

COMMERCIAL IN CONFIDENCE

INVESTORS IN PEOPLE ASSESSMENT REPORT



For

BURNHAM GRAMMAR SCHOOL

Presented by Cath Parish

Investors in People Specialist

On behalf of Investors in People South of England

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EXECUTIVE SUMMARY

This report is the result of the Investors in People Assessment against the IIP Standard and wider framework carried out by Cath Parish in September 2014. During the assessment, a total of 29 staff were interviewed from across the whole school.

Burnham Grammar School has undergone many changes since its last full Investors in People assessment in 2011. In that same year it converted to an Academy and this enabled some radical restructuring to take place. I am delighted to confirm that throughout all of the changes, the school has not only maintained accreditation of the Core Investors in People Standard, but has also achieved the prestigious Gold accreditation with a total of 140 Evidence Requirements met from the wider framework.

Interviews with staff confirmed a very friendly, supportive community throughout the school. This was reflected in the willingness to share skills and knowledge at all levels. The staffroom is the hub of communication and all take the time to meet during their breaks. This is really good and the leadership team need to be applauded for encouraging this so well. The main theme coming from my conversations with staff was that they really love working at Burnham Grammar School and feel it is a *'great place to work'*. Example comments included *'I was sceptical I would wake up in the mornings and want to come to work, but I do. It has surpassed my expectations'*.

It is clear the staff trust the leadership of the school and described the Head Teacher as *'inspirational'*. The culture of developing staff internally and creating opportunities for career progression has resulted in a strong, young and dynamic Senior Leadership Team who have followed the Head's example as to the way they lead, manage and develop their teams of staff. The team appear very motivated by the challenges they are offered and this is reinforced by the rotation of roles and responsibilities to enable them to broaden their experiences.

The Governors play an active part in the school and all are linked to various subject areas. This has enabled them to challenge and support the school effectively when required.

The Vision and Aims of the school are clear to staff and they understand their part to play in its success. The Aims are very much student focused and underpin the way the school supports and interacts with the students although the one describing Caring Individuals also fits well with the support within the staff community. Discussion highlighted these are being reviewed at the moment, and it might be worth considering developing some Values or Behaviours that relate more to staff.

The last Ofsted inspection in 2012 described the school as 'Good'. This has spurred the desire to move to an 'Outstanding' school. The Deputy has worked extremely hard to establish internal development and support programmes that have been focused on sharing good practice in order to bring teaching and learning up to the required Outstanding standard. Teaching staff gave very positive comments regarding the Excellence Meetings and the Good to Outstanding events. The proof of the effectiveness of this work has already been highlighted by the increase in outstanding lessons being observed and the examination results of the students.

Recognition of good work is part of the school's culture. The Head Teacher goes out of his way to recognise and celebrate staff contributions and this appears as an agenda item for the Senior Leadership Team meetings. Performance related pay for teaching staff has recently been introduced and this is still being embedded. The new Triad system for observing staff has been received very positively as it has given opportunities for staff to receive extensive feedback on their teaching. They also welcome the fact they can use the evidence towards their performance reviews.

The wellbeing of staff is taken seriously within the school and staff appreciate the family friendly attitude that allows them flexibility to attend to their family as and when needed. There are also many other 'tiny noticeable things' that make the difference such as providing chosen food during Inset training, doughnuts on a Friday and head massages from time to time. This caring ethos has been reflected in the low staff turnover and is seen as a real motivator in working in the school. There would be a benefit in developing a Health and Wellbeing Strategy that brings together all the good practices in place that support staff wellbeing and includes some measureable targets that will help to evaluate the impact this is having on the school. It will also act as a good marketing tool when recruiting new staff.

The school is continuously looking at ways to improve and the Head has established a very consultative management style. This has encouraged good staff engagement and a feeling of value throughout the staff. They highlighted the open door policy of all the leadership team and opportunities to discuss new ideas or issues on a regular basis. They described the school as a safe environment in which to try out new ways of working and to use any mistakes as a learning opportunity. The monthly 'proformas' linked to department development plans enable Heads of Departments to evaluate the progress of their team and to highlight any areas of support that might be needed. Some Heads of Department said they thought this was bureaucratic at the beginning but now find it very valuable.

The start of year survey, Kirkland Rowell, helps to gain staff perceptions on a variety of relevant topics in the school. This is taken seriously and the outcomes are discussed with staff before action plans developed to address any suggested improvements as required. The fact the report also allows the school to benchmark itself against other like schools is an added bonus and highlights the commitment the school has to continuous improvement.

It was clear throughout this assessment that staff are proud to work at Burnham Grammar School. The success of the school has been reflected in the fact majority of those leaving have gained leadership promotions and also the waiting list of students wanting to enrol at the school.

I have really enjoyed talking to and working with such positive staff and look forward to working with you all again in the near future.

Assessment Outcome

I am delighted to confirm Burnham Grammar School has gained the Investors in People Gold Accreditation. There is no doubt that the Investors in People Standard and wider framework have been used very effectively as a template for change and success.

I would like to thank everyone for their enthusiasm and time during this assessment and a special thanks to Nina Adamson for organising the assessment. Well done for such a brilliant result.

I look forward to working with you all again in the near future.



Cath Parish

Investors in People Specialist – Investors in People South of England

October 2014

1 Introduction and Overview of Burnham Grammar School

Burnham Grammar School is a co-educational grammar school in Burnham, Buckinghamshire. In October 2011 the school became an Academy. It takes students aged 11-18 years of age and has approximately 970 on roll.

The change to an Academy had an unsettling effect on the staff at the beginning. However, they are now accepting the fact that the change has brought with it many benefits for them and the students.

There has been a real focus on improving the reputation of the school and on improving the quality of teaching and learning, and as a result the school has become increasingly popular and is now oversubscribed.

One of the school's main objectives is to reach 'Outstanding' during the next Ofsted inspection. This has been a priority for development within the school.

2. Areas of strength identified during this assessment

- This assessment confirmed more clarity about the Vision of the school.
- Staff all confirmed their pride in the school and highlighted its good reputation in the community. They commented on the friendly, supportive, community spirit within the school.
- Many said this is the best place in which they have worked. Staff are happy to come to work and those who leave do so to take on more responsibilities or for personal reasons. They all agreed Burnham Grammar School is a great place to work.
- All staff confirmed the inspirational leadership within the school. The new Senior Leadership Team members endeavour to emulate the inspired leadership style of the head. Roles and responsibilities within the team are rotated to ensure they all get a broad experience. This works well to keep them challenged and motivated.
- External qualifications as well as internal middle leader development, supported through coaching and mentoring works effectively.
- Governors are very supportive in the work they do in the school. Each member is linked to a particular department/team and this enables them to understand the progress of the school and to be able to challenge when relevant.
- Staff all feel they are encouraged to be leaders in their own right. This is encouraged through the consultative culture, involvement in working parties and opportunities to take on responsibilities across the school. They are also given the flexibility to carry out teaching or other activities in their own way although working within an agreed framework.
- There is continuous feedback at all levels. The Triad observation system is working very effectively and staff welcome the extensive feedback they receive on their teaching. The fact they are able to use the feedback as evidence for performance management also makes it very meaningful.
- Staff confirmed they are able to make mistakes in a safe environment, using the outcomes as a learning experience. Constructive feedback is welcomed by all levels of staff.
- Staff all confirmed their wellbeing is taken seriously. They feel comfortable in asking for time off to deal with family issues. The 'What would make your life easier' survey has been really effective in giving staff a voice in supporting their health and wellbeing.

- All staff feel part of decision making and confirmed they are consulted on any changes whether it be policies, systems or new ideas. This has encouraged strong staff engagement and promoted the community spirit. The regular use of the staffroom during the breaks has been supported by the Senior Leadership Team (SLT) who have turned the meetings in social events on a regular basis.
- Union representatives confirmed they have regular meetings with the Head and are used as a staff committee to put forward any issues they might have. They feel listened and can influence change.
- Internal support and development is working very effectively. There is continuous sharing of good practice and this recognition helps to make staff feel valued. The Excellence programme and Good to Outstanding sessions have received really positive comments as the sessions are so relevant to their work.
- Succession planning has provided good opportunities for internal promotions. These have motivated and raised aspirations of staff.
- Recruitment and selection involves a variety of different people, including staff and students. All said the system is rigorous and fair.
- Staff confirmed their responsibility for their own CPD. The new BlueSky software will be an effective way of recording activities and outcomes.
- Staff feel empowered to make decisions and said they have the freedom to choose how they teach their lessons within an agreed framework.
- Reward and recognition is strong within the school – led by the Head.
- Continuous improvement is a high priority and both internal and external feedback is listened to and acted upon where relevant.
- Support staff all feel a valued part of the school. They attend Inset activities and are also consulted on any major changes to be implemented within the school.
- Support staff appraisals have been reviewed and are now followed-up each term.

3. Feedback on the progress of opportunities for further improvement outlined in the previous report:

- *Consideration should be given to using the strong aims and values of the school as part of the school's marketing as they highlight why the school is different from others in the area. They should be displayed in the reception area to be viewed by parents and visitors.*

The Aims are now effectively displayed in the entrance of the school. These are under review at the moment through staff consultation.

- *Staff development is included in the SDP. It might be worth developing a separate staff development plan that includes costs in time and money.*

Staff development is still an integral part of the SDP however it is now also backed up through clear, effective internal development programmes. There is an agreed budget for any external learning and development and this has to have a focus on the objectives in the SDP.

- *Staff suggested it would be useful if the Inset Programme is published at the beginning of the school year to enable support staff to decide which session to attend. They would also like to know more about the content – rather than just the titles of the sessions. Staff also suggested there would be a value in more social/fun events to encourage cross school team building.*

This has been addressed.

- *The appraisal system is annual and this could be improved by including intermediate follow-up sessions to discuss outcomes of staff development and progress against objectives.*

The support staff appraisal has been reviewed and revised to include termly follow-up meetings. Teaching staff now have performance related pay and objectives/targets are reviewed regularly throughout the school year.

- *Support staff have the opportunity to gain 360 degree feedback from three colleagues or other agencies. Would it be worth considering implementing this approach to the rest of the staff – including the Leadership Team and Middle Managers where this is not already taking place?*

This is still under review.

- *There is a framework of skills, knowledge and behaviours expected of manager. These could be incorporated with the TDA Standards in order to develop a competency framework that could be used for career development.*

This is an area to be reviewed.

- *A combined management development programme with other schools may well be an ideal way of increasing managers' experience by taking on projects with other schools. This could be along the lines of the project based Leadership Pathways programme.*

Networking with other schools takes place regularly as part of the school's continuous improvement. An excellent programme of middle management development has been put together and implemented over the past two year. The timing of this may benefit some discussion.

- *Governors pass on their thanks and recognition for good staff performance through the Key Stage Heads. It may have more impact on staff if they wrote directly to the members of staff themselves.*

This has been addressed.

- *The IIP Health and Wellbeing Award could be used to identify other ways in which reward and recognition might be implemented.*

This is an area to be discussed during the improvement planning meeting.

4. Suggestions for Further Improvement

Values

The Aims of the school are embedded and staff look on these as the school's Values. Apart from the 'Caring Individuals' aim, the rest are focused on the students. Consideration should be given to developing a set of Values, through consultation, that are more relevant to the staff and other stakeholders. These can then be used during recruitment and induction of new staff.

Targets

There appears to be some unrest regarding the initial targets for pupil achievement set out by the Government as a result of their tests. Many feel the predictive targets are much higher than expected in the past. It is appreciated that these can be changed slightly following discussion however the fact the results affect performance related pay some more communication could be beneficial to set their minds at rest. The full effect may not be seen until performance related pay has had more time to be embedded.

Leadership/Management Expectations

The job descriptions of the leadership team and middle managers have recently been reviewed and revised in line with the National Standards. Staff could all describe what they expect of their managers and most said that this was led through example from the Head. Following discussion regarding the Values, it would be beneficial to formalise the 'Behaviours' or expectations of both staff and managers, making sure they link to the Values. This should form part of induction and appear in the staff handbook.

Once you have formalised these expectations, they could be used as part of a 360 degree review. It might be worth starting this with the Leadership Team first and then cascading it down once it has become established. The new BlueSky software may help.

The Middle Management Development Programme gained very positive comments. There was a suggestion that this could be introduced at the beginning of the year to new middle managers (or those aspiring to take on these responsibilities). This would give them some immediate support rather than waiting until the end of the year.

Coaching

There was evidence of informal coaching taking place internally plus some external coaching for the Senior Leadership Team. Consideration should be given to making coaching a management style and for strategies to be put in place for this to be carried out in a more structured way across the school.

Career Advice and Guidance Development

It is clear there has been really effective career advice and guidance at leadership level. Further down the school this is happening inconsistently and it may be worth considering implementing a system whereby career development meetings take place outside of performance management meetings in order to ensure the meetings are more focused and actions plans developed where relevant.

Communication

All staff confirmed that communication has improved through the weekly briefings, regular consultation and discussions in the staffroom - backed-up with e-mails. The main issue is that staff (especially the teachers) do not always have the time to look through all of their e-mails on a regular basis. It would be worth discussing with them how this could be improved – perhaps by flagging important e-mails that must be read and also being more selective in the relevance of the content to the recipient.

Work Life Balance

Most of the staff confirmed this is well supported within the school, especially with the flexibility afforded to them to have time off for family and personal needs. There was some comment from newly appointed HODs that they find it difficult to keep up with their management responsibilities as well as the classroom contact hours – especially in subjects where there is the pressure of marking.

The development time now given to HODs to plan is very welcome. Would it be possible for them to have the second in their team with them to bounce off ideas?

Health and Wellbeing

It is clear the support for the health and wellbeing of staff is paramount within Burnham Grammar School. There are many different ways in which support is given to staff and it would be useful to pull these altogether and to map these against the IIP Health and Wellbeing framework. These 'benefits' should be discussed as part of recruitment and also during induction. They certainly distinguish Burnham Grammar School from other like schools. A desktop analysis could be carried out during the follow-up planning meeting for this assessment.

Consideration should also be given to developing a Strategy for Health and Wellbeing that includes some measurable targets in order to monitor whether all the good practice in this area is actually helping to improve the school. It would be useful to go on line and to check other good practice that might be implemented. www.investorsinpeople.co.uk/healthandwellbeing

5. Conclusion

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, I am totally satisfied that Burnham Grammar School meets sufficient requirements in the Investors in People National wider framework to gain Gold Accreditation. A total of 140 Evidence Requirements have been met from the wider framework during this assessment.

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 three years apart. Assessments can be undertaken at any time and more frequent assessments are recommended to maintain levels of good practice and continuous improvement.

We can discuss the timing of the next assessment, using the Improvement Planning Meeting to agree the best strategy for future use of the Investors in People framework. The date for this meeting is to be confirmed.

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 provided with a Client Satisfaction Questionnaire 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.

Please contact your Account Manager Caroline Newham on 020 7728 3095 or email caroline.newham@iipsouth.investorsinpeople.co.uk should you wish to raise any issues.

Signed:



Cath Parish

Investors in People Specialist – Investors in People South of England

9 October 2014

APPENDIX 1

Findings against the assessed Investors in People Evidence Requirements

- The evidence for the Investors in People Core Standard has all been MET.
- This section of the report celebrates the good practice found against the evidence requirements in the Core Standard and wider framework together with areas that could still be improved. These are shown as follows:

- **Evidence requirements met from the Investors in People Wider Framework are highlighted in green.**

- **Suggestions for further improvement are highlighted in yellow.**

- **Evidence requirements not met from the wider framework are highlighted in red**

PLAN

Developing strategies to improve the performance of the organisation

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

INDICATOR 1 Improvement Strategy

A strategy for improving the performance of the school is clearly defined and understood

Strategy, Purpose and Vision

The Vision for the school was much clearer to staff during this assessment than the previous one in 2011. Staff confirmed this had been the subject of an INSET meeting where they were asked to put forward their suggestions for improvement to the Vision. This is still under review.

All said they share the Vision. Staff described how they and the students are also involved in developing the school's strategy as part of the consultative ethos of the school. This has created a very strong staff engagement and commitment to the school's success.

School Development Plan (SDP)

There are clear priorities set out in the SDP for the coming year and also the next three years. The priorities have been established through both internal and external reviews including the Ofsted inspection, review of school evaluations such as departmental proformas and DEF meetings, staff and Kirkland Rowell surveys and staff suggestions from INSET days.

'During one of the Excellence meetings we were asked what we thought of the aims and ethos of the school and were able to put our comments forward'.

Staff also described how they are involved in developing departmental/team plans and how their own individual objectives and targets are linked to these plans.

'We are involved in developing our own plan that links to the SDP. This is used when we discuss our own objectives'.

'We are involved in our department plan and decide ourselves what we are going to do in line with the SDP'.

'The departmental plans are put together through input from staff and are reflected in the targets for individuals'.

'Our departmental plans are discussed with the Head at DEF meetings. Our attached Governor is also included in the discussion'.

Key Performance Indicators (KPIs)

The appraisal and performance management systems are used to agree key performance indicators or targets. Where teachers are concerned one of the KPIs relates to the examination results and progress of their students. These are measurable and monitored regularly through the monthly proformas completed by the HOD as well as self assessments and Departmental DEF meetings. Other KPIs include raising the amount of 'outstanding' lessons observed over the year.

'The new BlueSky package will enable staff to input their objectives so that we can see how they are linking and contributing to the SDP'.

'Our target is for 100% A - C results in English and Maths'.*

Staff perception is that the predictive targets set as a result of Government testing are higher than previously required. Staff appreciate that in some circumstances they are able to change the targets slightly following discussion however the fact the outcomes impact on individual performance related pay this has caused some concern. Other examples included paternity time off and also time off where a member of staff is undergoing adoption. **Suggestion for further improvement**

Extended wider framework: 1.9, 1.14, 1.15, 1.20, 1.21 MET

Values

The Aims are embedded in the school and everyone interviewed described these are the school's Values. It is clear they are very meaningful to the whole staff and underpin the Vision of the school. These are now displayed in the school reception area and also on the web site.

It was clear throughout this assessment that the leadership team whole heartedly acknowledge how important the staff are to the success of Burnham Grammar School. With this in mind, it would be worth considering developing a set of Values that focus on them and other relevant stakeholders rather than just on the students. The Aim related to 'Caring Individuals' can also be attributed to staff and this assessment confirmed the supportive and caring attitude and behaviours displayed by the staff towards each other.

During a review of the Vision and Aims the Governors suggested a strap line for the school of *'Embracing challenge to determine our futures'*. This has been presented to the staff for their comments and is still under review. **Suggestion for further improvement**

'The Values provide a structure to show how we work'.

'The values were talked about at induction and at every INSET day and Excellence Meeting. They are the way we work here'.

'We talk about the Aims at our Department meetings and they give us a framework'.

Extended wider framework: 1.7, 1.8, 1.11, 1.13, 1.17, 1.18, 1.19, 1.23 and 1.24 MET

Social Responsibility

Social responsibility is an important feature in the Aims of the school.

'Create cultural social and economic links with the local and wider communities'.

'Participate in a range of community activities'.

'Demonstrate local, national and global social awareness'.

'Demonstrate environmental awareness in school and the wider communities'.

There were many examples where the school has been involved in the community including:

- *Students providing lunch in school for the elderly in the community*
- *Science fairs put on for primary schools*
- *Participation in the Keep Britain Tidy Award where the school gained the silver award*
- *The school has an environmental action plan for the next three years put together by the Echo Council which is a student body led by a member of staff*
- *Provision of an allotment that provides a business opportunity for students*
- *Recycling*

'The environmental status of the school was my responsibility last year. We had a Burnham Eco Week and measured our energy usage, waste and travel plans'.

'Students in the Eco Council have had a say in the plans for our new building'.

'We are keen on recycling in our department and do as much as possible'.

Extended wider framework: 1.10, 1.12, 1.16, 1.22 & 1.25 MET

Discussions confirmed there are good relations with Union Representatives. Meetings take place regularly with the Head and they agreed they are listened to and can make a difference.

INDICATOR 2 Learning & Development Strategy

Learning and development is planned to achieve the organisation's objectives

This assessment highlighted a more focused approach to learning and development. The strategy for learning and development is very much about 'growing your own' staff through a mixture of internal and external development. There is a greater emphasis on sharing skills and knowledge throughout the school, encouraged through the consultative culture and also community teamwork.

Discussions confirmed there is a budget for learning and development that includes not only monetary investment but also time. The time element is important as there has been a considerable change in using internal skills and expertise in order to develop and share knowledge and skills within the school. This, together with networking and required external qualifications has been the main method in which the school has developed its staff in line with becoming an 'Outstanding' school.

The new Triad system for observation has not only given opportunities for extended feedback to individual teachers. It has also encouraged standardisation of expectations of performance. This, once again, was developed through consultation with staff. Staff all gave positive comments regarding the system and felt it helped the observers as well as those being observed.

Succession planning has been really effective in determining future needs within the school. This has encouraged the school to open up opportunities for staff development that will affect their future careers and fulfil the needs of the school.

It is clear that priorities for learning and development come from a variety of sources. Including:

- Building capability within the school
- The Ofsted inspection report
- Self evaluation assessments
- Departmental DEF meetings
- Capitation discussions
- Future changes to curriculum and other areas often determined through external agencies
- Staff suggestions and outcomes of INSET
- New technology
- New opportunities for developing the capacity within the school

The monthly Excellent Programme has been effectively developed to reflect the needs of the school with input from staff. This has worked well. Staff welcome they can choose the sessions they think will be of value to them and the fact they can have a day off if they attend five or more sessions is a bonus.

'We can choose the ones that we want to attend. This makes it more in line with our needs'.

A suggestion from staff was that there should be time during Inset for them to have team meetings and this has been organised. This met with positive comments from staff.

'We are always encouraged to attend Inset. Even though we are support staff there is always something there for us to learn. We use one part of the day to have a team meeting'.

The 'Good to Outstanding' and 'Beyond Outstanding' sessions have been well planned and staff commented they are effective as they deal with practical issues. Staff confirmed they are able to highlight any particular issues they would like covered during the sessions. Some of the expertise comes from the 'Learning Team' networking with other schools and then passing on good practice within the school.

There is no doubt that the Leadership Team have created an environment of continuous learning and development at every level. This was confirmed through interviews with the staff.

'We are always sharing good practice and everyone is very generous with their time to help support others'.

Staff highlighted the fact that they are involved in identifying learning and development needs for their team and also take ownership for identifying their own learning needs.

'I get involved in our team planning and from that we work out what training we need. During my performance review I can put forward any training that I think I need to help with my objectives'.

'We have to put up a case for any external training or qualifications. It needs to fit with what the school is trying to achieve'.

'I put forward that I wanted to do the NPQSL qualification and it is planned for this year'.

'We are involved in completing the BlueSky software. This will keep a record of our training over the year. It is our responsibility to make sure the training happens'.

'We are responsible for saying what we need where training is concerned'.

Managers confirmed they take account of the different learning styles within their teams. The wide variety of learning methods gives everyone an opportunity to learn in a way that suits their learning styles.

'I learn more through practical work rather than sitting hearing a lot of theory. The 'Good to Outstanding' sessions are brilliant as they give you some really good examples that you can use in the classroom'.

'In our department there is a variety of ways in which we support one another. Our HOD is good at listening and coaching us or he suggests other staff for us to observe or talk to. It depends how we feel most comfortable'.

Staff all agreed that continuous learning is at the heart of the culture of the school.

'I've learnt more here than in all the other schools in which I've worked. People are so keen to help and to share. I learn new things every day'.

Extended wider framework:

2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17 MET

INDICATOR 3 People Management Strategy***Strategies for managing people are designed to promote equality of opportunity in the development of the school's people***

There is absolutely no doubt in the commitment to developing staff within Burnham Grammar School. All staff confirmed they have continuous opportunities to discuss their learning needs outside of the more formal performance management process. The support staff appraisal system has been reviewed and revised since the last assessment and this now includes a six month follow-up meeting that has been welcomed by the staff. All staff are invited to Inset including the support staff and this works well.

'We are made aware of Inset and expected to attend. I point out what relates to the support staff and what they can get out of it'.

Since the last assessment there has been more focus on using internal expertise as a means of achieving the objective of becoming an 'Outstanding' school. This has worked really well as it has not only focused on improving performance but also given the opportunity for staff with expertise to shine as they share their skills and knowledge with others.

There is definitely a wide range of methods of development available to staff and this has given opportunities for staff to gain skills and knowledge according to their own preferred learning styles. Examples include:

- Networking
- Visits to other schools
- Observations – including peer and triad observations
- Sharing internal expertise
- Opportunities to 'act up' and to take on new roles and responsibilities
- External qualifications
- Inclusion in working parties across the school
- External speakers
- Sharing information and feedback from external learning and development activities

'We have a 'Beyond Outstanding' session on a Thursday and people volunteer to drive the session'.

'I was able to take the new role for a year and then interviewed a year later. I was able to provide evidence that I could do the job and got the promotion permanently'.

'They are always encouraging us to take part in the Beyond Outstanding sessions. Differentiation is my strong area and I am sharing this at a session'.

The school has a very diverse range of students from a variety of different backgrounds. There is an Equality and Diversity Policy in place and this is upheld throughout the school. The focus is not only on the students but also on the staff and this is reflected in the diversity of age and nationalities. This has been acknowledged as a strength within the school.

'I have been able to progress quickly in the school as there is a lot of support in place. There is a good mix of staff and a diversity of age and experience'.

There were examples where time off had been arranged for staff to celebrate religious events such as Dewali.

The culture of 'growing your own' has had a positive impact on staff engagement and motivation. The majority of SLT have been promoted from within. Alongside this staff described how the Head has a good way of creating opportunities for new roles and responsibilities to be developed within the school. This has been reflected in the fact that staff turnover is low and staff engagement high. The majority of staff agreed they enjoy the challenge to take on fresh responsibilities and this has enabled them to broaden their experiences and along the way, '*made the best of people's talents*'. This has been evidenced by the new leadership structure where roles and responsibilities are rotated to enable them to have a broader experience of leadership within the school. The new Director posts have been a good example where Heads of Departments are encouraged to take on cross school responsibilities.

'I was asked to be a translator for Punjabi as this is one of the languages I speak fluently'.

'The Head is good at opening up opportunities internally. An example is the Pupil Premium vacancy for a co-ordinators. Ten internal applicants applied for the role'.

'Each of the team has individual training plans. We had an external speaker come in to talk about handwriting. One of my staff likes doing this and has taken on that responsibility with the students'.

It was clear that there are strategies in place to encourage giving and receiving feedback across the school at all levels. The commitment to the external staff survey is a good example of where the leadership team can compare improvements to staff perceptions across the years.

The open, consultative leadership style encourages staff suggestions continuously. This has led staff to welcome feedback on their performance and they go out of their way to seek this through peer and now the new Triad observation system. Comments from those involved in the Triads were very positive as everyone has an opportunity to learn.

Extended wider framework: 3.7, 3.9, 3.10, 3.12, 3.15, 3.17, 3.18, 3.20, 3.25, 3.26, 3.28 MET

Recruitment and Selection

Discussions with newly appointed staff confirmed the recruitment and selection process is well structured and they were given ample information about the school and the role before joining. Staff described how vacancies are always advertised internally and that there is an equal opportunity for them to apply. One comment was that it would be good to know who had applied for the various internal posts so that they could see just how fair the selection process is.

Suggestion for further improvement

Staff described how they, Governors and students are involved in selecting new staff. This is really good practice and enables new recruits to see a really good sample of staff in order to make their decision as to whether or not to join the school. This is really good practice.

Extended wider framework: 3.6, 3.11, 3.14, 3.19, 3.22, 3.23, 3.27 MET

Work Life Balance

Throughout all the interviews, it was clear the school is very family orientated and this has been seen as a real strength within the school. Staff highlighted how they had been confident to ask for time off to attend funerals and also other family activities such as school assemblies and sports days. This is led by the Head and is a factor in staff engagement and low staff turnover.

Other examples included paternity time off and also time off where a member of staff is undergoing adoption.

Some staff were able to give examples where they had been off sick and returned to work on a part-time basis to ease them into work again. There were also examples where staff had been able to flex their hours in order to prepare themselves for retirement.

'I was working full-time and asked if I could go part-time and that was agreed'.

'Work life balance is really good. They are very accommodating if you have a family'.

'I've been able to have a phased retirement and now do five days a fortnight'.

Some staff also described how they were able to work from home where necessary.

'If I'm not teaching I can go home to work. I am so much happier here and I'm able to do my marking in peace'.

There were just a few comments regarding the workload although nothing out of the ordinary for schools. The new Director position is quite a challenge when juggling with teaching responsibilities, marking, managing the team and also other school responsibilities. This might be an area to be watched especially as it is fairly new within the school. **Suggestion for further improvement**

Extended wider framework: 3.8, 3.13, 3.16, 3.21, 3.24, 3.29 MET

INDICATOR 4 Leadership and management strategy

The capabilities managers need to lead, manage and develop people effectively are clearly defined and understood

Discussions with staff and managers confirmed there is a good understanding as to the required behaviours leaders and managers need to lead, manage and develop staff within the school. There are clear job descriptions at the various levels and these have recently been reviewed and revised in line with the National Standards currently available.

'The Standards set out the behaviours and we are expected to be role models and lead by example'.

'The middle leaders' training day this year was all about managing difficult situations. There were thirty seven of us there, including seconds in department, pastoral leaders and SLT. The session highlighted explicitly what was expected of us'.

'We have talked about management and leadership expectations at Inset'.

There has been a focus on succession planning and this has been factored into new roles and responsibilities that have been generated and recruited from within.

New members of the leadership team described how they are led through the example of the Head and emulate his behaviours when leading and managing their own teams. This is backed up with coaching from the Head and also individual Governors where relevant. There was evidence that the senior leadership team has mainly been recruited by the present Head, many from within, and this has enabled him to develop the team to fit with the school's agreed ethos and values. This has worked very well. There would be a benefit in developing a more formal document that highlights the expectations of leaders and managers in the way they lead, manage and develop staff, including behaviours. This should be underpinned by the Values of the school. It could also be used to measure their effectiveness during performance management reviews. **Suggestion for further improvement**

Evidence requirements not met from the wider framework: 4.4, 4.5, 4.6, 4.7, 4.9, 4.10, 4.11,

Those in leadership roles described how they are given the opportunities to rotate cross-school responsibilities in order to give them a broad experience of leadership within the school. This has worked well. Staff also highlighted they are given additional responsibilities according to their expertise and this has encouraged them to develop their leadership capabilities. There is also encouragement for new HODs to 'buddy up' with more experienced HODs so that they can share expertise.

External qualifications are encouraged and there were examples where these had been either completed or planned. This has motivated and encouraged individual career development to the extent that, in the past, individuals in senior team have left for promotion as Head Teachers. This is a credit to the school.

'I applied to do the NPQSL qualification and have just started it. I found that some of the other delegates had had to pay for themselves'.

There has been a real focus on middle leader development over the past year. This has been internally facilitated and has received very positive comments. There were suggestions that a programme of development should be put on at the beginning of the school year to support new team leaders/managers rather than leaving it for them to wait until the end of the summer term to have this support. **Suggestion for further improvement**

Extended wider framework: 4.8, 4.12, 4.13 MET

ACTION

Taking action to improve the performance of the organisation

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

INDICATOR 5 Management effectiveness

Managers are effective in leading, managing and developing people

Managers at all levels were able to give good examples of their effectiveness including:

'As a leadership team we are open, honest and transparent. We give managers time and advice to help them help their teams'.

'I make sure all of my staff are aware of how Inset relates to them and encourage them all to attend'.

'I have three year groups and see them all weekly'.

There were also very complimentary comments from staff regarding the leadership team. All described the leadership as 'inspirational', led through the example of the Head. It is clear they trust and respect their managers. Examples included:

'The Head is inspirational and one of the best I've worked with. He is the driver, creating amazing experiences for staff and students'.

'The leadership here is truly inspirational. They involve you in decisions and the proof is the school is bursting at the seams'.

'There is inspirational leadership here at all levels. We are all young and are enthusiastic to inspire others ourselves'.

'They are all inspirational and have different qualities. The Deputy is brilliant and always gives good advice. My line manager always backs me up and supports me'.

'The Head has the human touch and I have every confidence in him to make this the best school'.

'Since this Head has taken over it is clear he has a firm grip on things and that can be seen by the results'.

'If I can learn to lead like the Deputy I will be very happy'.

The majority of staff confirmed they are given time to talk about their careers and their managers help them to put together a career development plan – although staff perception is that this is not consistent. In many organisations career development meetings are held outside of performance management reviews. This has the effect of making the meetings more focused on career development rather than a short discussion at the end of the performance management meetings as can be the case.

Evidence requirements not met from the wider framework: 5.11 & 5.18

Managers and staff described how the values underpin the way the lead and manager staff.

'The priorities of middle managers are filtered down. There is a strong relationship throughout the school and constant reminders as to how we behave aligned to the schools values. This comes down from the Head and correct behaviours are mirrored through line management'.

'The culture and ethos of the school is led from the top. The values determine our behaviours'.

Informal coaching is taking place internally at the moment on a one-to-one basis and discussions confirmed the leadership team have had the opportunity of external coaching. Consideration could be given for coaching to be carried out on a more structured basis.

Evidence requirements not met from the wider framework: 5.8, 5.12, 5.19, 5.25

Staff at all levels confirmed two-way feedback is encouraged and welcomed by everyone. They highlighted the Triad observation scheme had been particularly useful as it not only gave opportunities for in depth feedback against an agreed standard, but also helped to share good practice as those observing also learnt from the activities. Learning walks are carried out with a focus are also another useful way in which to have a snapshot view on what is happening within the classroom and to exchange feedback.

'I'm going to observe someone else as part of a Triad to get the observations standardised'.

'Learning walks are certainly not vindictive or there to put pressure on people'.

'I get a lot of constructive feedback on me in this role'.

Everyone said the leadership team have a very open style of leadership and are always open to suggestions for improvement and feedback. This is also shown by the commitment to gaining staff, student and parents' feedback through the external Kirkland Rowell survey. It is clear this is taken seriously and action plans developed accordingly.

The Kirkland Rowell survey does give feedback on the effectiveness of managers however this is very generalised. Once the framework of expectations for leaders and managers is developed, it would be beneficial to use this as a means of gathering feedback on individual managers against the expectations. This could be through 360 degree reviews and using BlueSky software.

Evidence requirements not met from the wider framework: 5.13 & 5.20

Extended wider framework: 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23 and 5.24 MET

INDICATOR 6 Recognition and reward***People's contribution to the organisation is recognised and valued***

Throughout this assessment it was clear staff all understood what was expected of them in relation to the main objectives of the school. Staff all agreed communication is effective across the school. The briefing sessions led by the Head are very informative and enable everyone to understand what is happening on a weekly basis. Progress on achieving the targets is monitored regularly at individual, team and school level. Administrative staff described how there is a weekly diary available for staff contributions, a newsletter on the website and cross-school e-mails and text messages are used where relevant. All of this is encompassed in the Communication Policy.

The only difficulty teaching staff have is the time to read all of the e-mails they receive. This occasionally means they might miss some of the information sent out to them. It would be worth discussing with them how this could be improved – perhaps by flagging up the important messages that go out to them and sifting some of the information that is not needed by everyone.

Suggestion for further improvement

Since the last assessment performance related pay has been implemented for teaching staff. Discussions indicated the impact and outcomes of this new process has still to be evaluated. The school has gone out of its way to consult with staff and to get their input into the development of a grid to be used as a framework for the performance management standards. Staff explained how a working party was put together to define and agree what instigates competent and highly competent behaviours. This is important that staff were involved in this agreement as it impacts on going through the threshold and individual's pay.

'I was part of the working group that put the wording together showing competence and highly competent behaviour'.

'The criteria for success are laid down very clearly for performance related pay'.

Agreeing the initial targets is, of course, crucial to staffs' perception as to whether the system is fair. Most of the staff were happy with the targets although there were a few who felt the initial targets for pupil achievement set out by the Government tests were much higher than expected in the past. Staff did go on to say that they were able to 'tweak' these in some instances through discussion with the Head. This is an area already being monitored and no doubt it will be some time before the full impact is available.

Support staff are not involved in performance related pay however there were examples given where they had received honorariums from time to time.

All staff said they felt valued. They indicated there is a high level of recognition of good performance starting from the top. The SLT confirmed this topic is always an agenda item for their meetings and the Head asks for their feedback on individuals or teams that should receive recognition. The Heads recognition card system works very effectively and staff all commented how they welcomed these personal notes. The Governors also send out messages to staff and these also help to strengthen staff engagement.

'The Head is big on praising staff and we do the same with our teams'.

The staffroom is certainly used as the hub of the school for celebrations. Staff listed some of the activities that take place, and it was clear these are all factored into the high motivation and engagement of staff at all levels. Examples included:

- Doughnut and fruit Fridays
- Celebrations of birthdays and other such occasions
- Pizza and curry lunches provided by the school as requested by the staff
- Food provided if staff need to stay on late after school
- Massage Mondays focused on times when staff are particularly stressed
- Flu vaccines for all staff
- Flexibility for leave – outside of the Buckingham schools agreement

Staff all agreed the survey sent out by the Deputy to find out 'what would make life easier for you' has been a great success. As a result several small improvements have been made that have made a big difference to staff and it is these '*tiny noticeable things*' that really count.

Alongside these benefits, staff also gave some other examples of where their welfare has been well supported:

'The Head is big on praising staff and we do the same with our teams'.

'We are given time to go to school assemblies or to look after our children if they are sick. It makes such a difference and why I am so happy here'.

'As classroom assistants we get lots of thanks and praise from the teachers. They let us know we play a vital role'.

'I know I'm valued because I'm told I am'.

'I was in hospital last year for three days and the school arranged to cover my lessons and for my books to be marked'.

'Our health and wellbeing is looked after in every sense of the word'.

'The Head genuinely cares about the staff and kits. It is fantastic what he does'.

'The investment in me has been incredible'.

'The Head and Deputy have created a more humane approach to staff. It is genuine that our family comes first. I was told to go home and stay home to look after my wife and child'.

Above all, the staff look upon the school as a community. They all agreed everyone is so friendly and willing to give support whenever necessary. There is a culture of recognition whereby it does not only come from the top, but is part of how everyone works together.

There is so much going on to support staff health and wellbeing and it would be worth considering developing a Health and Wellbeing Strategy so that all the different strands can be pulled together. Measurable targets and then be agreed and set in order to see the impact all of this work is having on the engagement of staff and ultimately the school's performance. There is an IIP Health and Wellbeing framework and it would be good to assess where you are up against this agreed good practice. **Suggestion for further improvement**

Extended wider framework: 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18 & 6.19 MET

INDICATOR 7 Involvement and Empowerment***People are encouraged to take ownership and responsibility by being involved in decision making***

This assessment confirmed there is a real consultative culture throughout the school and includes staff, union representatives, parents, students, Governors and other stakeholders. This has helped to encourage the community spirit across the school.

Discussions highlighted the use of working parties that are pulled together to consult on specific areas such as the framework of competence and highlight competence determined for performance management. Staff also described how their Inset days are used to discuss the SDP and school Aims. This is working well.

There are effective communication systems in place to enable information and knowledge to be shared across the school. The new BlueSky system will enable a whole new range of information to be stored and accessed individually and across the school. Individuals will be able to input their personal development plans and these can be monitored to check effectiveness and progress.

The Beyond Outstanding and Excellence meetings are all designed to encourage sharing of good practice and ideas. Staff indicated they welcome the fact that Inset days opportunities for them to put forward suggestions for improvement on focused topics. They also confirmed their team and one-to-one meetings were also used for this purpose.

Staff at all levels confirmed they are able to take ownership for their roles and responsibilities. They also said they were able to challenge the way the school operates and can put forward suggestions for improvement.

'We have always tried to ensure there is staff input into change'.

'We are never given new things to do or changes made without we are consulted first'.

'Trust is a two-way process here. We try to have conversations rather than e-mails'.

'In one of the Excellence Groups we were asked for our thoughts regarding the aims and ethos of the school. We were able to put forward our suggestions for some changes'.

'Some of the sections on the BOS form were out of date and there was full consultation to review the form and to develop a new one this year'.

'I've been involved in developing the SEN Policy'.

'You have got the freedom to make changes in the department. You're not ordered around but treated like an adult'.

'I been given responsibility – not just delegated jobs'.

Managers and staff all intimated the school is always looking to improve. This has been evidenced by the drive to move from a Good to Outstanding school and all the work that has been carried out to achieve that objective.

Another important area of improvement suggested by staff and students is the new building. Suggestions for this came from the external survey as well as internal comments. It is good to see that the students have been able to put forward their ideas for the new building, including the making it 'echo friendly'.

'We are always discussing health and safety and often change the way we do things'.

'We have all been able to add our ideas about the new building. It is going to make a big difference to both staff and students'.

The only evidence requirements not achieved relate to staff design of consultation arrangements.

Extended wider framework:

7.4, 7.5, 7.6, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 7.14, 7.15, 7.16 & 7.18 MET

Evidence requirements not met from the wider framework: 7.7 & 7.17

Pride in Working in Burnham Grammar School

Throughout my interviews with staff there was a clear buzz and pride in working for the school. They were all very keen to ensure the school is a success and understood what they personally needed to do to help the school to achieve. Comments included:

'I would definitely let my child come here'.

'I don't think my first year could have gone any better. I feel proud to work here. Most staff leave because of relocation or promotion not because they want to leave the school'.

'The school has got a good reputation now. The waiting list proves that'.

Extended wider framework: 7.16, 7.19 MET

INDICATOR 8 Learning and development

People Learn and Develop Effectively

There are various ways in which learning and development activities are followed-up including:

- Performance management/appraisal reviews and follow-up meetings
- Evaluation sheets following Inset
- Observations and Learning Walks
- BOS reviews on a monthly basis
- Achievement of targets and objectives
- SEF and DEF reports

'Evaluation is focused much more on the impact on practice and how it will be used, rather than just on delivery'.

The new BlueSky software will also give more opportunities for individuals and managers input outcomes and impact that learning and development has had in support of individual career development and performance.

There is definitely a learning culture throughout the school and this has been encouraged through constant sharing of good practice and expertise. This has been an effective way of valuing and celebrating staff expertise and also to enable staff to work to their full potential. Staff talked about their pride in being able to deliver sessions at the Excellence Meetings to show cases their strengths. They also felt good at being able to help others develop their skills and knowledge.

The Excellence Meetings and Beyond Outstanding programme have certainly had a positive effect on staff performance. Staff like the fact they can choose which Excellence Meetings they attend in order to make sure they are focused on their needs and the fact that they can have a day off if they attend five of the sessions.

Choice is something staff covet within the school. They enjoy the fact they can try out new ways of working and feel safe to make mistakes with the premise that they will use these as learning experiences.

'You are not afraid to make mistakes even when you are being observed'.

The very apparent culture of continuous learning and development has encouraged staff to take advantage of any learning opportunities available to them. Comments indicated the middle managers are very engaged and talk to one another frequently in order to share ideas and support one another.

'There is a lot of unofficial CPD at the photocopier'.

'We share ideas and this breaks down barriers and encourages professionalism'.

There is structured mentoring taking place, especially with the new teachers and student teachers. This is taken seriously and mentors are aware of what is expected of them in these roles. There were a few comments that time is sometimes an issue although it is accepted that this gets easier as the year evolves.

Extended wider framework: 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 8.12, 8.13, 8.14, 8.15, 8.16, 8.17, 8.18, 8.19, 8.20 MET

Induction

New staff all confirmed they had been given sufficient information about the school during their recruitment. New teaching staff were grateful for the opportunity to come into the school at the end of the school year in order to get themselves prepared and also to meet with students and staff. This is really effective and useful for them. They also commented on the informative and supportive induction they had received:

'My induction from the Deputy into the school and my pastoral role was one of the best I've had'.

'When I came in I dropped down in my observations. My mentors swapped over lessons so that I could have more time to observe others. We have been given opportunities as NQTs to support one another and to swap with NQTs in other schools'.

EVALUATION

Evaluating the impact on the performance of the organisation

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

INDICATOR 9 Performance Measurement

Investment in People Improves the Performance of the Organisation

Discussion confirmed the budget spent on learning and development and this includes the cost of time and resources.

There were some clear examples where learning and development has improved individual teaching performance and in turn this has increased the students' results. Evaluation takes place in various ways and including:

- Examination results
- Data comparisons to other schools
- Lesson observations
- Ofsted reports
- Departmental reviews and Self assessments
- Work Scrutiny

Examples of improvements include:

Teaching and Learning:

- | | |
|------------------------------|---|
| • Academic Year 2013-2014 | 45.1% outstanding |
| • As compared with 2012-2013 | 28.7% outstanding |
| • March 2014 | 51% outstanding and 100% good & outstanding |
| • October 2013 | 39.6 outstanding and 92.4% good & outstanding |

Overall examination results:

- | | |
|------------------------------------|-------|
| • 2013-2014 - %5A*-C including E&M | 99% |
| • 2012-2013 - %5A*-C including E&M | 98.3% |
| • 2013-2014 - %5A* & A | 60% |
| • 2012-2013 - %5A* & A | 45.8% |

The Kirkland Rowell Survey showed some excellent results as compared with other schools. The staff group analysis included:

- Teaching staff gave significantly higher scores for support from colleagues, equal opportunities for staff, professional development opportunities, caring teachers and school security.
- Support staff gave significantly higher scores for accessibility of resources and celebrating and rewarding achievement.

Since the last Investors in People assessment the school has focused on developing a strong leadership team. This was evidenced through discussions with staff where they all agreed the SLT is inspirational. The majority of the team have been developed from within the school, highlighting the effectiveness of internal opportunities for career development.

'The SLT are 'home grown' and this has encouraged and opened up career opportunities within the school and ensured their behaviours are aligned to the school Aims'.

Staff turnover is very low - the majority of those leaving having done so because of promotions or relocation.

Discussions confirmed a detailed report on staff development is included in the Head Teacher's report to the Governors. This highlights the priorities and impact made on the objectives in the SDP. Governors confirm this is very informative. A Headline Document is prepared for the Curriculum Committee that highlights examinations results and developments to the curriculum in various areas. This is very detailed and they are able to see comparisons with results from previous years.

Managers and staff all gave positive comments regarding the effectiveness of the support for teaching and learning and the affect on raising the standard of teaching. Examples included:

English 3 level progress – 93% (2014) compared to 85% (2013) – nationally 71%

Maths 3 level progress – 96% (2014) compared to 90% (2013) – nationally 64%.

Others described how the internal development had encouraged career opportunities:

'The middle managers' training programme has been really good. Most of the managers have left here for promotion'.

'I have had really good career opportunities since I came here. I was able to gain the NPQSL qualification in Senior Leadership. This was paid for by the school and mentored by the Assistant Head. I am now on the senior leadership team'.

Extended wider framework: 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.13, 9.14 MET

INDICATOR 10 Continuous improvement***Improvements are continually made to the way people are managed and developed***

Since the last assessment there have been many changes within the school, including the change to an Academy. This has had a profound affect and has given the school more focus:

'The school is now more businesslike and selective in the support given for staff development'.

There are many internal methods of self assessment/review in place and amongst these staff and managers described the effectiveness of:

- The BOS proformas
- DEF and SAR reviews
- Staff surveys
- One-to-one, team and all staff meetings
- Observations
- Learning Walks
- Governor visits

External assessments and inspections are taken seriously and there were examples where actions have been taken to address any suggested improvements. This is definitely the case following the Ofsted inspection and report, as well as the previous IIP assessment. Section 3 at the beginning of this report highlights actions taken related to the IIP assessment carried out in 2011.

The Kirkland Rowell survey allows for the school to benchmark itself against other like schools and once again the results are used as part of continuous improvement.

It is clear the school is continuously striving to improve and throughout this assessment staff and managers at all levels described changes that had been made. Examples given were:

- The BlueSky software has been introduced that will keep a continuous record of CPD. It also allows for staff to input their objectives and to highlight how these are linked to the SDP. The Ofsted report highlighted the need for more data analysis and BlueSky will help to satisfy this need.
- Job descriptions have been reviewed in line with National Standards
- Staff consultation resulted in agreement of a framework to be used as a reference for performance management standards in teaching
- Performance related pay has been introduced
- The school Aims are being reviewed to see they are still relevant
- Heads of department are now given time off to plan
- A Triad observation system is in place to share good practice and encourage structured feedback
- The BOS form has been reviewed and revised through consultation with staff. This system has been put in place to monitor progress against targets on a monthly basis instead of annual reports being written at the end of the year. Feedback was very positive from HODs regarding its effectiveness.

- Reward and recognition has become a culture throughout the whole school
- A new questionnaire is being used to gain staff suggestions as to 'what would make their life easier'.
- Restructuring has taken place within the Leadership Team and this has given further opportunities for the team to have cross school roles and responsibilities. The new position of Director of Department has been implemented.
- Beyond Outstanding and Excellence meetings have been introduced and these have given opportunities for staff to showcase their expertise as well as sharing good practice. Staff can choose which Excellence meetings they attend and can have time off if they attend at least five meetings.
- A new Learning Team has been developed with the responsibility of feeding back new ideas and good practice to the rest of the staff.
- Pastoral responsibilities have now been taken on by new roles of Pastoral leaders. This has released teachers from this responsibility and given them more time.

Interviews with staff confirmed the above changes. They also described how they are always being encouraged to put forward suggestions for improvement and these are listened to and acted upon where relevant. The various working parties and project groups are a testimony to this.

In conclusion, everyone interviewed Burnham Grammar School is a 'great place to work'. The Leadership Team need to be applauded for all their excellent leadership. Comments from staff included:

'This is the nicest school I've worked in. The running of the school is first class'.

'I love the challenges I get working here'.

'I'm happy here and like the people I work with. My ideas are listened to and I'm valued as a whole person'.

'This school is unique. The staff and leadership are wonderful'.

'My line manager is fantastic and always has time for me'.

'Since this Head has taken over, he has had a firm grip on the school and this is seen in the results'.

This place is an oasis of calm and I'm going to be here for at least ten years'.

The Head is the driver, creating amazing experiences for staff and students'.

'I don't think my first year could have gone any better. I feel proud to work here'.

'There has never been a day I don't want to come to work'.

'The Deputy's presentations are amazing. It is clear she takes a long time developing them and explains them really well'.

'I was sceptical as to whether I would want to get up and come to work in the morning after my bad experience before, but I do. It has surpassed expectations'.

Extended wider framework:

10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10, 10.11, 10.12, 10.13, 10.14 & 10.15 MET

APPENDIX 2 - Outcomes table - Evidence Requirements Met / Not Met

Core Standard										
Total number of core evidence requirements assessed – 39; Total number met – 39										
✓ represents evidence MET										
	Indicators									
ERs	01	02	03	04	05	06	07	08	09	10
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓		✓				✓	
5	✓		✓						✓	
6	✓									

Wider Framework										
Total number of evidence requirements assessed - 157 and 140 were MET										
✓ Evidence from the wider framework MET during the assessment										
X Evidence from the wider framework NOT MET										
	Indicators									
ERs	01	02	03	04	05	06	07	08	09	10
4	Core	Core	Core	X	Core	✓	✓	✓	Core	✓
5	Core	✓	Core	X	✓	✓	✓	✓	Core	✓
6	Core	✓	✓	X	✓	✓	✓	✓	✓	✓
7	✓	✓	✓	X	✓	✓	X	✓	✓	✓
8	✓	✓	✓	✓	X	✓	✓	✓	✓	✓
9	✓	✓	✓	X	✓	✓	✓	✓	✓	✓
10	✓	✓	✓	X	✓	✓	✓	✓	✓	✓
11	✓	✓	✓	X	X	✓	✓	✓	✓	✓
12	✓	✓	✓	✓	X	✓	✓	✓	✓	✓
13	✓	✓	✓	✓	X	✓	✓	✓	✓	✓
14	✓	✓	✓		✓	✓	✓	✓	✓	✓
15	✓	✓	✓		✓	✓	✓	✓		✓
16	✓	✓	✓		✓	✓	✓	✓		
17	✓	✓	✓		✓	✓	X	✓		
18	✓		✓		X	✓	✓	✓		
19	✓		✓		X	✓	✓	✓		
20	✓		✓		X			✓		
21	✓		✓		✓					
22	✓		✓		✓					
23	✓		✓		✓					
24	✓		✓		✓					
25	✓		✓		X					
26			✓							
27			✓							
28			✓							
29			✓							
TOTALS	19	13	24	3	13	16	14	17	9	12

APPENDIX 3 THE INVESTORS IN PEOPLE FRAMEWORK: A SUMMARY OF ITS CONTENTS

PLAN				DO				REVIEW	
01: BUSINESS STRATEGY	02: LEARNING & DEVELOPMENT	03: PEOPLE MANAGEMENT STRATEGY	04: LEADERSHIP & MANAGEMENT STRATEGY	05: MANAGEMENT EFFECTIVENESS	06: RECOGNITION & REWARD	07: INVOLVEMENT & EMPOWERMENT	08: LEARNING & DEVELOPMENT	09: PERFORMANCE MEASUREMENT	10: CONTINUOUS IMPROVEMENT

THE STANDARD - TOP MANAGERS SHOULD MAKE SURE (AND THEIR PEOPLE SHOULD CONFIRM) THAT:

The organisation has a vision / purpose, Strategy & Plan People are involved in planning Representative groups (where appropriate) are consulted when developing the plan	Learning priorities are clear and linked to the plan Resources for learning and development are made available The impact will be evaluated	People are encouraged to contribute ideas to improve their own and other people's performance There is equality of opportunity for development and support	Managers are clear about the capabilities they need to lead, manage and develop people People know what effective managers should be doing	Managers are effective and can describe how they lead, manage and develop their people	People believe they make a difference People believe their contribution is valued	Ownership and responsibility are encouraged People are involved in decision-making	Peoples' learning and development needs are met People new to the organisation and changing roles can describe how their induction has helped them to perform effectively	Investment in learning can be quantified Impact can be demonstrated	Evaluation results in improvements to people strategies and management
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YOUR CHOICE - TOP MANAGERS SHOULD MAKE SURE (AND THEIR PEOPLE SHOULD CONFIRM) THAT:

Clear core values relate to vision and strategy Key performance indicators are used to improve performance Social responsibility is taken into account in the strategy People and stakeholders are involved in strategy development	The learning and development strategy builds capability Plans take account of learning styles People help make decisions about their own team's learning Learning and development is innovative and flexible There is a culture of continuous learning	The recruitment process is fair, efficient and effective A diverse, talented workforce is created A work-life balance strategy meets the needs of the organisation and its people Constructive feedback is valued The structure makes the most of people's talents	Leadership and management capabilities for now and the future are defined Managers are helped to acquire these capabilities Leadership and management strategy links to business strategy, taking account of external good practice Everyone is encouraged to develop leadership capabilities	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	Reward and recognition strategies link to business strategy and are externally benchmarked Managers, people & representative groups (where these groups exist) are involved in developing the reward and recognition strategy What motivates people is understood and is taken into account Success is celebrated Benefits strategy goes beyond legal requirements Colleagues' achievements are recognised	Effective consultation and involvement is part of the culture People are supported and trusted to make decisions Knowledge and information are shared People are committed to success 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	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 Mentoring is used Personal development is supported	The contribution of people strategies is measured and evaluated Impact on key performance indicators can be described Performance improves as a result Career prospects improve Flexible and effective approaches to measuring return on investment are used Return on investment in people is reported to stakeholders	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 are used People's views on how they are managed improves People believe it's a great place to work
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APPENDIX 4**Plan for Improvement Planning Meeting (IPM)****Key Information**

Organisation	BURNHAM GRAMMAR SCHOOL	Date of IPM Meeting	TBA
Assessor	Cath Parish E: cath.parish@commitmentplus.co.uk T: 01425 272752	Date of last assessment/review	22, 23, 29 & 30 SEPTEMBER 2014
		Next planned contact	TBA

Outline Agenda and Key Development Areas / Activities to be reviewed at the Next Visit

Development Area	Organisation Activity	Support required from Investors in People Centre / Associate
Values Consideration should be given to developing some Values or Behaviours that are specifically related to the staff. The Aims are used as Values but are focused mainly on the students.		
Targets These need to be monitored to check they are realistic as at the moment staff feel they are higher than expected in the past.		
Leadership and Management Expectations Following discussions regarding the Values, it would be useful to formalise the expectations and behaviours required of leaders and managers in the way they lead, manage and develop staff. This could be used as part of a 360 degree review. Consideration could be given to introducing the middle management development programme to new managers at the beginning of the school year instead at the end		

Development Area	Organisation Activity	Support required from Investors in People Centre / Associate
Career Advice There may be a value in implementing separate career development meetings to produce individual career plans. This will give them more priority and focus.		
Communication There is an issue whereby teaching staff do not always read their e-mails. This is an area that could be reviewed.		
Work Life Balance Newly appointed Directors commented they have an issue regarding the amount of hours they are teaching when keeping up with their other roles and responsibilities. This is an area that may need to be watched.		
Health and Wellbeing The health and wellbeing of staff is paramount within Burnham Grammar School and a great deal of effort goes into ensuring staff are well cared for in a variety of ways. A Strategy for this should be developed with some measurable objectives to ensure all the good work does in fact have a business case and improves the performance of the business. The IIP Health and Wellbeing Award provides an excellent framework and it would be useful to assess the organisation's good practice against this. It would also be beneficial to use the health and wellbeing link on the IIP website to check out other good practice that might be useful. www.investorsinpeople.co.uk/healthandwellbeing		