



**INVESTORS
IN PEOPLE** | North of
England



INVESTORS IN PEOPLE ASSESSMENT REPORT

COMMERCIAL IN CONFIDENCE

ST. PATRICK'S CATHOLIC PRIMARY SCHOOL

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Investors in People North of England is delivered by idg, official partner for the North East, North West and Yorkshire & Humber

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1. Introduction

St. Patrick's Catholic Primary School is a voluntary aided primary school in Liverpool and educates pupils aged between 3 and 11 years of age.

35 people currently work for St. Patrick's Catholic Primary School which was initially accredited in 2001.

2. Assessment

The purpose of the assessment is:

- Establish whether St. Patrick's Catholic Primary School continues to meet all of the evidence requirements for the Investors in People Standard and review against the whole of the IIP Framework.
- Identify good practice and make recommendations to enable the school to continuously improve their practices and achieve their current objectives.

3. Assessment outcome

The key finding of the review is that St. Patrick's Catholic Primary School continues to meet all the evidence requirements of the Investors in People Standard.



4. Findings against the Standard

School Strategy

The school has an inclusive strategic planning process linked to the school mission statement and core values. The School Development Plan contains three specific whole school priorities which are Achievements and Standards; Teaching and Learning; and Care and Well-Being. There are further objectives linked to Transition; Safeguarding; Governors; Appraisal and Monitoring; Premises and Health and Safety.

Subject reviews, area and pupil year reviews are effective mechanisms to identify strengths and areas for improvement and self assessment reviews in all areas of the school inform future developments.

As a consequence of the mission, values and aims being extremely clear, people had enormous ownership of how they assisted St. Patrick's to be successful. *"We work very hard but it's about ensuring that our pupils are given every opportunity to develop both academically and personally", "... making the children the best people they can be".*

Learning and Development/People Management

The school identifies training and development linked to strategic objectives via year and area reviews, via the performance management systems, from observing staff and through the need to build the school's capability to achieve its vision.

The focus for development includes:

- long term development to meet school priorities by recognising skill gaps and addressing them
- updating staff on curriculum developments
- individual and department development according to their needs
- developing management capability

There were many examples of how all staff's learning and development needs were met. These included: Phonics; Improving the Chairmanship; Teaching Assistant courses – HLTA and Apprenticeship in Learning L2; specific aspects of the Classroom Monitor (APP) system; and various conferences linked to role.

People confirmed that the school is fully committed to their development. *"Everyone has access to training".*



The Performance Management system provides the main mechanism for identifying individual training needs. However, lesson observations, subject/area reviews and data analysis also inform managers of future training needs. Individual Professional Development Sheets highlighted training opportunities, intended outcomes, objectives and overall impact on school.

People who are new to the school follow a comprehensive induction system relevant to their individual job role.

Leadership and Management

The Head ensures that information regarding external drivers is communicated to other senior staff and ensures that they are kept updated on national and local agendas. He is very aware of the constantly changing forum and the extremely forward-thinking SLT provide the leadership and information to enable the school to build their own parameters.

All the Senior Leadership Team (SLT) have line management responsibilities and meet regularly with their teams to monitor progress against targets and offer advice and support in bringing solutions to address perceived concerns.

“The Head is very inspirational and genuinely cares”.

Recognition and Reward

Senior managers described how staff are rewarded and recognised for instance:

- School celebratory events
- Informal thanks

Some people interviewed gave positive examples around being personally thanked, and publicly acknowledged for their efforts. People also confirmed that they receive informal praise and thanks on a regular basis and as recognition of extra effort or performance.

Involvement and Empowerment

Managers described how they encouraged people at all levels to be involved in decision making processes. For example, people were actively encouraged to give their views via staff meetings and on an ad hoc basis.

There is a culture of engendering ownership and responsibility across the school via people being given extra responsibility related to their roles and responsibilities. People’s involvement and empowerment is at the heart of St. Patrick’s continuous improvement process and everyone interviewed felt that their opinions were important and were able to suggest improvements/new ways of working.



Evaluation

The Leadership Team and the Governing Body monitor the investment of money and resources utilised to develop staff via a detailed Governors Report. Staff development is considered an integral part of being a successful school and enabling the achievement of their objectives.

The school views stakeholder involvement as being of prime importance and intended improvements in this area are detailed in the school development plan, under “Parents in Partnership”, such as obtaining feedback via informal and formal methods. This will ensure that the SLT receive feedback on all aspects of school life and the analysis will be used to form part of the forward-planning process.

People could easily describe how improvements are made to how they are managed:

“Extremely well led and feel very supported both personally and when working with the children”.

“We are one big family”.

The overwhelming impression the assessor gleaned from interviews was that people at all levels have a tremendous sense of pride in working for the school.



Executive Summary

This was an extremely good assessment for St. Patrick’s Catholic Primary School and the Assessor was very impressed by the total commitment that all staff displayed with regard to providing the very best learning environment. Below is a summary of the strong areas found during the review and also areas that could be further developed.

Examples of Good Practice:

Area	Correlation to high performance workplace
1 St. Patrick’s had an extremely clear set of values which people accepted, believed in and operated by. Everything they did was underpinned by the values of the school.	Embedded culture and ethos.
2 People that worked at St. Patrick’s had an extremely clear understanding of the school objectives and targets and there was excellent evidence that these played a significant part in affecting the way that people worked.	Committed and adaptable work ethic.
3 People were extremely involved in developing and influencing plans through the use of numerous eclectic conduits which included: inputs during staff meetings, good access to the SLT, and ongoing interventions with their Manager.	Continuous employee involvement in management decisions.
4 Staff definitely had a voice and felt that they had a right to be heard, were consulted and considered that they could influence the way that things were done and also the way that the school was evolving.	Employee involvement.
5 People who worked at St. Patrick’s indicated that it was a very open and honest environment and that they could challenge the way that the school operated. They also confirmed that they could provide their managers with “upward” feedback, believing that it would be acted upon.	Trust and no blame culture
6 During the interviews, staff came over as highly enthused and focussed. They certainly had tremendous pride in working at St. Patrick’s. The Assessor was impressed by the particularly assenting way that people provided evidence which indicated that they were passionate about their roles within the school.	Highly motivated staff group.



What could be developed further?

What	School Benefit
1 In relation to recognition and reward, the SLT should consider developing a formal recognition and reward strategy. Involvement of staff to develop this would aid understanding of what motivates staff.	Assists in terms of staff motivation and people comprehending what they need to do to be recognised for going the “extra mile”.
2 Communication was effective; however consider further ways of involving teaching assistants and support staff.	Staff would be better informed as well as feeling more valued by being more closely involved in open discussions with managers.
3 Further develop evaluation methods to ensure R.O.I. and review the systems in place for collating training needs.	Ensures that the school and its stakeholders have a full understanding of the investment and impact of all learning and development activity.



7. Conclusion

Outcome - Review Assessment

Having carried out the assessment process in accordance with the guidelines provided for assessors by UK Commission for Employment and Skills, the Assessor was satisfied beyond any doubt that St. Patrick's Catholic Primary School continues to meet the requirements of the Investors in People Standard. On behalf of Investors in People North of England the Assessor would like to congratulate St. Patrick's Catholic Primary School on this achievement.

8. Quality Assurance

Investors in People North of England is responsible for the quality assurance of this review and will invite a representative from St. Patrick's Catholic Primary School to take part in a quality assurance questionnaire.

This online questionnaire was devised and developed with the objective of receiving client feedback in order to provide for a consistent approach to the assessment and recognition process. Further details will be forwarded by Investors in People North of England in due course.

I would like to extend my thanks to all those who took part in the assessment process for their open and honest feedback in respect of their experience within St. Patrick's.

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Appendix 1 Framework Topic Map

Business Strategy	Learning & Development Strategy	People Management Strategy	Leadership & Management Strategy	Management Effectiveness	Recognition & Reward	Involvement & Empower	Learning & Development	Performance Measurement	Continuous Improvement
<p>The Standard - Top Managers should make sure (and their people should confirm) that:</p>									
<p>Organisation has vision/purpose strategy and plan</p> <p>People involved in the planning</p> <p>Representative groups (where app.) are consulted when developing plans</p>	<p>Learning priorities are clear and linked to the plan</p> <p>Resources for learning and development are made available</p> <p>The impact will be evaluated</p>	<p>People are encouraged to contribute ideas</p> <p>There is equality of opportunity for development and support</p>	<p>Managers are clear about the capabilities they need to lead, manage and develop people</p> <p>People know what effective managers should be doing</p>	<p>Managers are effective and can describe how they lead, manage and develop their people</p>	<p>People believe they make a difference</p> <p>People believe their contribution is valued</p>	<p>Ownership and responsibility are encouraged</p> <p>People are involved in decision-making</p>	<p>People's learning and development needs are met</p>	<p>Investment in learning can be quantified</p> <p>Impact can be demonstrated</p>	<p>Evaluation results in improvements to people strategies and management</p>
<p>Your Choice - Top Managers should make sure (and their people should confirm) that:</p>									
<p>Clear core values relate to vision and strategy</p> <p>Key performance indicators are used to improve performance</p> <p>Social responsibility is taken into account in the strategy</p> <p>People and stakeholders are involved in strategy development</p>	<p>The learning and development strategy builds capability</p> <p>Plans take account of learning styles</p> <p>People help make decisions about their own learning</p> <p>Learning and development is innovative and flexible</p> <p>There is a culture of continuous learning</p>	<p>The recruitment process is fair, efficient and effective</p> <p>A diverse, talented workforce is created</p> <p>A work-life balance strategy meets the needs of its people</p> <p>Constructive feedback is valued</p> <p>The structure makes the most of people's talents</p>	<p>Leadership and management capabilities for now and the future are defined</p> <p>Managers are helped to acquire these capabilities</p> <p>Leadership and management strategy link to business strategy, taking account of external good practice</p> <p>Everyone is encouraged to develop leadership capabilities</p>	<p>Managers are role models of leadership, teamwork and knowledge sharing</p> <p>Coaching is part of the culture</p> <p>People are helped to develop their careers</p> <p>There is a culture of openness and trust</p>	<p>Reward and recognition strategies link to business strategy and are externally benchmarked</p> <p>Representative groups are consulted (where appropriate)</p> <p>What motivates people is understood</p> <p>Success is celebrated</p> <p>Benefits strategy goes beyond legal requirements</p> <p>Colleagues' achievements are recognised</p>	<p>Effective consultation and involvement is part of culture</p> <p>People are supported and trusted to make decisions</p> <p>Knowledge and information are shared</p> <p>People committed to success</p> <p>There is culture of continuous improvement</p> <p>People can challenge the way things work</p> <p>There is a sense of ownership and pride in working for the organisation</p>	<p>Learning and development resources are used effectively</p> <p>Learning is an everyday activity</p> <p>Innovative and flexible approaches to learning and development are used</p> <p>People are given the opportunity to achieve their full potential</p> <p>All learning is valued/celebrated and is an everyday activity</p> <p>Mentoring is used</p> <p>Personal development is supported</p>	<p>The contribution of people strategies is measured and evaluated</p> <p>Impact on key performance indicators can be described</p> <p>Performance improves as a result</p> <p>Career prospects improve</p> <p>Flexible and effective approaches to measuring return on investment are used</p> <p>Return on investment in people is reported to stakeholders</p>	<p>Self review and information from external review are used</p> <p>Effective feedback methods are used to understand people's views on how they are managed</p> <p>Internal and external benchmarking are used</p> <p>People's views on how they are managed improves</p> <p>People believe it's a great place to work</p>

Key: Traffic lighted: areas highlighted indicates Strengths (Green), Continuous Improvement Opportunities (Amber) and Extended Framework Continuous Improvement Opportunities (Blue).

Appendix 2 Continuous Improvement Action Plan

Business Issue	Suggested Action(s)	Potential Benefits	Suggested Priority Level	Potential Solutions / Support Available
Achievements and Standards	<p>Communication Review current format of communication strategies particularly for support staff.</p> <p>Recognition and Reward Develop a formal reward and recognition strategy.</p> <p>Evaluation Develop a formal evaluation strategy for learning and development activity.</p> <p>Continuous Improvement Use the IIP Framework as an school improvement tool and/or to achieve a further level of formal recognition of good practice</p>	<p>Improved focus and direction for staff. Staff would be better informed as well as feeling more valued.</p> <p>Assists in terms of staff motivation and people comprehending what they need to do to be recognised for going the “extra mile” .</p> <p>Ensures that full benefit is obtained for individuals, departments and the school. Monitors ROI ensuring learning and development has true impact.</p> <p>The extended framework helps to improve strategic and operational performance, enhancement of reputation as well as embracing continuous improvement.</p>	1 2 2 3	<p>Client: Discuss and understand what “motivates” staff.</p> <p>Specialist to: Book an update meeting to take this forward.</p> <p>IDG to: Send booking form in 18 months.</p>
(incl. National Framework for Sustainable Schools)				