All interviewees placed the school at 8 or above, explaining why it is a great place to work and how it engages their commitment to its future success.

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### Areas for Future Focus

#### Outperformance = Outstanding Ofsted Performance

Outperformance is the ability of an organisation to achieve results that are consistently better than a chosen peer group. When we redesigned the Investors in People Framework for 2015, we decided to focus on these organisations. What makes them tick? And how can others become Outperformers?

In 2010, the management thinker André de Waal published a seminal paper called “The Characteristics of High Performance Organisations”. He studied 290 examples of continuous organisational success to identify key themes. He concluded that strategy, technology and management structure weren’t as important as many people thought. Instead, the key factors for Outperformance lay in the culture of the organisation. The extent to which people shared a common purpose, the way they collaborated, and their commitment to continuous improvement. Information from this can be downloaded here: <http://www.investorsinpeople.co.uk/resources/publications/outperformance> and has been sent with this report.

The revised Investors in People framework will be launched in September 2015 (an invitation to the launch has been sent with this report) and Harefield will be assessed against it by July 2018. The Framework will provide the following structure for high performance:



It will be underpinned by our maturity model, which will describe how well the behaviours; practices and processes demonstrated by an organisation can reliably and sustainably produce the necessary outcomes. At the highest level, the framework will look for practices that are culturally embedded within an organisation, and therefore sustainable over the long term.



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As a Gold Investor in People, the aspiration should be for Harefield to be operating at the highest level of the maturity model. The school should build upon the position as a Gold Investor in People in order to lead to Harefield being an Outperforming organisation by Investors in People standards and an Outstanding school by Ofsted standards. It is therefore suggested that Harefield:

- Undertake a self-review against the revised framework in September 2015 as part of school development planning. This can be done through an online diagnostic which will be available on our website from 15<sup>th</sup> September 2015.
- Liaise/network/meet with our Investors in People Champions. *'Pioneers in people management practices and role models in strategic leadership. These are the Investors in People Champions. Elite, handpicked and Gold Accredited, our leading organisations help to inspire others to achieve more. Our Champions share their experiences and business insights through mentoring, open days, conferences and more – so you can learn from the very best in business.'*

In anticipation of this the Assessor has been provided with the following organisations for your consideration (3 schools and one commercial business):

- Burnham Grammar School, Buckinghamshire.
- Redbridge Community School, Southampton
- St Bonaventure's, Forest Gate
- AES International: <http://www.investorsinpeople.co.uk/accreditation/whos-accredited/case-studies/video-case-study-aes-international>

The Investors in People Improvement Planning Meeting on 5<sup>th</sup> August 2015 will be used to consider these recommendations and any further support that Harefield wishes to tap into.



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### Assessment Findings.

#### Indicator 1: School Improvement Strategy

- ✓ The school has a vision, clear core values, strategy and plan.
- ✓ People are involved in planning.
- ✓ Representative groups are consulted when developing the plan.
- ✓ KPI's are used to improve performance.
- ✓ People and stakeholders are involved in strategy development.
- ✓ Social and community responsibilities are taken seriously.

The vision and values were clearly outlined by the Headteacher and leaders. There is a distinct focus on the development of the children through open and positive engagement with parents and the local community. Naturally, Harefield puts the children at the centre of everything that it does. This includes maintaining a culture that is calm, gentle and respectful with staff who are provided with well thought out learning and development opportunities. There is resulting low staff turnover *"I have recruited 20 people over 4 years, most are still here as they are given the opportunity to develop and shine."*

There is a shared understanding and commitment to the vision and the core values. *"Last year we worked on the mission statement. It is simple and snappy – we all contributed. Bernie explained the rationale and won the cynics over."* Feedback from interviewees illustrated that people find that the school values match their personal values. Many live in the village of Harefield and have a strong desire to do their very best for the children and the community. *"I trust Bernie and am happy to reveal things about the community. The families trust me to do that. They know that she will understand."*

The School Development Plan has evidently been developed in consultation with staff, the Governing Body and through feedback from appropriate external stakeholders. School development planning is proving highly effective in this. The school development day was cited many times by people as providing an excellent forum to develop ideas that are then collated into the development plans. *"We have the development plan for the children centre which is linked to the Boroughs overall targets to meet our community needs. Objectives include reducing dental decay for under 5's; through the brushing for life programme."* *"We meet in September to agree 3 objectives; pupil progress, a professional target and CPD i.e. 'as a co-ordinator what are you doing to lead and manage your subject?'"* People that are not directly involved in the school development day explained that they liaise with the Headteacher to provide their input *"I see our role in the childrens centre and link it to the nursery. We are bucking the trend in Harefield."*

The relationship with the unions is positive and constructive (it was noted by the Assessor that no union members at Harefield took part in the last strike). The school taps into their relevant expertise i.e. adapting appropriate policies from the NUT for use. The Governing Body provides the school with the right level of support and challenge. Induction and training for Governors appears to contribute to this. *"When they join they get access to local authority Governor training, have a buddy/mentor provided. We get them onto a sub-committee quickly so that they can become more hands on."* The effectiveness of the GB has evidently been endorsed through its recent re-accreditation of its Governor Mark (the first in the Borough to achieve this).



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Social and community responsibility underpins everything that the school does. It is embedded in the vision, mission, values and objectives. People explained that as a village school it is important for it to be involved in village life. They provided examples of applying the values underpinning the social responsibility strategy in their every day work. *“I live in the Village, we take part in the summer fayres, gardening events etc. We take the ideas and thoughts from local community.” “We have grown our own food and sold it, raised money for water aid, cancer charities and for the Samaritans at Christmas.”*



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**Indicator 2: Learning & Development Strategy**

- ✓ Learning priorities are clear and linked to the plan.
- ✓ Resources for learning and development are made available.
- ✓ Plans take account of learning styles.
- ✓ People help make decisions about their own learning.
- ✓ Learning and development is innovative and flexible.
- ✓ There is a culture of continuous improvement.
- ✓ The learning and development strategy builds capability.

Leaders explained that the school focuses on developing the skills of its people in line with its vision, values, goals and objectives. Key learning and development needs are identified as part of school development, team and individual planning. There are explicit links between the learning and development planned, specific objectives, success criteria and how the impact of the development will be evaluated. Leaders summarised the school’s learning and development resources for 2014/15 as c£14,000 for external and internal taught programmes, time allocated for coaching activities, weekly staff planning meetings and moderation of work. The Headteacher’s report provides an overview of the learning and development undertaken.

People described their involvement in the identification, agreement and planning of their learning and development. Observations, the performance appraisal meetings, supervisions and whole school meetings were said to provide good focus for people to discuss their development needs, resulting in clarity regarding the required outcomes. They confirmed activities identified in the past, how they have been delivered and their impact and benefit to Harefield. *“Coming here was my chance for a formal education. I was given the opportunity to attend workshops about good practice, sharing my experiences. I attended parenting courses and delivered them as well. Through the outreach training (where I met other outreach workers) we have more families going forward.”*

The combination of learning and development opportunities and leadership practices is highly valued and has led to improvements. The practice of empowering people to achieve their potential, to become leaders in their own area of expertise was found to motivate people to seek innovative ways of meeting their own and others development needs.

The table below provides a selection of examples provided by people during the assessment:

<b>Learning Intervention</b>	<b>Rationale/link to the school objectives (as explained by the interviewee).</b>	<b>Outcome/Impact (as explained by the interviewee).</b>
<i>About Boys Training.</i>	<i>Better relationships between mothers and sons; why the child behaves as such and what can be done to improve this.</i>	<i>I have run the About Boys with the community. The ethos of the childrens centre is early intervention, helping families overcome issues. If we can do this, improve the parents confidence and help them to have better relationships with their sons, we will have improved behaviour in school and better outcomes for the children.</i>
<i>5 minute boxes.</i>	<i>To help with the levels of children</i>	<i>Some are whizzing forward.I have four doing at the moment. Two have whizzed and two are stuck. We will analyse as a school.</i>
<i>15 minutes a day.</i>	<i>To improve spelling.</i>	<i>Very good progress in their reading bands: Started at the pink books and now on orange books. Improved by 5 reading levels (12 week intervention).</i>



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<b>Learning Intervention</b>	<b>Rationale/link to the school objectives (as explained by the interviewee).</b>	<b>Outcome/Impact (as explained by the interviewee).</b>
<i>Sandwell (numeracy intervention)</i>	<i>To bring lower achieving children up to standard (ability groups).</i>	<i>Great impact, jumped up to where we want them to be. We assess them individually, look at one target per week. It's one of the things that has a big impact.</i>
<i>P4C</i>	<i>To encourage the children to think and articulate their thinking.</i>	<i>Year 1; listening better, they know the gestures to speak. More are now joining in. Helps the children to ask their friends for support and with playground behaviour.</i>
<i>MLV.</i>	<i>How to go forward with planning, how to make visible for the children.</i>	<i>Monitoring and assessing some very shy children who used to stand on the periphery. Learning is more exciting, we constantly observe and record in their learning journal. We can see where the child is after six months.</i>



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### Indicator 3: People Management Strategy

- ✓ The recruitment process is fair, efficient and effective.
- ✓ A diverse, talented workforce is created.
- ✓ There is equality of opportunity for development and support.
- ✓ The structure makes the most of people's talents.
- ✓ People are encouraged to contribute ideas.
- ✓ Constructive feedback is valued.
- ✓ Work life balance and staff wellbeing are given appropriate priority.

The recruitment and selection strategy ensures that people recruited have existing and/or potential skills to deliver the school objectives. The process includes the involvement of appropriate people in selection. *"Myself and X (Headteacher) recruited the assistant for this school. I was allowed me to make the final decision, as I would know best. We were in agreement anyway."* This strengthens employee engagement by providing people with the right levels of autonomy to enable them to support new people to operate in line with Harefield's values. *"I was part of it (the recruitment process); looked at job descriptions, applications, shortlisted and interviewed. We use the same method with volunteers. We have parents that started as volunteers having completed L1 & L2 childcare courses with us."*

A more diverse workforce is now in place, which is supported by an organisational structure that is making the most of people's talents through clearer leadership lines and devolved leadership responsibilities. An excellent example of this is the recruitment of the Forest school coordinator and subsequent development of the Forest school. *"There were no male staff when Bernie started. She was purposeful about diversity when recruiting."* This was said to have already have resulted in improvements in boys behaviours, writing, labeling and drawing (feedback from class teachers).

The school has strategies, policies and procedures that are designed to deliver equal access to learning and development for all. *"I have been encouraged to become a teacher and had the support, but found that I was happier in my role. I have developed numerous courses and delivered them to staff."* The revised performance management policy is evidently being introduced in liaison with staff and the Governing Body. This builds upon the current processes, including the supervisions and team meetings that, together with the values/culture of Harefield ensure that there is true equality of opportunity for peoples' development. *"The supervisions every 6 weeks have helped me tremendously, particularly in the beginning."*

Harefield's people are empowered to contribute ideas for performance improvement and to take responsibility for their learning and development. The meetings structure and performance appraisal processes operate well in providing opportunities for people to discuss their individual learning needs and agree the most appropriate type of intervention to meet them. *"We meet every Monday morning. It's an opportunity to offer ideas. We looked at the patch of grass and said it would be nice to develop into a children's vegetable garden. They plant and pick, we cook and eat them in the nursery."* Staff such as the cleaners, who are not part of the formal performance management or supervision processes, are provided with appropriate information regarding what is required from them and provided with constructive feedback on a regular (daily) basis. Relevant training such as health and safety takes place. *"I have a book with which I keep track of the training X looks after both schools and sources training for us". "We have an annual meeting and set their rotas. There are only minimal targets."*



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Leaders and managers do their best to help individuals to strike the right work life balance to enable them to achieve the school objectives without undue stress. *“Over the past few years we have had initiatives coming thick and fast. She (Headteacher) reads widely and shares widely. It was too much for some; we asked her to reduce it and she now consolidates before sharing.” “It is busy, but schools always are. We have good work life balance. The PPA time is very helpful.”*



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### Indicator 4: Leadership & Management Strategy

- ✓ Managers are clear about the capabilities they need to lead, manage and develop people.
- ✓ People know what effective managers should be doing.
- ✓ Leadership and management capabilities for now and the future are defined.
- ✓ Managers are helped to acquire these capabilities.
- ✓ Leadership and management strategy link to business strategy, taking account of external good practice.
- ✓ Everyone is encouraged to develop leadership capabilities.

The capabilities needed to lead, manage and develop people, are clearly set out and communicated. The approach to this, coupled with the core values ensures that people have a firm understanding regarding what effective management looks and feels like at Harefield. The performance appraisal process was found to be effective in the review of managers against the capabilities and the implementation of appropriate leadership/management development interventions.

The approach is demonstrated through the example set by the leadership team. There is a 'servant leader' style that empowers all staff to lead in their area of expertise. People therefore take ownership and responsibility for their areas of work. *"I don't micromanage. I give the objectives and allow people to do it in their own way. It enables people to develop their own styles."* This is true for teaching and support staff and has resulted in highly engaged people that are innovative and collaborative in their approach to school development planning and to the continuous improvement of themselves and their colleagues. The practice of PPA time that is taken at home is highly valued by people and was said to have reduced staff sickness, reduced disruption to teaching and learning and improved the outcomes for the children and teachers.

Managers described the general management capabilities needed. This involves demonstrating a values based approach that centres on the care and education of the children. Good use is being made of the formal processes such as performance appraisal, supervisions and team meetings. These prove effective in engaging, motivating and developing people to perform to the best of their abilities. *"The supervisions (6 weekly) and Performance and Development Appraisals (PADDAS) set targets for the year and link into locality and individual action plans."* *"I lead on the early years and have been given a lot of support and training for this. We use supervisions when requested. It's not very formalised as we have an open door style."*

The leadership team is well regarded by people who provided a range of examples that demonstrate their understanding of how effective managers should behave and what they should be doing. *"Be approachable about any problems, provide feedback and ongoing development or specific training."* They reported how leaders act as role models of good people management, facilitating teamwork and knowledge sharing. This is a coaching culture in which people are helped to develop their careers in an atmosphere of openness and trust.

The approach enables leaders to see whether they are developing managers sufficiently to meet the future goals and challenges of the school. Managers provided examples of their formal review against the national standards relevant to their role and against their team and individual objectives. *"All of the leadership team have undertaken development from the national College and all are trained coaches."*



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### Indicator 5: Management Effectiveness

- ✓ Managers are effective and can describe how they lead, manage and develop their people.
- ✓ Managers are role models of leadership, teamwork and knowledge sharing.
- ✓ Coaching is part of the culture.
- ✓ People are helped to develop their careers.
- ✓ There is a culture of openness and trust.

Managers described how they lead, manage and develop their people in line with the school vision, mission, values, goals and objectives. The approach taken to managing people is one of empowerment, openness, willingness to learn, share ideas and seek feedback. The ethos is that every member of staff is a leader who is encouraged to learn and to openly share that learning.

Harefield has the right level of balance between systems and management practice in place and this is working well in encouraging people to develop and use their talents positively throughout the school. People confirmed that they have regular opportunities for one-to-one discussions with line managers and the senior leadership team to discuss their career aspirations and how they can be met. People feel trusted and take ownership of their objectives, behaving as leaders of their own areas.

People described a friendly environment and explained that they are all respected for their knowledge and expertise. They develop and deliver ideas and interventions and receive direct feedback regarding them both internally and externally. Examples were provided of managers sharing knowledge gained from external development activities, including meetings and joint projects. The meetings structure operates well, keeping people up-to-date and encouraging knowledge sharing.

Observations are proving beneficial as means of obtaining immediate and helpful feedback as well as any appropriate support needed i.e. via coaching, shadowing, taking on additional responsibility and formal training. *"We are a coaching school and use this a lot with each other. May be less structured INSETs in future and more use of coaching."*

Managers and their people provided examples of what they are doing to ensure that people receive the information, support and guidance needed for their career development *"They are very good at offering up training, asking 'where do you want to go?'. From my point of view, there is a clear vision, a good team of people and a good SLT."*

*"I am still engrossed in my Level 3 and am looking forward to September to use the knowledge gained."*

*"X (manager) is really good, so supportive of my course. At the start I told her that I may need her help and support. I did and she has given it."*

People described a firm style of leadership with well-communicated expectations. People therefore know what is needed from them and are given the assistance to do it. *"She will allow you to perform. All of the SLT will step in and give guidance."*



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### Indicator 6: Recognition & Reward

- ✓ People believe they make a difference.
- ✓ People believe their contribution is valued.
- ✓ Success is celebrated.
- ✓ Colleagues' achievements are recognised.

Leaders acknowledge the need to ensure that individuals believe that their contribution to the school is recognised and valued and have developed ways of motivating people based on their understanding of the individuals in their teams and the recognition and reward strategy in place. People's work is privately and publicly acknowledged. As well as receiving direct feedback from colleagues and leaders about the impact of their work, through the clear links to the school development plan, they have a very good understanding of the difference it is making to the children's achievements. *"We are doing really well nationally, what we have put in place is pushing the maths levels up."* The performance appraisal process and supervisions facilitate ownership, which, together with the leadership and management style and the regular contact which people have with leaders and external stakeholders reinforce the difference.

Examples were provided by people of the difference which they believe that they make. This ranged from providing a safe, caring environment in which the children can flourish to contributing to the culture of the school as a great place to work; *"The children enjoy coming in every morning – this is a huge thing and I help that happen."* *"This is a friendly place to work with a nice atmosphere. It is easy to come to work, there is enough time to get things done."*

People feel recognised by their colleagues and immediate managers as well as by the Headteacher, external stakeholders and parents. The theme that underpins everyone involved with Harefield is the care for the children and the dedication to working collaboratively to provide an education, which meets each child's individual needs. This subsequently contributes to the school's performance in relation to national standards and appropriate quality standards and awards such as the NACE Challenge, Healthy School, Eco-Schools, the Basic Skills Quality Mark, Every Child Matters, FMSIS, the National Travellers Award and now the Investors in People Gold Award. *"As a whole school, we worked together on the NACE award – we all have to play a part and are very motivated to do so."* *"I feel very much valued, professionally and personally by the school and my own community. We have won the National Traveller Award and Bernie funded the coach for last years competition in Coventry."*

Selection of further examples regarding the recognition provided to people:

*"The Headteacher's report to Governors mentions staff success and achievements. It makes sure that they are recorded."*

*"I attend Governing Body meetings to present the children's centre and the value of our services. I normally get feedback from Bernie and from the Governor that represents the school and children's centre."*

*"When the teachers are not there in reception, I am taking their class of little children. I feel valued as the children like me."*

*"When assessors come and look at the unit the Head will say well done. She comes in a lot, says its looking good in here. I feel really good."*

*"From the first year there were big noticeable changes here. I looked at the Forest school conferences, proved my capabilities and have been fully trusted to set it up and manage it."*



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### Indicator 7: Involvement & Empowerment

- ✓ Ownership and responsibility are encouraged.
- ✓ Effective consultation and involvement is part of the culture.
- ✓ Knowledge and information is shared.
- ✓ There is a culture of continuous improvement.
- ✓ People can challenge the way things work.
- ✓ There is a sense of ownership and pride in working for the organisation.

Leaders and managers outlined the approach taken to ensuring that people are involved in appropriate decision-making and people confirmed the level of involvement that they have in this. They explained how they are encouraged to share their knowledge and skills with one another, including suggestions for improving performance. Information is clearly cascaded by leaders/managers with regular meetings and reports provided to the Governing Body and other appropriate stakeholders regarding progress. People were found to use their initiative in their every day work and to have a high degree of ownership. *“There are high expectations of the staff. Sometimes we do take on more than we should but she (manager) helps me to manage my workload and to take time off. PPA time gives us the leadership time to do the work needed other than teaching and learning.”*

The meetings structure operates well, keeping people up-to-date and encouraging knowledge sharing. Observations of practice and monitoring of pupil progress are proving beneficial as means of obtaining immediate and helpful feedback as well as any appropriate support needed i.e. via coaching, shadowing, taking on of additional responsibilities and formal training.

Through engagement with their people, managers are adept at effective consultation and this empowers people to make healthy challenges and individual efforts in relation to individual, team and whole school objectives. This type of approach was found throughout the assessment. *“The Head and two teachers do the planning. If we think it sounds good on paper but is not going to work we speak up e.g. about water play, we suggested we move it all into the shade; X (manager) said fine, you do what you think is best.”*

An example of the benefits of this approach is the responsibility that was taken on board by the outgoing Site Manager. Examples were provided of the sound security of the premises (no vandalism in both sites), sourcing of contractors that provide good value for money and the monitoring of their work. This is in addition to managing the caretaking and cleaning staff and their learning and development needs.

People feel trusted and take ownership of their objectives, behaving as leaders of their own areas. *“I have created this role; engaging with the families, getting them through the door of the children’s centre, being involved in the advisory board. I had to fit this work in with my home life so it had to make a difference to our children, our culture. It is about what I can do for the children and parents of our community.”*



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### Indicator 8: Learning & Development

- ✓ People's learning and development needs are met.
- ✓ Learning and development resources are used effectively.
- ✓ Learning is an everyday activity.
- ✓ Innovative and flexible approaches to learning and development are used.
- ✓ People are given the opportunity to achieve their full potential.
- ✓ All learning is valued and celebrated and is an everyday activity.
- ✓ Personal development is supported.

The performance appraisal and supervision processes provide strong foundations for personal development planning. This and the practices of coaching and knowledge sharing ensure that the capabilities are in place to meet the learning and development requirements in relation to the children's needs and to enable people to realise their potential.

The approach ensures that the learning and development resources are used effectively. People see learning and development as an area in which their views, ideas and suggestions are actively sought on a continuing basis. This has led to innovative approaches to meeting learning and development needs. *"After observations, my manager or the Head discuss what support I need and we come up with strategies together. I have had very good coaching from Melanie Banks; nursery teacher, coach and PPA cover."* *"The Neil Suggat coaching was quite insightful."* By ensuring that people have a clear line of sight between their day-to-day activities and the school development plan, Harefield has teams of motivated people that, in partnership with leaders and managers, take on responsibility for their continuous learning and development. Managers assess people and have regular discussions with them regarding their career aspirations, providing them with guidance and supporting them to take part in appropriate learning and development interventions. New/improved knowledge and skills are directly applied to practice and evaluated for the impact on the children's progress.

The achievements of colleagues (from promotions to the part played in the school securing its range of awards) inspire and motivate people to adopt a continuous improvement mind-set. Examples were provided by people (who had joined the school over the past year) regarding their induction. They described the school's mission statement concerning working with the children and families to achieve their full potential. *"This is my first time working in early years. I hadn't been on the every day talker course but was given websites and literature. I have learned how to talk to the children; allowing them a little longer to speak."* Line managers and colleagues were said to have played an important role in highlighting the most important school policies and procedures i.e. in relation to safeguarding.

People explained how their first few weeks were used for familiarisation with the team, the objectives/priorities for their area and the groups with which they would have the greatest contact (internally and externally). *"I shadowed my colleagues key worker group sessions, watched her take the session, was observed, helped with paperwork/filing etc. It worked really well, we are quite similar and it's a lovely team so I just ask whatever is needed. I instantly felt part of the team."* Managers were found to provide meaningful support throughout the induction period, meeting with people on a regular basis to ensure that the induction is proving effective.



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### Indicator 9: Performance Measurement

- ✓ Investment in learning can be quantified.
- ✓ Impact can be demonstrated.
- ✓ Performance improves as a result.
- ✓ Career prospects improve.
- ✓ Flexible and effective approaches to measuring return on investment are used.

Senior leaders understand the overall investment of time, money and resources in learning and development for 2014/15. The budget is built into the school development plan at the start of the year and includes the monies for coaching, professional qualifications and leadership and management development. Examples were provided of resulting improvements in teaching and learning;

*“We bought into Sandwell Maths and trained teachers and assistants. We reviewed the children’s Maths age at the beginning and end of the programme. Some have made one level of progress in 6 weeks or went up a year. It has enabled the children to re-access their lessons and has accelerated their learning.”*

*“I don’t follow the statistics but I know know that our traveller children are outperforming some of their peers in maths. Nationally we are definitely on top; we have tracked transitions to secondary school. One of our lads stayed on at school and is now employed as an Apprentice at the Academy.”*

*“The way we work with the children is better. We stop and listen, get down to their level. It has helped the children in the nursery, it does work – develops their language. We got outstanding in the nursery. I’m sure the whole school will get it next. It lifted us all.”*

The impact of the investment in people on the achievement of the KPI’s of the school development plan was described as monitored and reported through regular team, senior leadership and Governing Body meetings. *“There is a narrative from the Head and the Bursar regarding the expenditure in a given period. We consider what training we are spending this money on and whether we have adequate cover to ensure people can do the training as planned.”* This was said to have improved since the appointment of the Headteacher who provides feedback regarding the impact of the learning and development strategy as well as the effectiveness of the approach to leadership and management effectiveness.

*“The personnel committee reviews anonymous evidence files to see what has been achieved as a result of the interventions. This provides indications in relation to pupil’s point’s progress. We can see how well the targets are being achieved e.g. KS1 results.” “We have the committees, discussions, Headteacher’s reports and updated copy of the evaluated school development plan (evaluated with the staff).” “I think we are almost at outstanding. Some data is already above national averages.”*



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### Indicator 10: Continuous Improvement

- ✓ Evaluation results in improvements to people strategies.
- ✓ Self-review and information from external review are used.
- ✓ Effective feedback methods are used to understand people's views on how they are managed.
- ✓ Internal and external benchmarking is used.
- ✓ People's view on how they are managed improves.
- ✓ People believe it's a great place to work.

Examples were provided regarding how the on-going evaluation of the investment in people has resulted in improvements in Harefield's strategy for managing and developing people. The school development plan is firmly supported by a flexible and innovative range of learning and development interventions that have been developed and refined over the past three years. Continuous improvement is an established part of Harefield's culture. Senior leaders nurture and promote an ethos of learning to deliver the best possible outcomes for the children. Communication of the future priorities involves people in short and longer-term school development planning. The working environment is nurturing, professional and friendly.

People explained that the Headteacher is always looking for ways to improve the school and the ways of working. The changes to PPA were said to have been suggested to staff after seeing it in operation at another school. They reported that since its implementation they have the best of both worlds in terms of sufficient time to work with one another and individually. There was also positive feedback regarding the provision of part time teachers to provide consistent cover. This improvement was said to have improved management skills, contributed to the school achieving various awards and to have allowed the time to implement areas such as bug club and athletics

Harefield undertakes effective self-review and external review and gains qualitative and quantitative feedback for necessary improvements. The Assessor found evidence throughout the assessment that this is being acted upon and that the good practice developed at Harefield is being shared across the whole organisation as well as with external partners and the joint Governing Body.

The Assessor asked interviewees *"On a scale of 1 to 10 (where 10 is high) where would you place Harefield as a great place to work and why?"* All interviewees placed the school at 8 or above, explaining why it is a great place to work and that they are committed to its future success. Selection of examples:

*"I've seen so many changes. It's nice to work with a team that is open to change and training. We can now deliver more in the centre. Building up our knowledge, gives people more responsibility to enhance their role too."*

*"There is a really friendly atmosphere. I love having the PPA time as I can work at home with my son – happier home life. They do so many things for the children. I have given 8 as it is very busy towards the end of term with reports and transition meetings."*

*"Fantastic place to work. We all look out for each other. People are easy to talk to. I was recently ill and they were very supportive, asked if I was okay and told to take time out as needed."*



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*"Eight as there is more work to do. I welcome the challenge. Work needs to be meaningful for me. It's all about the community. I remember being here as a child and am passionate about overcoming adversity."*

*"I am very supported, have flexible PPA at home, am trusted to do the work and acknowledged. We have good work life balance compared to other schools. They are far more approachable and want you to do the best."*

*"Nine is my excellent score because of the people. There is no hierarchy, everyone gets whether Cleaner or Head. We are friends no matter what job you are in."*

*"Ten, I have found my niche."*

*"Absolutely love working here. Never a day when I have thought that I don't want to be here."*



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### Recommendation and next steps

Having carried out the assessment process in accordance with the guidelines provided for Investors in People Specialists by Investors in People – United Kingdom Commission for Employment and Skills, the Investors in People Specialist is totally satisfied that **Harefield Infant, Nursery and Children's Centre** meets the requirements of the Investors in People National Standard at the Gold level.

Investors in People accreditation is granted indefinitely, with a proviso that an interaction is undertaken within 18 months of accreditation and a full assessment takes place no greater than 3 years apart. Assessments can be undertaken at any time and more frequent assessments are recommended to maintain levels of good practice and continuous improvement.

The organisation should discuss the timing of the next assessment with their Investors in People Specialist, using the Improvement Planning Meeting to agree the best strategy for future use of the Investors in People framework.



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**Customer Satisfaction Questionnaire**

Both the Investors in People Specialist and Investors in People South of England would welcome your feedback on this assessment and you will shortly be supplied with a Client Satisfaction Questionnaire from Investors in People to complete. Particular importance is placed on the feedback given by client organisations on Specialists, therefore we would very much appreciate it if you would complete the questionnaire.

**Promoting continuous improvement**

We support organisations at every stage of the Investors in People journey, helping them to realise the power of their people, optimise their performance and achieve their full potential. We see Investors in People as the People Partner for sustainable people solutions.

Please contact your Account Manager Andrew Squires, on 020 7728 3037 or email [andrew.squires@iipsouth.investorsinpeople.co.uk](mailto:andrew.squires@iipsouth.investorsinpeople.co.uk) to find out more about Investors in People and how we can help your organisation.

Details of the support available to you can be accessed by contacting Investors in People South of England via: -

**T:** 020 7728 3456

**E:** [enquiries@iipsouth.investorsinpeople.co.uk](mailto:enquiries@iipsouth.investorsinpeople.co.uk)

**W:** <http://iipsouth.investorsinpeople.co.uk>



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**Outcomes table - evidence requirements framework matrix**

<b>Core Standard</b>										
Total number of core evidence requirements assessed - 39										
Total number of core evidence requirements met - 39										
	<b>Indicators</b>									
<b>ERs</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓		✓				✓	
5	✓		✓						✓	
6	✓									
<b>Wider Framework</b>										
Total number of additional evidence requirements assessed - 137										
Total number of additional evidence requirements met - 129										
	<b>Indicators</b>									
<b>ERs</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>
4	Core	Core	Core	✓	Core	X	✓	✓	Core	✓
5	Core	✓	Core	✓	✓				Core	✓
6	Core	✓	✓	✓	✓		✓	✓	✓	✓
7	✓	✓	✓	✓	✓		✓		✓	✓
8	✓	✓	✓	✓	✓		✓		✓	
9	✓	✓	✓	✓	✓	X	✓	✓	✓	
10	✓	✓	✓	✓	✓	X	✓	✓	✓	✓
11	✓	✓	✓	✓	✓	✓	✓		✓	✓
12	✓	✓	✓	✓	✓		✓	✓	✓	✓
13	✓	✓	✓	✓		X	✓	✓	✓	✓
14	✓	✓	✓		✓		✓		✓	✓
15	✓	✓	✓		✓	X	✓	✓		✓
16	✓	✓	✓		✓	X	✓	✓		
17	✓	✓	✓		✓	X	✓	✓		
18	✓		✓		✓		✓	✓		
19	✓		✓		✓	X	✓	✓		
20	✓		✓		✓			✓		
21	✓		✓		✓					
22	✓		✓		✓					
23	✓		✓		✓					
24	✓		✓		✓					
25	✓		✓		✓					
26			✓							
27			✓							
28			✓							
29			✓							