

IN CONFIDENCE

INVESTORS IN PEOPLE REVIEW REPORT

For

RUISHTON PRIMARY SCHOOL

ASSESSOR: Joanna Gillingham

DATE: November 2009



INVESTORS IN PEOPLE
South West

CONTENTS

1. Background and Review Process
2. Outcomes of Review
3. Continuous Improvement Activity

Appendix / Appendices

Review Framework - Summary of Findings

1. BACKGROUND AND ASSESSMENT PROCESS

Ruishton Primary is smaller than average, with 134 pupils aged from four to eleven and almost all from White British backgrounds. The school is popular and pupils attend from a wide geographical area. There is a resource base for pupils with learning difficulties and disabilities, although specialist support is provided for many more than this number. A significant proportion of pupils move into school after the age of seven and many come for the specialist provision. The extensive redevelopment of the accommodation is now finished and provides for three new classrooms, a library and interactive whiteboards in each class. The School now also runs a Pre School on site.

The School first achieved Investors in People recognition in 2003 and had a successful review in 2006. This is the second review against the Standard and I am delighted that the Head Teacher has embraced the new 'improvement' focus of the Investors in People review which aims to drive improvement, innovation and change for continued School success.

The review took place according to the plan agreed.

2. OUTCOMES OF THE REVIEW

Recognition as an Investor in People

Ruishton Primary School fully meets the requirements of the Investors in People Standard. I am pleased to confirm that there are no actions required to meet the Standard, following this successful review visit.

Recognition as an Investor in People is therefore maintained.

Feedback on the appropriate aspects of the Investors in People framework that relate to Ruishton's objectives and agreed review objectives as follows:

Succession Planning: developing leadership and management capability.

With the imminent retirement of the Head Teacher and Deputy Head Teacher succession planning is high on the School Improvement Plan agenda. The Head is currently

identifying staff that will be able to step into the position of Deputy and take on other key roles within the school.

Succession planning is defined as a process for identifying and developing internal personnel with the potential to fill key or critical organisational positions. This is clearly a necessary part of an organisation's ability to reduce risk by sustaining a proven leadership model, promote continuity for staff and children, and maintain staff morale.

The key focus in the short to medium term for Ruishton is the effective development of identified people to prepare them to undertake key roles.

In developing people for new roles the focus needs to be on the continuity of leadership, especially as it relates to maintaining the vision and core values of the school and also the sharing of knowledge across the school and senior leadership team.

Currently the senior team can articulate the capabilities (knowledge, skills, behaviour) of an effective leader and manager. For example decision making, honesty, creativity, positive and supportive approach.

Members of the senior team are undertaking management development activities (MPQH) and coaching is being undertaken to support people in taking on new roles and responsibilities.

In taking succession planning forward over the next year you might like to consider:

- Explicitly defining leadership capabilities and sharing this within the SMT and whole school.
- Ensuring that capabilities are discussed as part of the Performance Management meeting. Through self reflection and comprehensive feedback strengths and areas for development can be identified and agreed.
- Formally planning and agreeing a development program to meet identified development needs. This is likely to include a mixture of formal external training, coaching and taking on new roles/tasks and projects.
- Building on work already undertaken by SMT which looked at leadership styles and consider how this could be further utilised in developing individuals and the effectiveness of the SMT.

Developing leadership and ownership of Curriculum areas

People across the school recognise the contribution they make to the success of the School and feel that this contribution is valued and appreciated by SMT and colleagues. People can describe how they are encouraged to make decisions and take ownership in their roles.

‘Decisions are filtered through everyone.’

‘Our thoughts are definitely valued.’

In developing leadership and ownership of curriculum areas it would be helpful to consider the following:

- Discussing and agreeing collectively the role of curriculum leader and the specific ‘people’ skills required to lead and develop practice, and share knowledge with colleagues.
- Involving people more extensively in the school development planning process may help to share ideas and develop ownership of key school priorities. A regular review and dissemination of progress against the plan might also be more fully undertaken to reinforce progress and celebrate successes.
- More specific school wide definition of ‘coaching’ might prove helpful and training in coaching skills might be considered.
- How knowledge is disseminated to colleagues. Is information and learning shared in the best way through staff meetings, observations and INSET? Can/should colleagues attend development activities in curriculum subjects other than their specialist area?
- Can colleagues become more involved in peer observations?

Performance Measurement: demonstrating return on investment.

Learning and development is a strength of Ruishton. Professional skills are developed to enhance practice and knowledge. Learning and development is open to all with support staff undertaking the HLTA qualification NVQ's. Development is linked to identified areas in School development plan ensuring that people understand the relevance and benefit.

Demonstrating return on investment is not a simple process as many factors will have an impact on children's learning and progress. However the robust monitoring and assessment now in place within schools strongly supports the evaluation of training. In taking this area forward you might like to consider:

- Strengthening the link to school development by considering activities on a project basis. For example the Healthy School Award project had clear success criteria and impact on the school and training identified to support this project had a clear impact.
- Ensuring the impact of learning and development against key school targets is discussed at SMT when reviewing progress against the School Development Plan.
- Prioritising learning and development activities. Focus greatest effort on activities that are over a certain expenditure, involve all or most staff, or are new and innovative rather than the 'must do' development activities.
- Ensure there is a detailed discussion prior to attendance on training to help people focus on why they are attending; what they hope to get from the activity; how they are going to use the skills/knowledge in school; and how they will measure success/impact.

Progress on suggestions for improvement offered during the previous review

Discussions confirmed that both staff meetings and Performance Management Reviews are now happening more regularly, helping to ensure that people have the opportunity to contribute ideas and receive constructive feedback on their performance. Other areas identified in the last review such as management capabilities and evaluation of learning and development are ongoing areas of focus and have been discussed above.

Feedback on opportunities for further improvement and continuous development

It is recommended that Ruishton reviews the Investors in People framework and identifies additional areas of relevance for future reviews. It is suggested that the following areas may be worthwhile for further development and review:

- Planning including values and people involvement in strategy development;
- Utilisation of flexible and effective approaches to measuring return on investment.

General Opportunities

www.investorsinpeople.co.uk provides guidance on continuing to work with Investors in People and will help to keep you updated on any changes and developments.

You may also wish to visit Investors in People South West's website at www.recognisingexcellence.co.uk for useful information on products, services and events, and the latest local Investors in People news and updates.

Examples of services offered include:

- Celebrating your success at the next Investors in People Networking Club where you will be provided with publicity, photographs and information on PR and press releases. The club also provides the opportunity to meet other organisations in your area to share experiences and ideas and improve your business knowledge. So feel free to attend as many as you like.
- If you would like further advice tailored to your own particular circumstances and needs to assist you in line with the findings of this report, Investors in People South West's Advisory Service will be more than happy to assist.
- Consider attending one of our workshops or asking one of our trainers to design bespoke in house development for you.

Alternatively you can phone Investors in People South West on 01452 413641 to find out more about any of these areas.

3. CONTINUOUS IMPROVEMENT ACTIVITY

A key part of your Investors in People review is the continuous improvement activity which will take place in the form of a separate feedback and action planning meeting a short time after your review. This will help you to focus on where your organisation can develop further and provide you with ideas and support to help move forward.

We have arranged this meeting for: Friday 8th January 2010 at 9.30

Those attending the meeting and our specific objectives have been agreed as:

Attendees: Mr Neil Dalton and Mr Chris Kamin

Agenda: Discuss and priorities feedback suggestions with a particular focus on management capabilities and evaluation (ROI) of learning and development.

As part of the package of support, I will arrange a contact with you annually for the next two years to review progress and changes within your organisation, provide you with information on developments within Investors in People and other Standards and help to identify options to support your ongoing development using the Investors in People framework. In Year Three there will be a further review using the Investors in People framework, during which it will be confirmed whether your organisation continues to meet the Standard and so maintain your recognition as an Investor in People. This review will also focus on relevant elements of the Investors in People framework jointly identified as supporting your organisations continuous development.

CONTINUOUS IMPROVEMENT / ACTION PLAN

This plan will be developed at our meeting in January.

The first column of this Plan has been completed for you as a basis for moving your organisation forward.

Area for Further Development	Action agreed	Responsibility	Date
Defining and utilising management capabilities			
Staff involvement in the formation of the SDP			
Developing coaching and knowledge sharing			
Developing evaluation processes at individual and whole school level.			

Date for your next Investors in People assessor visit: Review due by November 2012

APPENDIX A

REVIEW FRAMEWORK / SUMMARY OF FINDINGS

KEY:

GOOD PRACTICE IS CLEARLY ESTABLISHED
GOOD PRACTICE IS DEVELOPING
GOOD PRACTICE HAS NOT YET COMMENCED
NOT CONSIDERED AT THIS VISIT / EVIDENCE NOT APPLICABLE TO THIS GROUP

INDICATORS									
1	2	3	4	5	6	7	8	9	10
BUSINESS STRATEGY	LEARNING AND DEVPT STRATEGY		LEADERSHIP & MGT STRATEGY		RECOGNITION & REWARD	OWNERSHIP & RESPONSIBILITY	LEARNING AND DEVPT	EVALUATION	
Vision Purpose Strategy Plan Involving People in planning	Learning needs Plans & resources for learning and development	Encouraging contribution Equality of opportunity for development and support	Defining leadership and management capabilities	Managers are effective in leading, managing and developing people	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 Linkage to future strategy	Evaluation results in improved people strategies

To achieve recognition as an Investor in People, an organisation must demonstrate effectiveness in all of the areas above. The organisation then has further options and flexibilities as to how they work with other aspects of the framework as detailed on the next page.

INDICATORS									
1	2	3	4	5	6	7	8	9	10
BUSINESS STRATEGY	STRATEGY FOR MANAGING AND DEVELOPING PEOPLE		DEVELOPING EFFECTIVE LEADERSHIP AND MANAGEMENT		VALUING PEOPLE	OWNERSHIP & RESPONSIBILITY	EFFECTIVE LEARNING	CONTINUOUS IMPROVEMENT	
Core values Use of KPIs Social Responsibility Involving people and stakeholders in strategy	L&D strategy builds capability & achieves vision Innovation / flexibility in developing people Learning styles taken into account People proactive in own development	Recruitment & Selection Equality & Diversity Work life balance Constructive feedback given and valued Orgn. Structure makes the most of talents	L&M capabilities defined for now and the future Review and develop managers to acquire capabilities	Top managers as role models Leading and managing in line with values Managers acting on feedback Teamwork Coaching Career planning and development Respect and trust for managers	Reward and recognition strategies Understanding of what motivates people Success is rewarded and celebrated	Effective consultation Effective communication systems Sharing of knowledge and information People trusted and supported to make decisions	Effective use of internal and external resources for L&D Innovation and flexibility of approach to L&D Opportunity for people to achieve full potential Knowledge sharing Celebration / recognition of learning Effective support after learning Learning an everyday activity	Contribution of people strategies is measured and evaluated Impact of people strategies on KPIs can be described Career prospects improved	Self review is used Information from external review is used Effective feedback methods are used to understand people's views
Core Values at the heart of strategy Social responsibility part of culture	A culture of continuous learning	Recruitment is inclusive and ensures a diverse, talented workforce Diversity is valued and links to business strategy Work life balance is valued and links to 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 & Rec strategy externally benchmarked People are involved in developing Reward and Rec strategies 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 Pride in organisation	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 Self review and feedback used to improve People's views of how they are managed improves Perceived as a great place to work

Evidence Summary

KEY:

GOOD PRACTICE IS CLEARLY ESTABLISHED
GOOD PRACTICE IS DEVELOPING
GOOD PRACTICE HAS NOT YET COMMENCED
NOT CONSIDERED AT THIS VISIT / EVIDENCE NOT APPLICABLE TO THIS GROUP

	EVIDENCE REQUIREMENTS																													SCORE			
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