

# Assessment Report

---

## Investors in People assessment report for Beverley School

Undertaken by  
**Helen Gisbourne**  
On behalf of Investors in People North of England

Project Number: 14/0569

Date: 27th November 2014

**Commercial in Confidence**

## CONTENTS

|                               | Page number |
|-------------------------------|-------------|
| Background                    | 2           |
| Priorities/objectives         | 2           |
| Conclusion and recommendation | 2           |
| Acknowledgement               | 2           |
| Executive summary             | 3           |
| Strengths                     | 4           |
| Areas for development         | 6           |
| Feedback against standard     | 8           |
| Evidence Matrix               | 12          |
| Continuous Improvement Plan   | 13          |

## **BACKGROUND**

Beverley School in Middlesbrough is a special school who work with children and young people with autistic spectrum disorder (ASD). Pupils can join the school at nursery or at other points through key stages. Children have the option to remain at school after the age of 16 and most take this opportunity if appropriate.

Recognised as an Investor in People in 2002 the school has continually used the standard to shape and inform school development activity. In 2011 they were assessed against the extended framework of Investors in People and achieved Bronze accreditation.

The school continued their assessment in November 2014 and aim to use a further Bronze Assessment to inform and drive forward school improvement. The Headteacher appointed in 2013 is keen to use the assessment process as a diagnostic tool that informs the school's OD strategy.

The evidence gathering exercise consisted of interviews with 19 people including Governors, Head Teacher, Deputy Head, Middle Leaders, Teachers, Teaching Assistants, Administration team and Lunchtime Assistants. Interviews were conducted face to face at the school with a small sample of people being interviewed by telephone.

In addition to the verbal evidence collected, written and electronic evidence was available including the School Improvement Plan (SIP) and associated action plans.

## **PRIORITIES/OBJECTIVES**

At the planning meeting the Assessor met with the Head Teacher and as a result of discussions the Assessment focussed on the following objectives:

- To assess whether the School continues to meet the Investors in People Standard
- To assess against an additional 26 evidence requirements and continue to achieve Bronze status
- To give feedback on the appropriate aspects of the Investors in People framework that relates to your schools objective: To review the changes within school over the last 12 months and the impact on school performance.
- To provide feedback on additional areas within the Investors in People framework that the School may want to look at further to improve performance

## **CONCLUSION AND RECOMMENDATION**

Having carried out the review process rigorously and in accordance with the guidance for Assessors as stated by UKCES, the assessor is satisfied that Beverley School meets the requirements of the Investors in People Standard including 26 additional evidence requirements to successfully achieve Bronze accreditation.

## **ACKNOWLEDGEMENT**

The assessor would like to thank everyone involved in the Assessment for their enthusiasm and for genuinely sharing their story. The site visit was a pleasure and it is acknowledged that people gave their valuable time to talk to the Assessor..

**Assessor: Helen Gisbourne**

**Date: 27th November 2014**

## **EXECUTIVE SUMMARY**

Beverley School provides a stimulating and supportive environment for children with ASD and is clearly an exceptional School with a strong sense of purpose. It is friendly and welcoming affording a safe and nurturing environment for pupils.

The School has experienced many changes during the last two years - the most significant being a newly appointed Head Teacher. The current Head took up her post in 2013 and has worked hard with the SLT and extended leadership team to drive forward change and improvement. As in all schools the political and economic environment is constantly challenging performance and the requirement for measurable outcomes. The Head and SLT recognise the need to drive performance within school and to ensure a sustainable organisation that provides a stimulating and rewarding learning experience for pupils.

The wider team and all those interviewed by the Assessor are dedicated to pupils and to providing the best experience for them. As a result staff are committed to high performance measures and understand that certain aspects of school performance required review and evaluation. It may not have been easy for everyone to adapt to adjustments however staff are on-board with the change agenda and acknowledge that things are much better as a result. The outcome of change has resulted in restructure of the SLT, newly appointed extended leadership team and a new curriculum that includes wider learning opportunity for pupils.

Success is driven from the top and the Head and SLT are committed to providing motivational leadership that inspires the team to embrace change that requires school to meet the needs of outside agencies including Ofsted. The Head, Deputies and wider SLT have created an environment that is conducive to job satisfaction as well as work that is exciting and challenging

The team work hard to ensure teaching practice is holistic and embraces all children within school. There is a culture that empowers and fires the imagination of everyone to develop and move forward and staff are proud of the reputation and achievements of the school and eager to show parents and pupils that they strive for excellence.

The Head, SLT and staff are keen to see Primary and Secondary teams working more closely together on joint teaching initiatives and to gain a deeper understanding of the pressures and priorities in both aspects of school. There is a drive to secure a single identity and to operate as one team rather than within "functional silos". The vision of a single team is inspirational and will provide many development and career opportunities for staff.

School has responded positively to the requirements of Ofsted and are keen to achieve an outstanding inspection. Monitoring and evaluation methodology has been improved and this has influenced Teachers and TAs and the way they work in the classroom.

The new curriculum is stimulating and teachers and TAs describe the importance of developing the whole child and not just abilities in reading, writing and mathematics. Social skills are critical in helping children to secure their future and possibly secure a place in further education and/or employment.

The school works closely with local communities and are involved in many activities that are linked to social responsibility. These activities are included in the strategic school improvement plan. School has created an environment where parents, pupils and all key stakeholders are seen as part of the extended team. There are many examples of the school working extensively with communities, families and local employers.

All staff have equal opportunity to access the information they need to do their job and to participate in learning and development activities. Communication is a strength within school and everyone able to attend meetings, have effective Appraisal and meaningful discussions with their manager or SLT.

There is an inclusive culture and staff confirm they are able to talk to the Head and SLT as and when they need to. There is very much a "family feel" within school and people clearly support each other.

Following on from the last assessment Beverley School continues to demonstrate:

- A clear purpose and vision
- Well defined objectives with measurable outcomes
- Focussed leadership across the School
- Clear roles and responsibilities
- A committed and outstanding team
- Effective processes
- Solid relationships with pupils, families and external agencies
- Good communication
- Learning and development opportunity for everyone

Continual training and self-improvement is at the heart of the School and is a hallmark of the success of the team. Much of the learning is team based and school wide and reflects a continual process of improvement. A culture of peer coaching supports team members in their professional development and enables individuals to feel an increased level of confidence. Whilst class room observations can still create a certain level of anxiety, overall, the team are comfortable with the experience.

The school should be proud of their achievements during a period of change and when the education sector is rising to many new challenges. They have not lost sight of their Purpose and Vision and the quality of the activities required to achieve this Vision.

The Assessor encourages Beverley School to look at the extended Investors in People framework and consider achievement of Silver/ Gold Award.

## **STRENGTHS**

## **Leadership**

The Head Teacher, Deputy Heads and extended SLT are committed to the success of the school and for excellent learning provision for children. They have identified the need to introduce various changes with the aim of driving up performance. Some of these changes have at times affected the status quo, however overall, people acknowledge the need for school to review ways of working.

Visibility and availability of the Head, Deputies and extended SLT is seen as a great benefit to the school and their input and involvement in day to day activity is much valued. Staff describe examples of the Head and SLT involving themselves in day to day challenges including managing difficult behaviour of pupils. They are not afraid to roll their sleeves up and work at the coal face.

Leadership style is based on situation, need and expertise and it is recognised by the Head and SLT that there are times when a directive, delegating, facilitating or coaching style of leadership is required.

The SLT are clearly committed to developing a culture of empowerment and offering leadership development opportunities to all staff. They have developed a culture that empowers and fires the imagination of everyone to develop and grow and to become solutions focussed rather than problem orientated.

## **Governors**

The profile of governors at school is wide and diverse and individually they bring rich expertise to the governing body. They are dynamic, visible and proud to shape school success and in particular pupil achievement and attainment.

## **Team**

The team at Beverley School is a strong team who demonstrate good working relationships. They are inclusive, engaged, committed and passionate. People feel connected to colleagues and supported by them. Education can be a tough environment and there is much on-going churn including politically driven change and so relationships as strong as this keep the team engaged even during difficult times. Team members clearly cultivate each other's emotional resilience and this can only benefit the pupils who attend at the School. Team members are open, honest, and participative.

There are strong collaborative and collegial relationships and this impacts on a shared understanding across school about what good teaching looks like. Cross team working across Primary and Secondary is encouraged to share knowledge, provide opportunity and a rich learning experience for pupils.

No one is excluded from having the opportunity to participate in school development and everyone is given the same chance to improve school performance. This includes the Teachers, Teaching Assistants, and all Support staff. The Administration staff provide an excellent service to pupils, families and their colleagues within school. It is clearly a hectic department and yet their goodwill is unswerving.

## **Social responsibility**

The school demonstrates a high level of activity within local communities. Their involvement in many initiatives is impressive and there is no doubt that this raises their profile and reputation. Many staff lead on specific projects and are all extremely energised by the opportunities this offers themselves, pupils, school, parents, businesses, other schools and key stakeholders. The School Choir is in high demand and very much a valued part of school. There are many examples of consultation with local employers to provide work placement opportunities for pupils.

### **Learning and development**

There is extensive opportunity for learning and development across school and this includes the use of external and internal resources. Every member of the team interviewed described the breadth of learning offered to them and this is provided through a flexible and innovative approach to development. Team meetings, learning walks, class room observation, peer group learning and coaching all provide a rich and rewarding experience that enhances capability within school.

### **Communication**

Beverley School employs a large team of people who are located across a big site and so effective communication is important. The Head has ensured there are a range of opportunities for the team to meet and share information and this is vital in supporting individuals and colleagues within school. Morning Brief is an excellent example of the whole school coming together every morning to inform each other of events, activities etc. that are happening within school. This level of communication is vital if the team are to manage pupils and avoid incidences within school.

### **Pride**

The team at Beverley School are proud and committed to their school. They are all passionate about providing a positive experience for pupils and for developing their life opportunities. Staff are committed to moving the school forward and for embracing the changes that are necessary to ensure Beverley School stays ahead of its game and meets the requirements of external agencies including Ofsted.

### **Opportunities and areas for development**

The following recommendations are made in the true spirit of continuous improvement and provide possible solutions to current school challenges. These recommendations are relevant to school objectives and reflect the assessor tailoring feedback to meet school's specific needs.

### **Values**

Values form the bedrock of any organisation and in particular most schools have a clear set of well-defined Values that inform all school activity. It would be a useful for the Head to lead on defining the appropriate Values that represent Beverley School. This requires participation and consultation with governors, all team members, pupils and parents. Values should be explicit about the behaviours people are expected

to demonstrate to promote and “live” Values. Embed values into all aspects of organisational performance including the concept of internal customer (how we treat each other – not just children). Integrate Values into leadership and management development, recruitment and selection process and all other HR policies and activities.

### **Leaders and Managers**

Capabilities required by leaders and managers are informed by national guidelines and contained with job descriptions and person specifications. Going forwards it would be useful to identify the core capabilities required of leaders and managers within school that cross all management activities. This would help to develop the role of the extended leadership team in that they will be clear as to what they need to do to lead, manage and develop their team. Management capability will be informed by the Values of School. There are many examples of Teachers becoming “managers” almost by default and by the fact that they are required to lead a small team of Teaching Assistants within the classroom. In mainstream education this would not necessarily be the case and so it is important to support Teachers in understanding their role as manager and what this entails.

This would also inform aspiring leaders and managers who would receive a clear message about how they need to develop to secure promotion whether internally or externally.

To provide this information in a clear format and a single document that can be discussed at team meetings and appraisal would help to gain understanding and ownership.

These core capabilities would inform recruitment and selection, management development and discussions at Appraisal.

### **Management development**

Ensure appropriate management development opportunities are available to all those who lead and manage a team including Teachers. The focus of development will clearly need to reflect the Values of school and the management capability framework/document.

### **Appraisal**

Include discussions about school values at Appraisal and check understanding of the behaviours required to demonstrate that everyone lives and breathes the values.

### **Managing change**

Externally and internally driven change including new leadership, increased use of technology, new curriculum etc. shake up the environment in which people work. Human response to change is complex and sometimes difficult to interpret and manage and shouldn't be underestimated in the impact it can have on performance. There are many highly innovative and powerful change management theories which have emerged from academic studies and may help to inform school's approach to the management of change.

### **Learning styles**



Learning style is an individual's natural or habitual pattern of acquiring and processing information in learning situations. The core concept is that people differ in the way they learn and this theory has greatly influenced education and teachers approach to designing classroom activities. In just the same way it is useful to consider the learning styles of the team to ensure training activities and solutions reflect, where possible, people's preferred learning style. It may be a useful activity to profile the teams learning style (Kolb or Honey & Mumford) and use this theory to inform best fit for development opportunities going forwards.

### **Succession and talent management**

The attitude skills and knowledge required of leaders within school are captured in job descriptions and discussed at performance review. Staff are encouraged to consider their career development and again this is encouraged by the Head and discussed at Appraisal. It may help staff to consider their options if a clear definition of the requirements of leadership were made explicit and shared with those interested. This would inform succession plans and support staff in their career aspirations providing some clarity around what would be expected of them in a leadership role.

### **Work Life Balance**

School is committed to supporting, wherever possible, a healthy approach to work life balance. There are examples of part time working, flexible start times, taking breaks, use of staff room, celebrating success, hours spent at school and work taken home etc. It may be useful to define school's stance and approach to work life balance and flexible working etc. This would inform the reward and recognition strategy.

### **Peer support**

Life at school is both rewarding and challenging and the team provide a good experience for pupils however pupil behaviour is unpredictable and staff may find themselves dealing with unforeseen and difficult incidences. It may be helpful to review how school supports staff at these times and to reflect on intervention following a difficult interaction.

### **Lunchtime assistants**

Ensure lunchtime assistants are included in school developments and potentially offer attendance at some meetings to enable those who are available to attend and participate.

### **Celebrate**

Celebrate the journey of success at Beverley School and find ways to demonstrate an understanding of what is achieved on a daily and weekly basis. There are high levels of motivation within School and it is important to capture and celebrate and build on people's enthusiasm.

### **Investors in People Silver/Gold Accreditation**

There is evidence to suggest the School may currently meet additional evidence requirements over and above the requirements of a Bronze Investor in People. The school may wish to consider additional assessment and recognition.

**Broad Feedback against the Investors in People standard including those additional evidence requirements to achieve Bronze accreditation.**

The vision of the school is clear and there is a robust planning cycle producing smart objectives that cover a range of topics including leadership, teaching and Ofsted challenge. All team members are proactively involved in developing the curriculum and there are clearly defined targets and monitoring processes in place. All team members confirm the consultation process surrounding planning and development of the SIP.

All team members can describe how they are involved in planning and how they shape teaching and learning for children. Involvement of the whole team is exceptional and everyone is invited to attend meetings where information about school performance is discussed. This is done through staff meetings, briefings, appraisal, induction, notice boards, email, minutes of meetings and through a culture of communication and open door policy. Staff confirm that any changes within school are fully consulted on and they have real opportunity have their say.

The school is a key player within the local community and social responsibility is at the heart of the school. Objectives and action plans support strategic plans and resources are allocated and made available. Everyone has the opportunity to participate in school events and no one is excluded. Staff are encouraged to put forward their ideas and they take a great deal of personal ownership when engaging with the community. Activities are planned and coordinated and include collaborative involvement with Middlesbrough Football Club, Five Lamps Foundation, Fire brigade, Police, local employers, James Cook Hospital, Youth Centres, local church, Tees Valley Music and many others.

Learning and development is at the heart of the school ethos and this is extended to every team member. There is an understanding that all learning ultimately impacts on the successful functioning of the team and in turn improves pupil achievement and the requirements of the SIP. Learning needs are captured through consideration of School Improvement Plans, Appraisal, Observations, Book scrutiny, Induction, Team Meetings and informal discussions. Learning is also driven by the Head to push staff "outside of their comfort zone" and to experiment with new and stretching experiences. Everyone is able to ask for support or learning opportunity which they feel they need to do a better job and whilst classroom observation can be an anxious time most staff confirm this contributes to their professional development. Resources are available and an annual training budget allocated. Success criteria are built into any learning activity and this is measured by the effect on standards and achieving results. External benchmarking such as Parent/pupil surveys influence learning and development, Investors in People assessment and clearly feedback from Ofsted is paramount in identifying learning and development requirements.

People also described that learning from mistakes and reflective learning is part of the ethos at school. There is the acceptance that each pupil brings their own unique needs to the classroom and sometimes it is not possible to determine or plan how a lesson may go. Therefore learning from past experiences and building on this learning is a crucial part of development at School.

Coaching also contributes to staff development and provides valuable learning. Peer Group Observation is providing a rich experience for team members to learn from each other and coaching forms a significant part of this process of learning.

Recruitment is seen to be fair and the Head is clear that new appointments are required to underpin and drive forwards the Vision and Plans of Beverley School.

Everyone within the team are involved and included in planning, implementation, creativity and development. SLT provide the opportunity for people to be involved through staff meetings, training days, informal discussions, appraisal and an ongoing open door policy. The feeling of inclusiveness is tangible and everyone is treated equally and fairly in this regard. The current requirement to re-design the curriculum is understood and embraced by everyone and staff spoke positively about how they are involved in the new curriculum. Introducing pupil learning activities that embrace social skills and sensory experiences are seen very positively by all team members. Both teachers and TA's work together to improve performance and provide the children with an inspirational and motivational learning experience. There are some excellent examples of Teacher and TAs working in partnership to support learning. TAs are very valuable members of the team and provide recognised support to Teachers. They are skilled and very capable and their involvement is seen as extremely valuable and ultimately improves behaviours and the performance of pupils.

The Head and SLT are clear about the capabilities they require to lead, manage and develop the team. Capabilities are defined in the national guidance for the appointment of Head Teachers and local needs are captured in job descriptions. Leadership development is part of the culture at School and team members are encouraged to develop leadership skills if they wish. This may come in the form of traditional leadership development or less formally through leading a project or multi agency working. The SIP includes a section on Leadership and Management and describes actions that are required including learning walks, staff audits, work scrutiny and classroom observations. There is however the opportunity to clearly define what a leader and manager is expected to "do" to lead, manage and develop a team. This may be most appropriate to the extended leadership team and those teachers leading a small team of TAs. It would be useful to define the core capabilities and behaviours expected all leaders and managers at Beverley school.

Head Teacher's performance is monitored by the Governors including reporting at Governor Meetings, half yearly updates with performance management sub committees and feedback from parents and staff.

Governors are seen as proactive and valuable to the school. Both Governors interviewed by the assessor give a significant amount of time and emotional investment and are clearly proud of the schools achievements. They are visible and available and many staff commented on how instrumental they are in shaping school ethos.

The team can describe what they expect of the Head and other members of the SLT including communication, involvement in the planning process, target setting, performance review, information giving, coaching and support. The team confirm the SLT have demonstrated leadership by way of improving standards across the school. The team describe the Head and SLT as approachable, supportive, results driven and that the pupils are at the forefront of everything they do.

All team members understand their contribution to the school and its pupils. They are aware of the importance of providing a rich and supportive learning environment for children and working together to achieve this common goal. On the whole people feel valued and confirm they are thanked by the Head or teacher for a job well done. However there may be more to do in this regard and to make sure staff know they are being thanked and rewarded when they go the extra mile or work additional hours.

Decision making is shared and everyone is involved. Consultation and collaboration are fundamental to how the team operates and this extends to everyone. Everyone interviewed by the assessor confirmed they are empowered to make decisions and to shape the learning opportunity for pupils. They take great pride in being proactive and making the most of all opportunities for children and each other.

All staff can describe the learning and development activity they have received. This includes external training courses, internal learning opportunities, learning from each and sharing experiences, project based learning, cascade of information, mentor and coaching relationships, buddying, shadowing and attending other externally led activities.

Investment in learning is provided through the training budget and it is understood the cost of training is not just the course costs but down time, travel etc. Return on investment is measured through quality of teaching and pupil attainment, evaluation at appraisal meetings, discussion at staff meetings, training days, feedback from pupils and parents, feedback from governors, Ofsted reports and other key stake holders.

Evaluation of performance is on-going and the Head and SLT are constantly analysing data and trends. Success against the SIP is constantly scrutinised. Pupil and parent questionnaires are issued and outcomes considered as part of the involvement process. Internal evaluation methodology is strong and the team are constantly considering how to improve performance within school.

The ethos at Beverley School is one of continuous improvement and the Head and SLT create a culture where everyone strives to improve and move to the next level. School improvements identified by the team include:

- Good engagement with children encouraged by new curriculum
- Extended leadership team and devolved leadership responsibility
- Excellent team equipped with attitude skills and knowledge to do the job
- Peer Group Observations
- New Curriculum
- Team Teach
- Empowerment of individuals to lead on specific projects and develop skills and knowledge
- cross school working
- dress code

This is an exceptional school employing exceptional individuals. Leadership is good and as a result the team are motivated, engaged and well equipped to meet the challenges of the future.

**The following quotations were gathered by the Assessor and provide further supporting evidence:**

**“Looking at the outcome of lesson observation – most teachers are reaching good and outstanding”**

"Governors are involved in recruiting the right people for school"  
 "We aim to provide an environment where children can fulfil their potential"  
 "We have a CPD budget the Finance Committee monitors"  
 "Peer Group Learning is excellent as it helps you to problem solve and coach each other"  
 "Team Teach has given me a better understanding of de-escalation techniques"  
 "We work with families and the approach is inclusive and proactive"  
 "I am very involved in decision making especially that related to families"  
 "School dress code is a big improvement"  
 "Yes I feel valued – more so since the Head Teacher took over"  
 "We have a lot of HR policies that ensure we are treated equally including Managing Absence Policy"  
 "I want to create ownership and empower people to make their own decisions"  
 "Data informs how well we are doing"  
 "We challenge engrained beliefs – autism is the reason, not the excuse"  
 "My class teacher asks for my ideas and input"  
 "I came back from the ICT conference and shared my ideas and what I had learned"  
 "Morning briefings are important – I have never missed one"  
 "Pupil progress is important, both lateral progress and upward progress"  
 "People don't know how lucky they are. In my last job I would never have had the opportunity to talk to the Head"  
 "If we didn't have such great TAs, it wouldn't be the school that it is"  
 "The Head has improved the identity of the school"  
 "PD days are better – we have external speakers invited to come and talk to us"  
 "My class teacher says thank you and values me but I do think we could do more to celebrate"  
 "I don't get this split school thing – we are one and should work together to achieve joint outcomes"  
 "The journey starts in Primary and ends in Secondary – it is all part of the journey for children"  
 "I love my job here and I feel very luck to be part of the team"  
 "When I started here Induction was quite good. I had to go and introduce myself to other team members"  
 "Our choir is in big demand and we have to turn down some invitations to attend events"

## APPENDIX

### INVESTORS IN PEOPLE FEEDBACK MATRIX

| ER | <u>Investors in People Indicators</u> |   |   |   |   |   |   |   |   |    |
|----|---------------------------------------|---|---|---|---|---|---|---|---|----|
|    | 1                                     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

|    |   |   |   |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|---|---|---|
| 1  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4  | ✓ | ✓ | ✓ |   | ✓ |   |   | ✓ | ✓ |   |
| 5  | ✓ |   | ✓ |   |   |   |   |   | ✓ | ✓ |
| 6  | ✓ |   |   |   |   |   | ✓ |   |   |   |
| 7  |   |   |   |   |   |   |   |   |   |   |
| 8  |   | ✓ |   | ✓ |   |   |   |   |   | ✓ |
| 9  |   |   |   |   |   |   | ✓ |   |   |   |
| 10 | ✓ |   |   |   |   |   | ✓ |   |   |   |
| 11 |   |   | ✓ |   |   |   |   |   |   |   |
| 12 |   | ✓ |   | ✓ |   |   | ✓ |   |   |   |
| 13 |   |   |   | ✓ |   | ✓ |   |   |   |   |
| 14 |   | ✓ |   |   |   |   |   | ✓ |   | ✓ |
| 15 |   |   |   |   |   |   | ✓ | ✓ |   |   |
| 16 | ✓ |   |   |   |   |   |   |   |   |   |
| 17 |   |   |   |   |   |   |   |   |   |   |
| 18 |   |   |   |   |   |   |   |   |   |   |
| 19 |   |   |   |   |   | ✓ |   |   |   |   |
| 20 |   |   | ✓ |   |   |   |   |   |   |   |
| 21 |   |   |   |   |   |   |   |   |   |   |
| 22 | ✓ |   |   |   |   |   |   |   |   |   |
| 23 |   |   |   |   |   |   |   |   |   |   |
| 24 |   |   |   |   |   |   |   |   |   |   |
| 25 |   |   |   |   |   | ✓ |   |   |   |   |
| 26 |   |   |   |   |   |   |   |   |   |   |
| 27 |   |   |   |   |   |   |   |   |   |   |
| 28 |   |   | ✓ |   |   |   |   |   |   |   |
| 29 |   |   |   |   |   |   |   |   |   |   |

## Continuous Improvement Plan

Beverley School November 2014

All of the recommendations below aim to have a direct positive impact on the Schools objectives.

| Business Issue<br><br>What       | Suggested Action(s)<br><br>How   | Potential Benefits / <i>Impact of Taking No Action</i><br><br>Why   | Suggested Timescale<br>When | Potential Solutions / Support Available<br><br>Who |
|----------------------------------|--|---|-----------------------------|--|
| <b>Managing Change</b>           | <p>Continue to be aware of the ongoing churn of change within school and education and manage responsively providing the opportunity to consult and collaborate</p> <p>Gain a deeper understanding of some of the theories behind managing change that may influence leadership approach and style</p> <p>Share with team to help them to gain a deeper understanding of their own personal response to change</p> | <p>Develops leader, managers and aspiring leaders</p> <p>Shares a deeper level of understanding throughout the team</p> <p>Helps everyone to manage concern and anxieties including those pressures outside of school</p> | Ongoing                     | Governors, Head and SLT, wider team                |
| <b>Values</b>                    | Define Values of school and behaviours that underpin values. Consult with wider team and key stakeholders to agree and embed within school   | Values are the bedrock of all organisations and in particular work well within education forming the basis for activity with both pupils and teams  | Immediate                   | Whole team and other key stake holders             |
| <b>Leadership and management</b> | Define the capabilities required by all leaders and managers within school to lead and manage a team. Link to  | This will provide real clarity of what leaders and managers are expected to do. Will inform   | Ongoing                     | Head, SLT, extended leadership team                |

|                               |  |   |   |  |
|-------------------------------|--|---|---|--|
|                               | Values. Use capabilities to inform recruitment and performance management of appropriate personnel   | aspiring leaders and management development   |   |  |
| <b>Management development</b> | Provide consistent support/development opportunities for all those who manage and lead teams. Link to values and management capabilities                       | Ensure effective and well trained managers  |   |  |
| <b>Appraisal</b>              | Introduce discussion about the Values and how they impact on individual and how they do their job. Discuss management capabilities with appropriate personnel. | Embed values and management capability framework  |   |  |
| <b>Learning Styles</b>        | Interpret learning styles of team to inform learning and development solutions   | <p>Provide the right form of learning for individuals that has the most impact</p> <p>Resources well invested and spent in the right kind of activity</p> <p>Shape training days and other related learning activities</p> <p>Provide greater insight into self learning for team</p> <p><i>Waste resources on the wrong kind of learning solution/environment (particularly linked to VLE and ICT)</i></p> | <p>Immediate – could be done as a relatively “fun” activity at the start of a training day.</p> |  |



|   |   |   |  |              |
|---|---|---|--|--------------|
| <b>Succession and talent management</b>                       | Develop people to achieve the future vision of school. Provide individuals with career opportunity and make the most of people's talents      | <p>This will clarify for new teachers the exact attitude skills and knowledge they need to develop if they wish to grow into a leadership role.</p> <p>This is also useful to share with wider team so that they understand some of the details behind what their Head Teach and SLT spend their time on during a working day</p> |  | SLT          |
| <b>Work life balance</b>                                      | Agree schools approach and policy to work life balance. Celebrate good practice to inform reward and recognition.                             | Promote school as an employer of choice   |  |              |
| <b>Peer Support</b>   | Ensure staff receive the appropriate support following on from any specific incident with pupils. Maybe reemphasise staff counselling service | Ensure people are ok on an emotional level when things are complex and tough within school  |  |              |
| <b>Lunchtime Assistants</b>                                   | Involve where appropriate in planning and meetings  | Involve everyone. There are possibly rising stars within this group of people   |  |              |
| <b>Celebrate</b>  | Identify ways to celebrate good practice and success within school  | Motivate, engage and reward   |  |              |
| <b>Silver and gold accreditation as an Investor in People</b> | There is evidence to suggest the school is working beyond the standard and may wish to consider assessment at an advanced level               | Greater depth of feedback across a range of appropriate and relevant subjects   | 18 month activity May 2016/<br>Review November | Head and SLT |

|  |  |  |      |  |
|--|--|--|------|--|
|  |  |  | 2017 |  |
|--|--|--|------|--|