

*Commercial in Confidence*

**INVESTORS IN PEOPLE  
POST RECOGNITION REVIEW REPORT**

**for**

**BURNSIDE BUSINESS AND ENTERPRISE COLLEGE**

**Assessor: Sandra Hannah**

**Number of people in scope: 147 staff and 14 governors**

**Date of onsite: 23<sup>rd</sup> and 24<sup>th</sup> March 2009**

## **INTRODUCTION**

Burnside Business and Enterprise College was last reviewed against the Investors in People standard in March 2006 and has since been assessed against the Leadership and Management model and Work life Balance model in December 2006 and received recognition against both.

The school has received an Ofsted inspection in March 2007 with an overall grade of 2 – good with important aspects that are outstanding.

In line with the New Choices framework, the school has decided to have its review against Level 1 of the single framework and Levels 2/3 for Indicator 4, 9 (with the exception of evidence requirement 5) and Indicator 10. This is reflected in the agreed objectives for the review.

26 people were interviewed, including one governor and 2 staff governors.

### **THE SPECIFIC OBJECTIVES FOR THE REVIEW ARE :**

- To ensure that the school continues to meet the Investors in People standard.
- To review how well the school conducts self review and external reviews on behalf of staff and pupils
- To continue to review leadership and management capabilities within school

# IIP FRAMEWORK TOPIC MAP LINKED TO IDENTIFIED THEMES

L	Indicators									
	1	2	3	4	5	6	7	8	9	10
1	Vision Purpose Strategy Plan  Involving People	Learning needs  Plans & resources	Encouraging contribution  Equality of opportunity for development and support	Clarify the leadership and management capabilities needed	Managers are effective and can describe how	Recognising and valuing contribution	Ownership and responsibility is encouraged  Involvement in decision making	People's learning and development needs are met	Investment in learning can be quantified  Impact can be demonstrated	Evaluation results in improved people strategies
2 / 3	Core values  Use of KPIs  Social responsibility  Involving people and stakeholders in strategy	L&D strategy to build capability  Innovation and flexibility in developing people	Recruitment  Diversity  Work life balance  Constructive feedback is valued  Structure makes the most of talents	L&M capabilities for now and the future  Review and support managers to acquire capabilities	Top managers as role models  Teamwork  Coaching is used  Plan and develop people's careers	Reward and recognition strategies  Understand what motivates people  Success is celebrated	Effective consultation  Sharing knowledge and information	Effective use of internal and external resources  Innovation and flexibility of approach  Opportunity to achieve full potential	Contribution of people strategies is measured and evaluated  Impact on KPIs can be described	Self review is used  Information from external review is used  Effective feedback methods are used to understand peoples views
4	Values at the heart of strategy  Social responsibility at heart of culture	A culture of continuous learning	Recruitment ensures a diverse, talented workforce  Diversity links to business strategy  Work life balance links to business strategy	L&M strategy links to business strategy and takes account of external good practice  Everyone encouraged to develop leadership capabilities	Top managers as inspirational leaders  Coaching is part of the culture  Culture of openness and trust	Reward and recognition strategy externally benchmarked  Benefits strategy beyond legal requirements  Recognising colleagues' contribution	Consultation and involvement is part of culture  A culture of continuous improvement  People can challenge the way things work	All learning is valued  Mentoring is used  Support for personal development	Flexible and effective approaches to measuring return on investment  Return on investment in people is reported to stakeholders	Internal and external benchmarking is used  People's views of how they are managed improves

# KEY FINDINGS

## 1. A STRATEGY FOR IMPROVING THE PERFORMANCE OF THE ORGANISATION IS CLEARLY DEFINED AND UNDERSTOOD

The philosophy and ethos of the school is inclusion for everyone, understanding that school is not only about academic success but that everyone can achieve in their own way.

The school has considered the work of David Hargreaves, a leading educationalist working with the national framework with regard to personalised learning, which will be developed through the following:

- Deep learning – student and staff voice, assessment for learning, transfer and development of skills
- Deep experience – curriculum, ICT, community/collaboration
- Deep support – pastoral, coaching and mentoring

A three year development plan (2008-2011) has been developed which includes key performance indicators, with a yearly cycle of review. The senior team are currently reviewing the first year to start a new action plan.

Staff are consulted, Ofsted and the SIP's feedback are considered, as well as the SEF to also inform the planning process.

Curriculum leaders develop department action plans and mini SEFs which involve staff. They described how regular meetings are held to discuss and review objectives and progress.

- "The role is inclusion and the well being of students".
- "I have two new assistant curriculum leaders. Budget, staffing, planning – we do this together for their development to keep them in the picture".

People confirmed that they know and understand the philosophy, ethos and objectives of the school and are encouraged to contribute through the ITDP process, whole school meetings and staff/department meetings.

- "We're using Fisher Family Trust to look at predicted grades to get to the level and aim higher".
- "One of the aims is to raise attendance and it's an important part of my job to get the figures".
- "The role is about pupil progress and moving away from discipline and more to intervention and looking at progress with target setting data and getting tutors on board".

## **2. LEARNING AND DEVELOPMENT IS PLANNED TO ACHIEVE THE ORGANISATION'S OBJECTIVES**

Learning and development for staff is planned in line with the requirements of the objectives of the school. In addition, the ITDP process enables all staff to discuss and agree their learning and development requirements.

The senior team were able to describe a variety of learning and development activities throughout school, but mainly the development linked to the “magnificent seven”, which is to be embedded into teachers’ practice.

Managers described how they discuss learning and development with staff, as well as organise and encourage people to develop. They provided examples of development which included a bereavement course, coursework moderation, whole school cross-curricular INSET for interactive whiteboards, SIMS training and Audacity software for MFL.

People confirmed that learning and development is planned and discussed. The completion of the external INSET form enables people to consider their learning objectives before the activity takes place. People provided the following examples.

- “But I am not a teacher” for learning support
- Attendance module for SIMs
- INSET for school development plan and the magnificent seven
- Degree in Early Childhood Studies
- Behaviour course and different strategies to manage behaviour
- Creativity for business and enterprise

## **3. STRATEGIES FOR MANAGING PEOPLE ARE DESIGNED TO PROMOTE EQUALITY OF OPPORTUNITY IN THE DEVELOPMENT OF THE ORGANISATION'S PEOPLE**

The ethos of the school encourages people to take responsibility and be proactive where learning and development and being a “learner” is concerned.

Everyone throughout school receives an ITDP interview to discuss and review learning and development. The process has recently changed to encompass performance management.

Regular meetings are held throughout the school to support staff and review progress.

All staff are invited and encouraged to attend staff briefings as well as whole school training days, if appropriate.

Internal and external consultancy support is provided for staff and there is a staff development group with representatives from all areas of the school.

Whole school training days and INSET provide an opportunity for staff to share learning, information and expertise and lead learning and development activities. People do support and encourage learning and development throughout school.

#### **4. THE CAPABILITIES MANAGERS NEED TO LEAD, MANAGE AND DEVELOP PEOPLE EFFECTIVELY ARE CLEARLY DEFINED AND UNDERSTOOD**

The senior team described their own roles and responsibilities, as well as the requirements for other management related posts in school, especially as a curriculum leader or head of year.

Each member of the senior team is known as a strategic leader and has a specific area(s) of responsibility – monitoring and evaluation, teaching and learning and standards and professional development, as examples.

The senior team described the behaviours required of all leaders/managers in school as being very much linked to the school's aims and values and were described in these terms – open and honest, taking responsibility, leading by example, ensuring everyone is valued, that a climate of "it's OK to make mistakes" prevails, therefore support is provided, fair, consistent, prepared to listen and model the magnificent seven by being a learner.

Managers confirmed that they understand what is required of them in their role, as well as describing the behaviours required. They conduct ITDP interviews, hold regular meetings, ensure staff are encouraged and receive development as well as ensuring that all areas of the curriculum are developed effectively, in line with student welfare and progress. The pastoral element is important and supporting staff accordingly.

Behaviours included leading by example, inspire others, help and support staff and getting everyone on board through collaboration and shared goals.

- "The headteacher trusts you to manage".

A document stating relevant behaviours has been developed within school, although little reference was made to this.

People confirmed that they understand what is expected of leaders and managers in school and provided the following examples – holding staff meetings, being open, providing feedback, conducting ITDPs, seeking feedback, approachable and supportive.

## **Levels 2/3 Leadership and management capabilities for now and the future**

### **Levels 2/3 Review and support managers to acquire capabilities**

Managers have collaborated to determine a set of leadership behaviours since the last Investors in People review. The behaviours are in line with the school's aims and values. When the senior team and managers were asked to describe appropriate behaviours, all provided a consistent view, in line with the school's aims and values. However, little reference was made to the behaviours document, although the descriptions provided are broadly in line with the statements within the document. (See areas for development).

Managers described how their current capabilities are discussed, as well as reviewing the requirements for the future in terms of role and knowledge. However, whilst constructive feedback is provided on performance and there is formal review against most aspects of the management role, improvements could be sought specifically against capabilities as defined by the school, once reviewed. (See areas for development).

There is no doubt that managers are provided with learning and development activities as well as coaching and mentoring support to develop appropriately. However, consideration needs to be given to review the processes involved to make more of a link to the capabilities required, particularly around behaviours. (See areas for improvement).

## **5. MANAGERS ARE EFFECTIVE IN LEADING, MANAGING AND DEVELOPING PEOPLE**

The Ofsted report from March 2007 stated "leadership and management are outstanding".

There are a variety of management posts throughout school and all managers described how they discharge their duties throughout school. The aims and values and "putting the kids first" provides the focus for managers, working to support staff to achieve the objectives of the school.

Managers ensure that department action plans and mini SEFs are developed in line with the school development plan. People are encouraged to be involved and managers hold regular meetings to review and discuss progress.

Managers encourage and support staff learning and development and ensure people receive an ITDP interview to review learning and development as well as formally provide feedback linked to performance. Feedback however, is very much a daily dialogue process, where managers make time throughout the day to communicate with staff.

- "I line manage 15 people. I'm the ITDP line manager. The role comes from a vision and I have total autonomy. I hold regular meetings but there's informal communication all the time".

A range of development opportunities are made available to managers such as NPQH, Leading from the Middle and Leadership Pathways.

People confirmed that managers are effective within their role.

- “My line manager is always there to sort out problems. She’s very easy going and let’s you get on with your job, but there’s support and back-up”.

## **6. PEOPLE’S CONTRIBUTION TO THE ORGANISATION IS RECOGNISED AND VALUED**

Managers ensure that people’s contribution to the organisation is recognised and valued by

- Encouraging staff to reflect and provide feedback
- Promoting and providing opportunities for learning and development and internal promotion and career development
- Celebration events and assemblies
- Showcase events, utilising people’s talents
- Regular verbal praise and thanks
- Ensuring time is spent with each member of staff daily
- Thank you letters from governors

People confirmed that they are recognised and valued for their contribution and understand the difference that they make.

- “I get positive comments from my manager”.
- “I know I’m valued. The kids do value me as they want to tell you that they do appreciate you. My manager appreciates the support I provide in lessons and other teachers say thank you”.
- “If you have difficult students or parents, the headteacher asks if she can help. All the senior team tell you you’re doing a good job”.
- “You do get praise when you’ve done a job well. We get opportunities to better ourselves and praise comes verbally, through written sources and word of mouth. It comes from the staff and the senior team”

## **7. PEOPLE ARE ENCOURAGED TO TAKE OWNERSHIP AND RESPONSIBILITY BY BEING INVOLVED IN DECISION-MAKING**

The culture in school is very much one of encouraging ownership and responsibility through devolved leadership. The “magnificent seven” encourages problem solving, looking for solutions and being active in decision-making and this philosophy is for staff as well as pupils.

All managers throughout school encourage people to take an active part in their work and role. This starts with involvement in the school development plan and curriculum plans, through to expressing views at meetings and being active in shaping their work and projects.

- “I look to use expertise. There is a member of the team now running a basketball club”.
- “We make decisions together on what’s best for the kids”.
- “I developed the course and got accreditation. It was my opportunity to do this. I had carte blanche”.
- “My role is to act as a catalyst”.

People confirmed that they are encouraged to take ownership and be part of the decision-making process, where appropriate.

- We’ve had a questionnaire on staff views recently and we get feedback”.
- “You’re encouraged to take on responsibilities. There’s always something coming up”
- “With intervention, it was my idea to bring it into year 10. The head shared the plan and timescale”.
- “Whenever there’s a letter to type, it’s a rough draft and I’m told to tweak it as i see fit”.
- “Two children were sitting together and didn’t get on. I thought they were better apart. This was taken on board and changed. People are willing to listen”.
- “There is no pressure with technology. I can use my professional judgement”.

## **8. PEOPLE LEARN AND DEVELOP EFFECTIVELY**

Managers ensure that people’s learning and development needs are met in a variety of ways. This includes the requirements of the objectives of the school, performance management reviews, a full range of meetings, INSET, external development and conferences, utilising external consultancy support, leading internal development activities and coaching and mentoring.

In addition, one of the strategic leaders in school takes responsibility for CPD and there is a staff development group with representatives from throughout the school.

People confirmed that learning and development activities take place and how they have used what they have learnt.

- Counselling skills to listen better and not give opinions
- SIMS training has enabled changes for coding absence
- CLAIT to support the use of IT and student portfolios
- Mentoring course to enable identification of student cohort to review behaviour
- Food hygiene and prevention of cross contamination
- Magnificent seven and skills for children, which includes independence, creativity, reflection and enquiry

People described receiving an appropriate induction, as well as support when they have changed roles and responsibilities within the school. Induction includes group support, tour of the school, fire safety, first aid and policies and procedures.

- “I had a lovely induction and shadowed people”.
- “I’ve had support as an NQT. There was support and mentoring as well as good external development”.
- The induction was very good and helped to understand the school. I got an induction pack and the deep experience was discussed”.

## **9. INVESTMENT IN PEOPLE IMPROVES THE PERFORMANCE OF THE ORGANISATION**

There is a cost centre specifically for in service training that records full details of development and associated costs such as travel. In addition, there is also a cost centre for staffing and supply which can be linked to review the overall costs, time and resource for learning and development activities within school.

All external INSET has to be requested through a documented process and staff demonstrate the reasons behind the request, the expected effect and a review of costs and cover. All learning and development is then reviewed once it has taken place to determine achievement of objectives and impact.

The senior team were able to provide a number of improvements and achievements as a result of learning and development within school and how these had impacted on KPIs. **(Levels 2/3 Impact on KPIs can be described)**

These included

- further developing the curriculum including the alternative curriculum
- heading towards a grade of outstanding from Ofsted
- having the highest contextual added value for A level in North Tyneside
- best ever exam results rising from 58% A\*-C to 72%
- for community and collaboration, opening the school to the wider community in conjunction with North Tyneside council and building a new pool

Likewise, managers described the impact and results from learning and development activities.

- The local authority have looked at the school’s provision map for learning support as a model of good practice
- Nominations for teaching awards
- Developing staff to cover work in case of sickness and absence
- Attainment of awards such as Safe Mark

People could also describe the impact of their learning and development activities.

- Dealing with disruptive behaviour more effectively
- Sharing work and providing resources leading to better teamwork
- Being able to add comments to the record for absences on SIMS, enabling others to use the system rather than asking for information, therefore more efficient
- The work on the magnificent seven to encourage more enterprise

## **10. IMPROVEMENTS ARE CONTINUALLY MADE TO THE WAY PEOPLE ARE MANAGED AND DEVELOPED**

The senior team described a range of improvements made to the way people are managed and developed within school. These included reviewing departments and either restructuring and/or providing additional support for managers when required, utilising a questionnaire approach to ascertain views to improve, implementing the performance management legislation into the ITDP process, sharpening the SEF process by asking the question “so what?” more, managers more skilled at developing mini SEFs, ensuring a more evidence based approach to the SEF, utilising the previous headteacher in an internal mentoring and consultancy role and utilising focus weeks more successfully.

Managers endorsed the improvements described and the role that they had also played wherever possible, as well as providing other examples such as working cross curricular, creating more cohesion and transparency by getting people to work together and share more rather than “staying in the classroom”, affecting the changes from ITDP to performance management and employing general teachers rather than cover supervisors.

People also believe that the school is committed to continuous improvement and provided examples – receiving information by email when unable to attend meetings, appointing where possible internally, as people are able to fit the ethos of the school, ensuring regular department meetings and the support from managers which has impacted on achievement.

### **Levels 2/3 Self review is used**

The school completes a SEF, which is a comprehensive assessment and evaluation of all aspects of the school. In addition, managers are encouraged to develop mini SEFs for the curriculum area.

More recently, a questionnaire has been circulated with regard to IT to ascertain opinions and ideas from staff to look towards continuous improvement.

Governors support the review process, the previous headteacher provides consultancy support and groups such as the staff development group provide opportunities to review the internal workings of related issues. Focus weeks also support review and development.

Ofsted stated in March 2007, "The school's self-evaluation is accurate and, given its track record and sense of purpose, the capacity to improve further is outstanding".

### **Levels 2/3 Information from external review is used**

The school is inspected by Ofsted, therefore providing an opportunity for external review. The SIP also provides focus and feedback for the school.

An external consultant has been used within school to support and coach and will be involved in further work.

Information from the last Investors in People review has been taken into consideration, such as the development of the behaviours document for leaders.

### **9. Levels 2/3 Contribution of people strategies is measured and evaluated**

### **10. Levels 2/3 Effective feedback methods are used to understand peoples' views**

The school has used the Kirkland Rowell questionnaire with pupils, parents and staff to review a number of key areas within school. Feedback has been provided for the staff and action has already been taken, an example being arranging a series of workshops for staff to provide them with additional information for IAG (information, advice and guidance) for students.

More recently, the school has circulated a questionnaire with regard to IT to elicit feedback.

Managers commented that they encourage feedback with regard to how they manage both formally and informally. Those who have participated in Leading from the Middle have used a questionnaire approach with staff to receive feedback on management style and then reflected on this accordingly. Informally, it is sometimes addressed in meetings.

People confirmed that managers do seek feedback where appropriate.

- "There is feedback on management style and efficiency, mainly informal, lots of discussion. It's very open".

The Ofsted report from March 2007 stated, "Managers at every level have a good understanding of the school's strengths and weaknesses. Staff work well together as a co-ordinated team. Leaders empower, trust and support them.

## AREAS FOR DEVELOPMENT

The school may wish to consider the following points for continuous improvement.

- The school developed a leadership behaviours document as a result of the last liP review. However, whilst managers and people were able to describe the behaviours required with consistency, the actual document itself was not discussed. In addition, the feedback from the leadership and management assessment (Dec 2006) stated that the school could use the Distributed leadership model more formally as a tool for ongoing development, as well as further development of assessment tools. Therefore, the assessor would recommend that the document is revisited to ensure that it is still “live” and from that, review how best to move forward with encouraging an assessment for managers against the criteria. In addition, the assessor would encourage a more consistent approach for managers to involve staff in feedback on managers’ performance.

## CONCLUSION

The assessor can confirm through the evidence provided within the report, that **Burnside Business and Enterprise College** continues to meet the Investors in People standard Level 1 and Indicator 4 Levels 2/3 (1,3,4,and 6) Indicator 9 Levels 2/3 (1,2,3,4 and 6) and Indicator 10 (1-8) and should be congratulated accordingly.

The assessor will make an appointment with the senior team to develop an action plan.

## ASSESSOR ENDORSEMENT

In view of all the evidence collected during the review, it is recommended that **Burnside Business and Enterprise College** be continues to be recognised as an Investor in People.



Signed:

Date: 1<sup>st</sup> April 2009

**Sandra Hannah**

**Assessor**

**On behalf of Investors in People North East**

## **APPENDIX 1**

### **SUMMARY OF FINDINGS AGAINST THE IIP FRAMEWORK**