

INVESTORS IN PEOPLE

Organisation Improvement Framework

Assessment Report

Commercial in Confidence



The Belvedere Academy Liverpool

UNDERTAKEN BY
Joanne Hamilton

On behalf of Investors in People North West Ltd.
(Centre for Assessment & Recognition (NW) Ltd)

LAST DAY ON SITE
30 April 2010



Contents	Page
Introduction	2
Outcome	2
Objectives	2
Executive Summary	3
Findings against the Framework	5
Linkage to the Extended Framework Topic Map	11
Continuous Improvement/Action Plan	12
Conclusion	14

Introduction

The Belvedere Academy opened in September 2007 on its existing premises and is a non fee paying independent girls' secondary school, providing education to 11 – 19 year olds of mixed ability and is part of the family of Girls' Day School Trust (GDST) schools. Previously the organisation was a selective independent fee paying school. At the time of the change in status a new Principal was appointed and since then a new senior leadership team have also been recruited.

82 people were included within the scope of the assessment. 19 staff were interviewed and this constitutes a 23% sample and is in line with UKCES guidelines, which suggest that a sample be taken of between 17% and 33% for organisations of this size.

Objectives

The Assessor agreed the following the objectives with the client to act as a key focus for the assessment:

1. To establish whether The Belvedere Academy meets the requirements of the Investors in People Standard by looking back at past activities.
2. To examine how effectively the Academy is meeting one of its key objectives which is, to further strengthen the quality of leadership and management as a means of driving forward improvement in the Academy and building capacity, so that the organisation achieves its aim of becoming an outstanding Academy.
3. To provide feedback on the effectiveness of the current support staff structure and associated people practices in ensuring that this group continue to be led, managed and developed to perform effectively in their respective roles and in contributing to the achievement of the Academy's vision.
4. To identify good practice and make recommendations for future development in light of the above objectives.

Outcome

Assessment – Outcome

Having carried out the assessment process in accordance with the guidelines provided for assessors by the UK Commission for Employment and Skills, the Assessor was satisfied beyond any doubt that The Belvedere Academy meets the requirements of the Investors in People Standard. The Assessor recommends to the Employer Representative Quality Board that The Belvedere Academy be recognised as an Investor in People. On behalf of Investors in People Northwest the Assessor would like to congratulate the organisation on its achievement to date.

Next Review

The organisation's next review against the Standard will be at its three year review date in April 2013. The organisation has indicated however that it would like to be assessed against additional elements of the Extended Framework in the next year/fifteen months with a view to gaining additional recognition for additional good practice. The Assessor agreed to give the client some

indication of areas of good practice which may be in place in respect of the Extended Framework, but which is based on normal questioning around the Standard and these are highlighted in blue on the topic map on page 12 of this report.

Executive Summary

This report sets out how The Belvedere Academy is meeting the requirements of the Investors in People Standard. It provides feedback in relation to the objectives set and in line with the requirements of the Investors in People Standard. This feedback is intended to help move the organisation forward so that it continues to build on current good practice and achieve its long term aims and objectives through the ongoing effective leadership, management and development of its people.

Strengths

- There is a clear vision in place which has been effectively shared with staff and which is well understood. People at all levels are highly committed to ensuring the highest standards are achieved and through their involvement in developing the vision they have a clear buy in to this.
- There is also a robust planning process in place where objectives and targets are agreed with teams and individuals (both teaching and support staff) and as a result people are very clear about what they need to do to assist the Academy to meet these objectives. Communication generally is considered to be very effective with a good two way flow of information. This comes as a result of regular team meetings being in place, briefings (twice a week), weekly bulletins, staff room notices and whole staff inset meetings.
- There is a consistent and shared understanding about the leadership and management capabilities (skills, knowledge and behaviours) that are expected of managers to ensure that they in turn lead, manage and develop their teams effectively. This is an area that managers and staff believed had strengthened significantly over recent years with the appointment of the current leadership team. Managers have been and continue to be effectively supported through a variety of approaches to develop and enhance their capabilities in this respect. Consequently relationships between staff and managers were very positive with people feeling that they are effectively led and managed to deliver the best for the Academy. Some staff described how they believed their managers had improved their overall approach in this area – for example delegating more effectively, communicating more regularly and generally involving them more in decision making, which they all welcomed.
- Through using the model of distributed leadership, people at all levels are encouraged to develop leadership skills and this is clearly having a number of benefits. The Academy is clearly building capacity, it is providing more development opportunities for individuals, it is releasing their potential and people are being encouraged to take ownership for key projects/tasks which in itself is a motivator that is having a positive impact on performance.
- There were many examples described of people being encouraged to share their learning and expertise with others in order improve overall performance. People are in roles where they train others directly, there was a lot of evidence of coaching and mentoring taking place as a means of developing skills and confidence, feedback is provided on individual and team performance through a variety of mechanisms and good work is shared with others so that they in turn can learn from this. This is again having a number of benefits. For example, the Academy is clearly making effective use of its internal resources and at the same time people whose work is shared or who are asked to train others very much believe that their

contributions are recognised and valued as a result. The approach is also helping to facilitate effective team work across the organisation.

- The ability to provide targeted constructive feedback to individuals with a view to improving individual performance is well embedded within the performance management system for both teaching and support staff. Many examples were described where people had improved aspects of their performance as a result of this approach.
- Induction for new staff joining the Academy is both well structured and consistently applied. People feel well supported into their new roles and many welcomed the opportunity they have had to visit the Academy on a number of occasions prior to starting officially. This has enabled them to get to know colleagues and pupils and it has also enabled them to prepare more effectively for their new roles. By adopting such an approach this is ensuring that the Academy allows new staff to perform effectively in their roles as quickly as possible.

Continuous Improvement Opportunities

1. Continue to roll out the in house leadership and management development programme to Pastoral Leaders so as to ensure that all people that have line management responsibilities are assisted to enhance their leadership and management skills which in turn will ensure they are able to effectively support their teams to deliver what is required. **(Indicator 4)**.
2. Consider developing and issuing a staff questionnaire as part of the Academy's approach to evaluating the impact of the investment made in leadership and management development longer term. Regular surveying of staff views and opinions in relation to the way in which they are led, managed and developed will also enable the senior team to periodically take a "temperature check" of how staff feel in relation to this aspect and will highlight both strengths and possible areas for improvement over time. The way in which people are led and managed is one of the biggest factors that determine how productive, committed and engaged staff are in the workplace. **(Indicator 10)**.
3. Following on from the in house management development programme the senior team could consider developing a leadership and management skills matrix. Once established the matrix/set of competencies could provide an added dimension to manager feedback as part of their performance management. It would also provide a consistent benchmark against which individual performance and further development needs could be reviewed and identified. It would provide aspiring managers with a clear idea of what is required in a management role in terms of the generic capabilities expected and it could be used to assist with future recruitment. Involving middle managers in the development of this capability framework would also help to encourage their buy in to the approach and inform the decision making process in terms of the resulting framework that is produced. **(Indicator 4)**.
4. Consider encouraging all curriculum areas to undertake learning walks which currently take place at a whole school level and in one specific department. By extending this out it will provide further opportunities for people to give and receive feedback in relation to performance and it is another way of sharing good practice, all of which should help to again drive up performance and assist the Academy in its goal of developing outstanding practice in all areas. **(Indicators 3 & 5)**.
5. In line with the Academy's current plans to strengthen the way in which learning and development resources are allocated (including budget), ensure that the results of the recent training needs analysis are collated and an overview gained of any common training needs so that resources can be allocated most effectively. Similarly ensure that once the programme of development is rolled out, the senior team undertake a cost benefit analysis

of the investment made, so that there is a clear understanding of what training has had a positive impact on performance. This type of analysis will then allow the senior team to take appropriate and informed decisions about where to allocate future resources. **(Indicator 9).**

6. In line with point 5, when identifying ways through which people's learning and development needs are going to be met, consider giving people the opportunity to assess and identify their own preferred learning style, as this will ensure that time and resources spent on individual development is tailored to effectively meeting individual needs and in doing so, once again will make the most effective use of the resources available. **(Indicator 2).**
7. To build on current good practice the Academy could consider developing an employee health and wellbeing strategy. Recent research has demonstrated a clear link between positive employee emotional health and wellbeing and people's productivity in work. By formulating a Strategy the Academy would ensure that it is focusing its efforts and resources most effectively to benefit both staff and the organisation. It will also ensure that the Academy identifies clearly defined measures against which it can assess the success of the strategy going forward. **(Indicator 3).**

Findings against the Framework

Objective: To further strengthen the quality of leadership and management as a means of driving forward improvement in the Academy and building capacity so that the organisation achieves its aim of becoming an outstanding Academy.

Vision, Strategy & Objectives

There is a clear vision in place supported by a strategy in the form of a three year Academy Development Plan which has recently been updated. There are a series of priority areas identified within the plan, all of which are focused on ensuring the Academy becomes "Outstanding". Managers are clear about how they are expected to contribute to these priority areas and actively involve their teams in the development of Curriculum and Pastoral Plans. An inset day at the beginning of the year was used to share the plan with all staff (teaching and support) across the Academy. All managers described examples of targets which they were expected to deliver. **"One of our objectives is to make the curriculum as inclusive as possible. I am looking with the team at different options for GCSEs for example."** **"We are all focused on maintaining the standards of the predecessor school with a mixed ability pupil population."** Staff similarly believe that the senior team and their direct line managers are effective at communicating the priorities and involving them in developing ways through which the priorities can be best delivered. **"The vision for the department is crystal clear and we all share it. The way we are managed makes you want to do your best and we all buy into it."** **"One of our objectives is to develop excellent resources so that it is easier for us to then plan and deliver outstanding lessons."**

Leadership and Management Capability and Effectiveness

One of the key priority areas in the Academy Plan is the "Development of Middle and Aspiring Managers" and there is a detailed set of objectives and actions that the Academy is taking to assist in the achievement of this priority. As stated earlier, there is a shared and consistent understanding of the leadership and management capabilities required of all managers. Managers at all levels frequently referred to such examples as, having an inclusive approach, leading by

example, being able to effectively delegate, coaching and mentoring skills, providing constructive feedback, having the ability to manage under performance, effective communication skills and a commitment to their own development.

There are a variety of approaches being used to ensure that managers at all levels are supported and developed to enable them in turn to effectively demonstrate these capabilities and in doing so get the best out of their staff. There are for example numerous external leadership and management development programmes which managers and aspiring managers are accessing through the National College for School Leadership (including Leading from the Middle, Leadership Pathways and Aspiring Leaders) and there is also a highly effective internal development programme which is being facilitated by one the Academy's Assistant Principals. This has started with Curriculum Leaders and more recently has been extended to Pastoral Leaders as a result of some early evaluation of the impact and effectiveness of the programme. Please refer to point 1 under the section, "Continuous Improvement Opportunities" which is relevant here. The internal development programme is clearly reinforcing the key capabilities that are required as it has already addressed such areas as, effective delegation, challenging poor performance and how to prepare a team for Ofsted. In addition to these formal development programmes there is also evidence of a significant amount of coaching taking place to further develop and enhance leadership and management skills and this begins with the Principal coaching his direct reports and it then cascades down through the Academy. **"I stretch and challenge the senior leadership team and deliberately give them experience of lots of different whole school responsibilities."** Members of the senior team also act as formal mentors to others, for example for those engaged in the Leadership Pathways development programme and for Newly Qualified Teachers. One individual commented, **"I have two official mentors who are really good but it is the type of culture here where everybody is your mentor..you feel you can go to anybody and they will help you."**

As a result of these different approaches to enhancing leadership and management being in place, the Academy is clearly building capacity and this has undoubtedly contributed to the positive working relationships that are currently in place. People across the organisation confirmed their managers were effective at managing and developing them and some staff could see some clear improvements in their manager's overall approach as a result of the development programmes they were engaged in. Some particularly relevant comments heard from both managers and staff included; **"As a manager I always try and play to people's strengths."** **"Our Curriculum Leader recognises your strengths and also knows your weaknesses and supports you to improve these areas."** **"I have never worked for a manager like her before. She is inspirational because she is the most hardworking person I have ever met, she is highly efficient and supportive and you always know where you are with her."** **"I can see a difference since our manager has been attending the in house training sessions. They seem a lot more organised, they are making better use of the second in the department and communication has improved."**

Examples of where leadership and management skills are considered to have improved included; improved delegation (e.g. making more effective use of seconds in departments and Assistant Heads of Year) and encouraging more input from staff in delivering key objectives. Managers have found the in house development sessions to be really useful in discussing and sharing good practice in relation to leadership approaches taken in their respective teams, something which the Academy should continue to encourage longer term. It was encouraging to identify that consideration has been given to how the organisation will evaluate the Academy's investment in this development (particularly management time spent in both delivering and accessing the programme) and already there has been some interim evaluation where managers have completed feedback forms on their experiences to date. Please refer also to point 2 under the section, "Continuous Improvement Opportunities" which is particularly relevant here.

People also regularly receive feedback in relation to their performance which is very focused and from which they believe they have been able to make improvements in their performance, numerous examples of which were described. This was particularly noticeable with lesson

observations for teaching staff and Newly Qualified Teachers and through more recently the introduction of whole school Learning Walks. One member of staff described how as a result of receiving this type of feedback the number of lessons they were now delivering that were considered to be “outstanding” as opposed to “good” had increased. One department has also begun to introduce learning walks within their own curriculum area which staff are finding very useful in terms of having the opportunity to more regularly observe colleagues, share good practice and provide feedback to colleagues which in turn is helping to further drive up standards and performance.

An area where feedback could perhaps be more structured is in relation to managers receiving feedback from their own team members about the way in which they feel they are being led, managed and developed. It is an integral part of the Leadership Pathways programme but is not something that the Academy currently actively engages in. The development of a management questionnaire could be one approach to consider, as could managers requesting feedback from their teams as part of performance management discussions, so that they continue to develop and improve their overall leadership and management approach and get the best from their teams. Please refer to points 2 and 4 under the section, “Continuous Improvement Opportunities” which are also relevant here.

Other ways in which leadership capacity is being enhanced is through people at all levels being encouraged to take on additional responsibilities as part of the distributed leadership model which is in place. At a senior level, members of the senior team have the opportunity to swap roles to further increase their knowledge and skills of different areas. Middle managers have been encouraged to deliver an Inset, take over responsibility for timetabling and sit in on senior leadership team meetings as appropriate. Senior staff have also encouraged middle managers to shadow them when appropriate and this has provided further useful learning opportunities for them. Other team members are encouraged to take on key tasks and projects as required. Every member of the senior team has their sights set on headship and the Principal is keen to encourage this. By developing leadership capabilities at every level this means in terms of succession planning that there are various people at different levels in the Academy ready to take on new roles as and when people leave for to further their own career aspirations.

Value and Recognition

As a result of the way in which staff are led and managed they do believe that their contributions are recognised and valued and for many this is as a result of the feedback and praise they receive in relation to their work efforts. Some feel that the investment made in their professional development is another clear way through which they are valued and for others their work being publically acknowledged was also mentioned. People’s views and opinions being actively sought from both line managers and senior leaders and many of these views being subsequently taken on board, was yet another way in which people felt that their contributions were recognised. **“ I have been complemented on how I run my class as a form tutor which was nice to hear.” “I had a really good annual review which has really made me feel valued.” “It is the best school I have ever worked for.”**

Learning and Development

Another area where staff believe that their managers are effective is in ensuring that their respective learning and development needs are met to enable them to perform effectively in their roles so that the Academy is able to achieve its vision. People frequently referred to having both formal and informal opportunities throughout the year to discuss both team and individual training needs linked to their roles and the plans that needed to be delivered. People also spoke positively about the quality of whole school inset that was put on during the year and everybody interviewed without exception could describe examples of learning and development that had been effectively actioned and from which they had been able to implement new learning and skills for both their

benefit and that of the Academy. Examples referred to by teaching staff included; child protection training, development linked to the introduction of new qualifications and new schemes of work and training in what constitutes an outstanding lesson. **“I have learnt how to better show progress that is being made by pupils in a lesson.” “I am now better at lesson delivery in terms of the pace of the lesson and the stretch and challenge I provide for the pupils, all of which are elements of what would be seen to be an outstanding lesson.”**

Senior managers confirmed that when the organisation changed to an Academy there had been the requirement for all teaching staff to be trained in how to deliver the National Curriculum, something which had not been taught when the school had been a selective independent fee paying school. Senior staff described how pupils now all had clear targets, new systems had been introduced, new resources had been purchased and were now being used and lesson plans had been developed in line with the requirements of the National Curriculum. The fact that at the time of the assessment the Academy had delivered 95% of the actions outlined in the previous three year development plan was also offered as clear evidence of the investment in this training paying off. Behaviour management training was another example described by senior management where staff have all been trained, a new policy developed and performance in relation to this regularly reviewed and evaluated. Discussions regularly take place as to how any proposed learning and development will benefit the individual, the team and the Academy to ensure that resources are effectively targeted. Overall the Academy is now striving to better align training and development resources (including finances and time) with identified needs and to then prioritise needs accordingly. This will no doubt ensure that the resources which are available are targeted most effectively. Please refer to point 5 under the section, “Continuous Improvement Opportunities” which is particularly relevant here.

Continuous Improvement

Since the Academy has come into existence and with this the appointment of the Principal and his new leadership team, there are many examples of improvements that have been made to the way in which people are led, managed and developed which were described. Not least the creation of a clear line management and team structure for both teaching and support staff with each member of the senior leadership team line managing a number of middle managers.

A robust performance management system has been introduced during the past three years, a greater devolving down of responsibility has been implemented, a programme of leadership and management development is being rolled out and a new extension to the existing building has significantly improved the learning and working environment for all concerned. There have also been significant specific improvements made to the way in which the support staff group are led, managed and developed and these are described under the next section.

Objective: To provide feedback on the effectiveness of the current support staff structure and associated people practices, in ensuring that this group continue to be led, managed and developed to perform effectively in their respective roles and in contributing to the achievement of the Academy’s vision.

Organisational Structure & Continuous Improvement

As detailed above, the new leadership team inherited a situation where clear reporting lines and clarification of job roles and responsibilities were somewhat blurred four years ago and this was particularly so for the support staff group. Since then a significant amount of time and effort has been devoted to addressing this issue. Senior managers described how they have increased capacity within this group by recruiting extra personnel as required. Job descriptions have been developed for all support roles and the recruitment process is considered to have been effectively managed in a fair and transparent way. An annual performance review process has also been

implemented during the past couple of years. Support staff are now also invited to whole school inset and feel much more part of the team as a result, something that people who have worked at the organisation for a number of years were very much able to confirm.

Performance Management

It was encouraging to identify that all support staff access a formal annual review during which a maximum of four targets are agreed with their line manager and which are focused on meeting the various priorities of the school. For example Estates Management staff contribute directly to the Academy's Safeguarding Plan, Teaching Assistants input into pupils' Individual Educational Plans, and administrative staff have taken on additional responsibilities such as managing the TV and Audio requirements in the Academy. As with teachers, support staff are very much encouraged to develop their leadership capabilities by taking on additional tasks which impact on the Academy and they equally have a strong sense of ownership and commitment to deliver the highest standards.

Learning and development needs are regularly reviewed and have to date been effectively actioned with staff describing various examples of development which they have been able to access that has assisted them in their respective job roles. For example, various IT based training courses, training on the Academy's SIMS package, child protection training and the Certificate in Education Administration. There are plans to further enhance the approach here as at the time of the assessment the senior manager who has overall responsibility for support staff was in the process of getting all support staff teams to undertake a training needs analysis to identify key training needs going forward. This information is intended to be compared with the development needs of teaching staff and where appropriate combined training will be organised going forward. This should have two clear benefits. Firstly it will ensure the Academy is making the most effective use of its resources and secondly it should help to continue to foster a culture of positive teamwork, as it will provide opportunities for different groups of people to come together to share ideas and experience. A number of support staff have also been identified to deliver in house training courses where they are considered to be experts in a particular field, such as various IT packages including Apple Mac design skills, Microsoft Word and SIMS. Once again this is another way in which the Academy is not only making good use of its internal expertise but equally it is building capacity through enhancing the leadership skills and the confidence of those delivering the training sessions.

Induction for new support staff is also something that has been developed and one new member described how they had been presented with a written procedures file upon joining which they have since found to be an invaluable source of information. Opportunities to shadow more experienced colleagues and having both formal and informal reviews of performance during the first year in post have also been helpful for a number of new staff in providing them with timely and constructive feedback which they have welcomed.

Equality of Opportunity and Support within Roles

Strategies are in place to ensure that support staff have the same access to learning and development opportunities as teaching staff and within different teams as references to the performance management system and training needs analysis clearly demonstrate. Administration staff are currently having the opportunity to work towards an NVQ in Business Administration which is being supported by the Academy and CPD Folders have been developed to encourage staff to take responsibility for their own ongoing development going forward.

The Academy has also invested in an Employee Assistance Programme which a couple of staff referred to and who confirmed that the services provided through this programme have been really useful in the past. One manager described how by attending a particular management development programme this had made them more mindful of people's stress levels and how to spot signs of stress and what to do to try and alleviate this. This is something which has proven to be very useful following the new build and the requirement for staff to move offices. Equally other

staff including teachers referred to the gym which is on site and explained how they are also encouraged to make use of this as well as the pupils. Set times have been put aside when staff alone can use the equipment. There is clearly scope for the organisation to build on this good practice further by considering developing an Employee Health and Wellbeing Strategy. Please refer to point 7 under the section “Continuous Improvement Opportunities” for additional information.

Leadership and Management Capability and Effectiveness

As with teaching staff, support staff managers are equally clear about what is expected of them to effectively engage, motivate and develop their teams to deliver what is required. Opportunities for managers to attend relevant management courses have formed part of this approach such as the Certificate in Education Administration. Once again there was evidence of a significant amount of coaching taking place to further develop the leadership and management skills of support staff managers. The senior leader in this area was considered to be highly supportive, encouraging, accessible and approachable. **“I feel I could approach anybody in the senior leadership team if I had a problem.”**

Value and Recognition

Support staff interviewed all felt valued and believed their contributions were recognised and for those longer serving members of the team this was something which was felt to have improved significantly with the change to the Academy and the appointment of the new senior leadership team. Support staff now having the opportunity to attend whole school meetings on Inset Days is clearly one of the key factors which is encouraging more of a whole team ethos across the Academy. One person having the opportunity to sit as a member of the Governing Body representing support staff was another example of an improvement made and which has contributed to a feeling that support staff do have a voice and are valued. **“Members of the senior team have spoken to me in the past and recognised the work I have put in which is great.”** **“I have a very good relationship with the senior team. They always make you feel that what you do is valued.”**

In Summary

The Assessor was impressed by the extent of the change to both the culture and people processes and practices that has been achieved at the Academy within a relatively short timescale and this is clearly a testament to the effective leadership skills of the Principal and his senior leadership team.

liP Extended Framework Topic Map

Areas highlighted in **green** on the topic map on page 12 of this report highlight areas of strength against the Investors in People Standard.

Areas highlighted in **amber** identify Continuous Improvement Opportunities and represent areas where practice could be strengthened further in relation to the Standard and in some areas of the Extended Framework and reflect the Assessor’s Findings under the section entitled Continuous Improvement Opportunities. The latter have been identified through questioning linked to the objectives of the assessment identified at the beginning of this report and as a result of normal questioning around the requirements of the Standard only.

While the organisation was assessed against the Standard (not the Extended Framework), normal questioning around the Standard and responses heard indicated that there may be also a number

of areas where the organisation is operating beyond the Standard. For the benefit of the client, the Assessor has indicated these areas in **blue** on the 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
The Standard - Top Managers should make sure (and their people should confirm) that:									
<p>Organisation has vision/purpose strategy and plan</p> <p>People involved in the planning</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 & improve performance</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 can confirm this</p> <p>Feedback</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>Induction</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>

Your Choice - Top Managers should make sure (and their people should confirm) that:									
<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>ROI 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>

CONTINUOUS IMPROVEMENT PLAN

Objective/Priority/Issues	Suggested Development Activity	Client Action	Assessor Support	liP Centre Support
<p>Building Leadership and Management Capacity through:</p> <ul style="list-style-type: none"> • Seeking regular feedback from staff as to how they feel they are being led and managed • Monitoring individual line manager performance in relation to this area through development of leadership and management skills matrix/competencies • Encouraging the roll out of Learning Walks in all Curriculum areas to build up “the ability to give feedback” skills & further share good practice. <p>Further development of support staff people practices through:</p> <ul style="list-style-type: none"> • Rolling out of the training identified in the TNA • Undertaking a cost/benefit 	<ul style="list-style-type: none"> • Access liP Interactive Website to access useful tools and templates linked to this area e.g.: leadership and management skills matrix/capability frameworks, case studies & examples of staff questionnaires (to seek feedback around leadership and management). The Assessor showed the client some of these templates at the feedback meeting. liP Interactive can be accessed by logging onto www.investorsinpeople.co.uk • The Assessor will provide you with some current thinking around this area. • Access other useful websites such as www.inspiredleadership.org.uk • Access liP Interactive for useful checksheets including, how to provide effective feedback. • Once again access liP Interactive for information and support materials linked to evaluating training. 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Yes</p>	

<p>analysis of the investment in this development to establish benefits & value for money.</p> <p>Develop an Employee Health and Wellbeing Strategy.</p> <p>Further benchmarking against the liP Framework</p>	<ul style="list-style-type: none">• Assessor to provide you with some current thinking around this area.• Use the Health and Wellbeing Interactive Web Tool to access various templates & undertake the self assessment survey. This can again be accessed through www.investorsinpeople.co.uk.• Benchmark current practice against the Health and Wellbeing Good Practice Award, with a view to undertaking a future assessment against the Award.• Attend an awareness raising session run by liP North West regarding the Good Practice Award.• Assessor to send you a pamphlet about the Award.• Identify other themes within the Extended Framework where you feel practice may be good ahead of a further assessment. Look at the topic map with areas highlighted in blue as a start here.• We also discussed the possibility of gaining further recognition of your good practices through the Gold/Silver and Bronze Awards.• I agreed to contact you in 9 – 12 months time (unless you make contact before this time) to see if you would like to move this forward.	 Yes Yes Yes Yes	Yes Yes Yes	
---	--	--	---	--

Conclusion

The Assessor would like to extend her thanks to Rachel Cliffe for organising the assessment, for the hospitality provided by the Academy and to all those staff who took part in the assessment process.

Joanne Hamilton

Investors in People Assessor

Date: 6 May 2010

Contact Details: joanne@jhbusiness-solutions.co.uk / 07771 798 124

