

***Commercial in Confidence***



INVESTORS IN PEOPLE

INVESTORS IN PEOPLE  
REVIEW REPORT

For  
THE ROSSINGTON ALL SAINTS CHURCH OF ENGLAND SCHOOL  
A SPORTS COLLEGE  
MARCH 2008

JEFF LAW  
ASSESSOR

On behalf of  
YORKSHIRE & HUMBERSIDE ASSESSMENT LTD

# **CONTENTS**

1. Organisation details
2. Background
3. Review Objectives
4. Summary of good practice and areas for development against each Principle of the Standard
5. Conclusion

## **1. Organisation details**

Address: Bond Street, Rossington, Doncaster, South Yorkshire DN11 0BZ

Head of Organisation: David Rowsell

Number of Staff: 135

Number interviewed: 21

Number of sites: 1

Site visit date: 4<sup>th</sup> March 2008

## **2. Background**

- A new school is currently being built on the playing fields, which will open in September this year. The old school will be demolished and replaced by playing fields. The School was put into Special Measures in 2005 and worked against the action plan to get out of this situation. This was achieved in November 2006. It required spending more money to do this, which has put pressure and restraints on budgets as a consequence. The response from staff, leadership and teamwork has enabled this to happen. This was a difficult period for the School, and obviously affected morale, and it was more difficult to recruit and retain staff.
- The School continues have a lot of children who are disadvantaged, are vulnerable and have low self-esteem. The level of care and guidance the School provides is outstanding. Staff continues to work hard to do this and to raise the level of achievement, year on year. This year experiencing record GCSE scores. Staffing levels have increased by 15 since the review in March 2005. The 6<sup>th</sup> form has expanded from 36 pupils to 160 over 3 years, and offers a much broader curriculum.
- A staff restructuring TLR process was started in November 2005, with staff applying for posts under the new structure. There is now a faculty and house system in place, with additional specific roles and responsibilities created, for example Progress Leaders, Head of House & Faculty, and Faculty Learning Manager. Similarly, the support staffing has been restructured, about a year ago, with 4 principal officers leading key areas of responsibility. This has improved leadership and management by creating a clear structure, widening roles and responsibilities, with enhanced career development and

opportunity. There is uncertainty amongst support staff over hours and jobs, particularly for MDS's and LSA's. A new performance management system for support staff is being launched in April, after full consultation. This is a reward-based system of performance management, including a bonus system, and IT based appraisal of performance.

### **3. Review Objectives**

To ensure the IIP Standard is being maintained and to review progress/consideration against areas identified for development in the assessment review in March 2005. These were to:

- Introduce a performance management process for all support staff and embed this.
- Ensure that team meetings are happening in all areas
- Integrating LSA's into departments will help consistency and continuity
- Improved people management skills and behaviours are needed in some areas, particularly with regard to improving communication and ensuring actions happen.

The Head requested feedback about the effectiveness of leadership across the School under the new structure.

This is a 'bullet point' report highlighting areas of good practice and areas for development.

#### **4. Summary of good practice and areas for development against each Principle of the Standard**

##### **PLAN**

***An Investor in People develops effective strategies to improve the performance of the organisation through its people***

##### **GOOD PRACTICE**

- The SIP process continues to evolve and improve. It is an organic process, with every aspect monitored through the structured specific meetings throughout the year. This works well, and gives people, ownership and responsibility and accountability. The SEF framework is a well-managed quality assurance process. Objectives are SMART, and this is helping achievement and keeping the impetus and momentum going. Restructuring to a house and faculty system has helped. Progress Leader and Head of House, and Faculty roles are examples of this. This has given people more ownership and direction. The reporting and involvement with Governors is excellent, through the weekly meetings and on-going involvement. Similarly there is more integration and working with parents to help progression and learning, particularly with the Learning Support team.
- Communication is effective, and has improved in several ways. People commented on the effectiveness of the Briefings, e-mails, meetings and feedback, which is keeping people informed and in the loop. Ideas and suggestions are encouraged through these discussions and meetings. A good example of this is in the communication with people regarding the new build. People are involved and kept fully up to date with progress etc. The photos, regular updates, consultation in planning, site visits and dialogue has been excellent.
- There is a strong support culture, sharing knowledge, cascading to colleagues, helping out and 'mucking in' when needed. Good working relationships between teaching and support staff. This has improved with more integration and working together. Lunching together helps this. The House and pastoral system helps this, and integrating year groups has been a big success. It is helping people understand and support each other more, both staff and students, and providing more focus. It is also engendering more trust, pride and fulfilment, and helping to reduce bullying. Older children are supporting and helping the younger ones more than before.
- Learning and development opportunities are encouraged and, prioritised against job and role requirements. Management do this well. It is well

coordinated by the Assistant Head for this, supported by HOF. This is helping people access learning opportunities, improving and meeting teaching learning requirements and standards, and enhancing career development. There are lots of variety and examples of people taking up these opportunities. Having a number of roles, and responsibilities, is giving people more, and wider opportunity and experiences. People are encouraged to progress, and the TLR restructuring helped this, and provided a good framework, including rewriting job descriptions. New roles, like Progress Leaders have helped. Creating principal officer roles for support staff has created clarity, focus, and wider opportunity, and better management. There are several examples of people studying relevant degrees and encouraged to undertake management development to help them progress into management roles, for example aspiring HOD training. Training days are well structured to help this.

- Performance management is effective for teaching staff and provides a good focus, setting objectives against School strategies. The observations and support is very good both from line management, SST and LEA. The positive feedback and generating ideas to improve comes across strongly. The review and support for support staff has also improved, through a mix of formal review and informal on-going dialogue and support. Once the performance management process has been embedded for all support staff, this will improve further and provide better focus and opportunity, and feedback and improve the value factor and clearer route for progression.
- Managers explained how they support their staff and styles of management. This reflected good practices in being hands on, team players, consultative, and supportive. They encourage ownership and empower people and give responsibility. The feedback also reflects the support people receive from colleagues and other managers, reflecting the support culture. Roles and responsibilities for managing people have been communicated to staff and explained, and reflected in job descriptions. There is good support and training for leaders and managers. Examples of development include middle leader programmes for both teachers and support staff.

### Comments

*“ We are involved in training days which are related.”*

*“ We are all working to the same aim, support is always available.”*

*“ On-going review is good, lots informally.”*

*“ I rely on my interpersonal skills, good with people and their different needs. I put the*

*metaphorical arm around their shoulder. Supportive, style.”*

*“ Much better definition and guidelines. Good culture to provide opportunities, lots for new staff. Completely different now.”*

*“ Communication is better than it was. Staff briefing works well, opportunity to see the staff. Meetings are good with the team.”*

*“ SIP process works well, with the 4 week cycle of progress and feedback to the Governors. More ownership and teamwork.”*

*“ Ensure levels of support are all there with HOF and NQT’s get a lot of support. We have a tight budget but it is well spent, management have their fingers on the pulse.”*

*“ Performance management and interim reviews provide focus, impact and review. Needs embedding for support staff. They have all been consulted and trained.”*

*“ Consultative style and persuade people, work with them.”*

*“ Explained role as line manager, and other managers and colleagues are really helpful.”*

*“ Learning support does a great job in helping us.”*

*“ Team working is really good across the school and in teams. Not as many cliques here, open and receptive, and support staff are better, more integrated and faculty learning manager acts as a bridge.”*

*“ Communication is good, in the faculty we have weekly and fortnightly meetings, on-going discussions, discuss ideas and things happen-chatty culture.”*

*“ Hands on style, close contact, actually go and chat to him.”*

## **AREAS FOR DEVELOPMENT**

- Planning in more meetings for support staff will improve feedback and inclusion. There is one area where there is a lack of communication and feedback.
- The split lunches is resulting in less opportunity for staff to chat and lunch together in some areas. This will improve with the move to the new build and lunch break arrangements.

- Encourage people to help, and support each other and be friendly and supportive. There are perceptions that some people do not do this, which affects working and team relationships.
- Embedding performance management for support staff will add value and foster CPD and opportunity etc. The feedback is very positive about this. Budget restrictions are limiting CPD.
- Consider developing a generic management charter/code of conduct for all levels of manager. This will be good for both existing managers and aspiring ones. Ensure that these roles and responsibilities are communicated, and included in induction procedures etc.

## DO

***An Investor in People takes effective action to improve the performance of the organisation through its people***

### **GOOD PRACTICE**

- Feedback indicates excellent people management skills and behaviours. The Head is a role model for this. He sets the standard and practices with really good leadership and management behaviours in his dialogue with staff. He takes time in talking to people and knows everyone; he is responsive, caring, and very appreciative. People feel cared for and valued. People are supported and given time off to help with family issues, bereavements and illness, and this reflects a very supportive culture and level of care and support. This is particularly good in thanking people for their efforts, achievements and in getting out of special measures. Thanking people for their efforts, for example in parents evening is also valued. Using cards and e-mail, and Briefings to do this is good practice. Most importantly the verbal individual praise is good. Other managers mirror these traits and behaviours too. They are regarded as friendly helpers, consultative, encourage ideas and motivate people. They give ownership and responsibility, are fair and supportive. They make time to talk and listen and take action to help, and progress learning and development.
- The learning and development is also very good to help staff tackle the requirements of the job and expand their learning and to take up new and different roles. This includes into management and supervision, and relevant CPD and qualification. The on the job learning, coaching and training is good, and the training days help this. There are many examples of people getting specific guidance and help with IT applications and learning. Being an ECDL centre is an advantage. Purchasing DVD's for someone to learn about IT is another good example. NVQ's, reading courses, Aim Higher inputs and guidance, and multi agency training, were other examples of learning, which people talked about.
- Induction for new people and those changing roles is every good, and well managed and supported, and the NQT programme, in particular. The LEA programme, mentor support and ongoing support, coaching and CPD is excellent. People also commented on the friendly welcoming factor, explanation of policies and procedures, and dialogue with the Head. The 'getting to know' you day is invaluable as a part of the induction. Good use is made of checklists, standards of performance, and testing learning and knowledge. For people changing roles, there are good examples of coaching, mentoring, structured learning, and review of progress in weekly mentoring

meetings.

### Comments

*“ So supportive, encouraged me to develop raised my self-esteem and confidence.”*

*“ Very good support, praise and appreciation.”*

*“ Very good praise and appreciation, helpful and supportive management. Leadership is very positive, recognises individual and whole school achievements. He is proud of us.”*

*“ \*\*\* consults and is supportive, good with training and development. Good people managers, switched on and have some brilliant ideas, and let you try things out.”*

*“ Head is a good motivator and leader, good with praise. Best I have experienced, day to day feedback and appreciation, says it is fantastic and thanks for that. Walks the talk, and is caring, asks about you and your family.”*

*“ \*\*\*\*\* is involved, talks to you and asks how you are doing, values you and thanks you for all the hard work and efforts.”*

*“ Good people skills, makes time for you. Helpful, have weekly meetings and go through standards.”*

*“ Friendly helper, straight and fair, supportive, brilliant.”*

*“ Leaves you to it, gives you ownership, always on your side, backs and supports you. Good people skills.”*

*“ Spent a day getting to know people and access to policies and procedures. Mentor and line management support.”*

### **AREAS FOR DEVELOPMENT**

- Ensure that all line managers do take action and follow up actions as promised, and feedback to people, what is happening and keep them informed of things. There is feedback from one person, which indicates this as a problem. Communication and feedback is lacking.
- Ensure that all staff has the opportunity for learning and development. In small teams, time to train and develop, is limited and difficult to do, because of work commitments, and being so reliant on each other. The commitment to

do the job is strong, and they do not want to let each other down, or put pressure on colleagues, which they feel would happen in undertaking training. It is vitally important that training and development is planned in, well in advance. The plan to have specific INSET training for support staff, will help this situation, and create more opportunity. Once performance management review is in place, then this will help to do this and plan in more learning activities.

## **REVIEW**

***An Investor in People can demonstrate the impact of its investment in people on the performance of the organisation.***

## **GOOD PRACTICE**

- People gave a good explanation of the impact of learning at all levels. This was in terms of improving knowledge, skills and behaviours, confidence and self-esteem it also has helped progression and career development and gaining promotions. Other examples include improved management skills, finding out about new ways of working and making lessons of more value by being more interactive and stimulating.
- Feedback to inform improvements to learning and development, are continual, from a wide range of formal and informal sources. The SIP/SEF process is the guiding light and barometer for this; and has improved to be a highly effective and consultative management tool. Performance management informs this at individual level, and focuses on impact, value of, and in reviewing areas for improvement and development etc. Course evaluations, observations and feedback all act as on-going feedback conduits. The health checks from LEA, OFSTED inspection, also monitor progress and attainment, and progression.
- Continuous improvement is at the heart of the School, and there is a real 'can do' philosophy apparent. The Head leads this and the infrastructure of support, performance management and SEF framework, keeps the momentum and drive going. There are numerous examples of this. Working groups are used to good effect, for example staff welfare. Performance management is improving for both teaching and support staff, providing better objective setting and focus. Communication and management of areas of responsibility have also improved, in several ways. The TLR and support staff restructuring has improved clarity of responsibility and there is less confusion and better management as a result. It has helped to take the pressure off. The House structure has provided good cross year pastoral support, helped team working, pupil interaction and behaviours. Faculty level communication has improved with more structured and regular dialogue and feedback. There is more integration and working with parents and governors. Creating and reviewing policies and procedures has improved working relationships, ownership, support and sense of pride. The behaviour policy is a good example of this, and feedback indicates that it has been a big success and achievement, reflecting the culture of support.

## Comments

*“ Better leadership and management, rewritten job descriptions and performance management for support staff being introduced. Created a clear structure, and good for career development, and helps with recruitment and retention.”*

*“ More consistency and rigour of approach for whole staff, for example the behaviour and rewards policies, better structure and more stable.”*

*“ Learned how to make your lessons more interactive, really good.”*

*“ Management training was good for re-vamping my skills and for future management role.”*

## **AREAS FOR DEVELOPMENT**

- Utilise aspects of the IIP Profile Standard to inform continuous improvement, using internal benchmarking, and to add value to your next review in March 2011.

## **5. Conclusion**

The Rossington All Saints (CE) School - A Sports College continues to meet the Investors in People Standard. Consideration should be given to the development areas in this report, prior to your next review.

I would like to thank everyone for their friendliness and hospitality, and particularly Andrea Nuttall for arranging the interviews and making everything run smoothly.

Thank you.