

Assessment report

Beech Hill School

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Assessment conducted by: Julia Stokes





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Thanks also for arranging the online assessment and for gathering relevant information to support the desk top review and for arranging the interview schedule. This is very much appreciated, as the review from this perspective has gone smoothly.

Thanks, must also go to all other staff throughout Beech Hill School who have taken part in the review (indirectly also), whether through the online assessment, interview or observation process. The hospitality was also very much appreciated.

Executive Summary

Beech Hill School was assessed for accreditation against the Investors in People Standard between November and January 2018. Following an assessment involving an initial exploratory analysis, Context Meeting and production of an Assessment Plan, the IIP 40 online assessment was administered to and completed by 49 members of staff from a staff complement of 83, and interviews were carried out with 15 members from across the School, including an observation.

The assessment clearly highlighted a number of strengths within Beech Hill School to support the achievement of their ambition 'continuing to maintain outstanding Ofsted judgements and to support schools in the Multi Academy Trust to become outstanding through the effective deployment of staff across the Multi Academy Trust'. In particular, the Heat Map shows that in most indicators the School have embedded their people management practices, with the senior leadership team being visible and very much involved in day to day activities. Very positively, they have helped enhance leadership capability by creating opportunities for those who want to progress with Senior Leaders of Education and Team Leaders being an integral part of the high-level decision making process. The School ethos 'Learning without Limits' was very much part of the culture which contributes to how people at all levels work effectively in teams.

The School has a well embedded performance management processes to cascade its outcomes and targets from the School Improvement Plan, to team and individual levels and has robust success criteria to track performance against them. Regular meetings including the observation of the morning briefing confirmed the effectiveness of how information is cascaded.

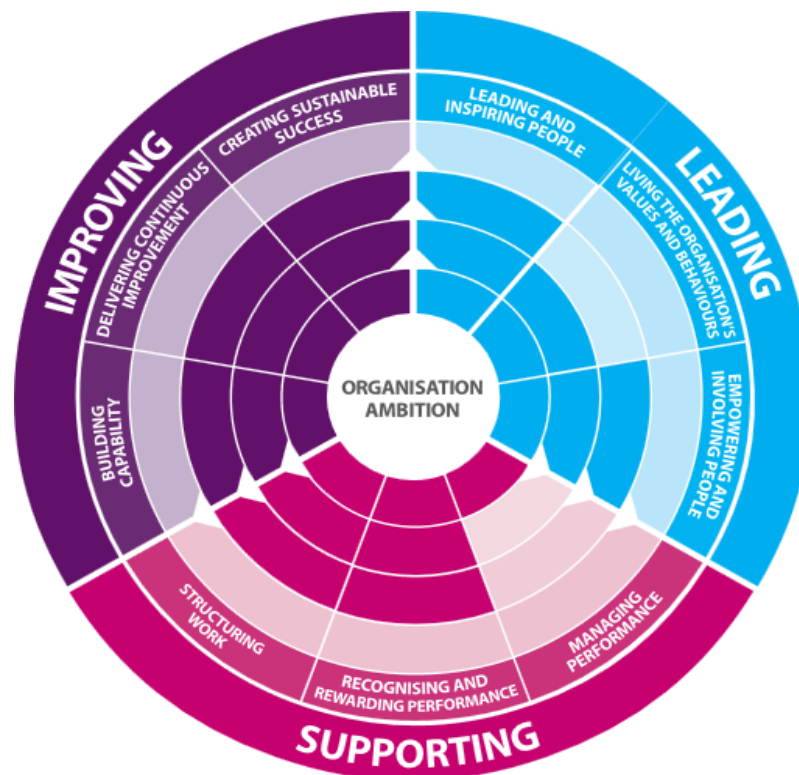
People are very committed to the success of Beech Hill and gave many examples of how they are involved in the decision making process as well as being able to challenge the leadership team if they believe there is a better way of undertaking their responsibilities for the benefit of the pupil and the School. Whilst the School has focused on improving teaching and learning strategies to achieve an outstanding Ofsted judgement they are also focused on their ambition. Being a Multi Academy Trust and having three Specialist Leaders of Education that work with a cluster of schools in the Teamwork's Teaching Alliance to help them improve, has undoubtedly helped to identify best practice towards achieving this.

There is a strong commitment to building the capacity of staff and there is a clear plan to support people's development needs, both collective and individual which are an integral part of school life. The opportunities for development sessions are held regularly in School,

as well as people being able to access more personalised development. These good practices were confirmed with people interviewed, the result of the online assessment, desk top review and observation of working practices.

The heat map below summarises the overall assessment outcome for Beech Hill School who have demonstrated their commitment to using the IIP framework as a key part of its people management processes. It shows that seven indicators are at the Advanced level, one at Established and one indicator at the Developed level and it is hoped that by addressing the development areas Beech Hill School will continue to work towards the High Performing level. The main areas for development relate to the embedding of the values and behaviours as well as how these will be assessed along with continuous improvement activities over the next three years.

Beech Hill School assessment outcome



Beech Hill School final award outcome



Introduction

Beech Hill School is a large primary school and became an Academy during 2012 and has an ethos 'Learning Without Limits' which is seen as integral to day to day activities so that a happy environment is created that allows teachers to teach and pupils to learn. Being an Academy has also enabled the school to be extended twice as well as securing funding to build a purpose 4G pitch used by the school and the community. There are over 600 pupils at the School from ages 2 to 11 with most children from Muslim heritage with a growing number of children from Eastern European heritage. Being an Academy has enabled greater creativity in delivery of the curriculum and led to an outstanding Ofsted in all areas of the framework during January 2016.

Beech Hill School were keen to use the version 6 Framework to support their commitment to staff engagement and felt the online assessment would be particularly beneficial to support the interviews. Beech Hill School was first accredited against the Investors in People Standard during 2000 and sought re-assessment in January 2015 where Gold accreditation was achieved. Over the years Beech Hill School have continuously improved their working practices, raised their profile and are totally committed to continuous improvement. The Investors in people framework will therefore support ongoing challenges and provide insights into the way it undertakes its activities.

Organisations that meet the world-recognised Investors in People Standard reflect the very best in people management excellence. Underpinning the Standard is the Investors in People Framework. Based on over 25 years of leading practice, the latest research and workplace trends, the Investors in People Framework is organised around nine key indicators of high performance each with three underpinning themes.

To achieve accreditation, organisations are assessed against these themes and indicators, leading to an award level of standard, silver, gold or platinum, that represents the level of performance achieved, or the level of 'maturity', from a fundamental 'developed' level to 'high performing'. Assessment is carried out using online assessment, interviews, meetings and observation. The approach taken in the assessment of Beech Hill School is summarised in a later section of the report. The accreditation awarded represents the current level achieved and the standard can be used to facilitate ongoing development of people management practices.

This report summarises the assessment of Beech Hill School and the level achieved. Following the Introduction, the analysis of the organisation carried out to provide insights into the organisation for IIP assessment is summarised. Two 'heat maps' are included, showing Beech Hill School's own assessment against the Standard, and the level that the School aspires to achieve. This is followed by a summary of the approach taken in the assessment process and of the overall assessment findings. The assessment against each indicator is then given in turn, noting strengths and development needs. Finally, implications of the assessment for Beech Hill School are discussed, outlining development recommendations.

Organisational context

Strategy

Beech Hill School has a simple ethos based around 'Learning without Limits' which is seen as integral to day to day activities. Underpinning this ethos, the School aims to feel great about learning, to work hard to reach high standards for the best possible start in life, to have well behaved motivated children, to broaden the School horizons through an exciting and engaging creative curriculum, make good progress, become great thinkers and have confidence in their abilities and be enterprising. The School ambition is focused on **'continuing to maintain outstanding Ofsted judgements and to support schools in the Multi Academy Trust to become outstanding through the effective deployment of staff across the Multi Academy Trust.'** Beech Hill School became an Academy during 2012 along with a programme of refurbishment incorporating a purpose-built nursery unit. Being an Academy has enabled the School to be extended twice as well as securing funding to build a purpose 4G pitch used by the School and the community. A key strength of being an Academy has enabled greater creativity in delivery of the curriculum and led to an outstanding Ofsted inspection in all areas of the framework during January 2016.

Part of the success of the School is the quality of approach to teaching and learning and having children begin as young as 2 means there is more time to work with and support children, and especially where those are from a transient community. As an Academy, Beech Hill have also supported a number of schools over recent years and this has led them to becoming the lead School of a Multi Academy Trust. Working in this way has provided the opportunity for the Multi Academy Trust to share the services of an HR Manager, Business Manager and Finance Manager. There are also three Specialist Leaders of Education within Beech Hill School that work in partnership with a cluster of schools in the Teamwork's Teaching Alliance to help them improve.

Staff

A key development for Beech Hill School identified within the School Improvement Plan is ensuring that staff were working towards the same priorities, objectives and milestones. This has resulted in Teachers, Teaching Assistants and Support Staff being sufficiently developed to improve their teaching and learning outcomes and methodologies such as 'Seesaw' to improve engagement between pupils, parents and teachers; whilst ensuring support staff understand what is required of them to underpin these outcomes and that pupil progress is being tracked and monitored effectively. Those in leadership positions have been encouraged to develop their leadership capability as part of formal NPQH, NPQML programmes and shadowing opportunities so they were in a better position to lead, manage and develop people effectively thereby ensuring their potential can be realised. As a Multi Academy Trust the opportunity to share services with other schools as well as using three Specialist Leaders of Education to work in partnership with a cluster of schools in the Teamwork's Teaching Alliance has enabled the leadership to delegate responsibilities. This approach is therefore providing just one solution to succession planning. Indicators 1, 6, 7 & 8 will therefore be important in terms of Leading and Inspiring People, Structuring Work, Building Capability and Delivering Continuous Improvement. Feedback and suggestions for improvement from these areas will therefore support the required targets and outcomes and inform the senior leadership team what further development is required to achieve their ambition.

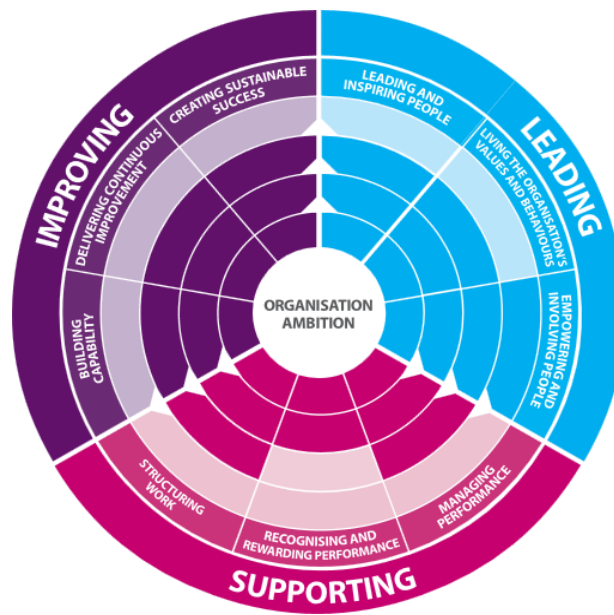
Skills

A key area for Beech Hill is the strategy for the development of its people. As there is more emphasis on engaging with stakeholders as well as improving data tracking there has been a focus on 'Seesaw' training which is a system that enables parents, pupils and staff to communicate and see what progress is being made. This is in addition to tracking systems which is helping staff to track pupil performance in terms of progress made. In addition, continuous professional development for both support and teaching staff continues to enhance their skills and knowledge for the future development of the School. Training of middle leaders is aimed at building capacity within the middle management aimed towards continuing to drive standards forwards and create leaders of the future. This approach has enabled members of the senior leadership team to work externally within the Multi Academy Trust and as part of the Teamwork's Teaching Alliance to improve the performance in other Schools. This is reflected in the recent Ofsted report where the School was outstanding against all aspects of the Framework which included leadership and management. Being recognised as an outstanding School has also confirmed everyone is inspired to develop and learn to achieve their potential and aspirations as well as providing a focus on developing future talent. Reviewing staff engagement and return on investment following development activities means it is imperative that the benefits of the IIP as a framework and guiding process for continuous improvement has been embedded.

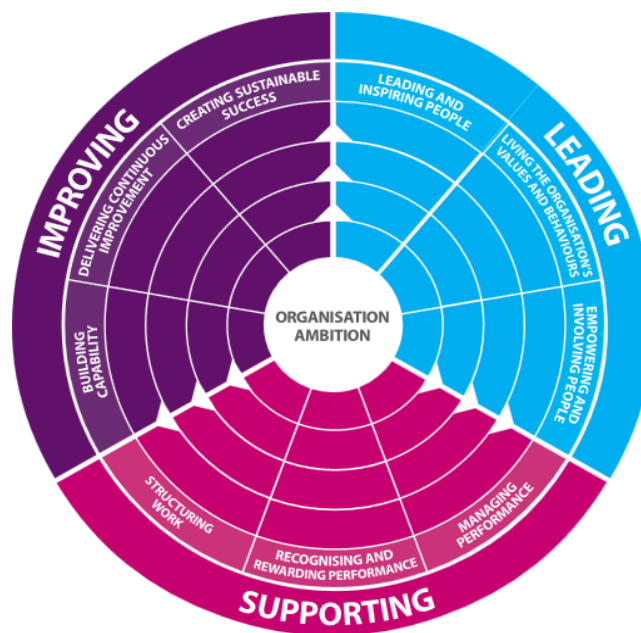
Beech Hill School's Self-diagnostic

Having carefully considered the IIP Framework, Beech Hill School believes they are high performing in empowering and involving people, established in recognising and rewarding performance and advanced in the remaining indicators. The main areas for improvement is to improve performance levels in all areas and particularly recognising and rewarding high performance and continuous improvement as Beech Hill further develops return on investment strategies. The heat maps below summarise where Beech Hill School believes it currently sits against the each of the nine IIP indicators and where it aspires to be in order to achieve its organisational ambition. The shaded cells represent the maturity level against each indicator. The more cells shaded the more mature and embedded the practices are within Beech Hill School.

Beech Hill School 'As Is' heat map



Aspiration or 'To-be' heat map



Assessment Approach

Following the initial meeting and context discussion with members of the senior leadership team including the Head and Deputy Head (Consultation with 2 Assistant Heads, Business Manager, HR Manager and Finance Manager had already taken place) details for the organisational analysis were elicited prior to the School being assessed primarily using the IIP40 online assessment and interviews. All 89 staff were asked to complete the IIP40 online assessment. 49 (59%) staff completed online assessments representing all functions and levels within Beech Hill School.

Staff were informed of the IIP assessment and accreditation process by the Deputy Head in December 2017 when they were asked to take part in completing the online assessment and a possible interview. This gave time to deal with any questions or issues that staff raised. The Deputy Head reported that there were no issues and that staff were more than happy to be involved.

The online results were analysed to determine key themes or issues, and these were used as one basis on which interviews were designed and administered. Semi-structured interviews were carried out with 15 respondents, from all functions and levels based, selected purposively because they were ideally placed to discuss IIP related issues. Interviews were mainly held on a one-to-one basis and a small number of group (2/3 people) interviews and confidentiality was assured. Interviews lasted between 45 minutes to an hour except for the Deputy Head and Head whose interview lasted 1.5 hours.

Observation activities included a morning briefing for all available staff where individuals were being updated on key activities for the week along with a tour around the School to observe people in their working environments. Within the School at least 20 different languages are spoken, and the classrooms were all named after different countries. Otherwise, general movement around the School allowed for effective observation of activities and interactions between staff, and between staff and managers.

Data on which the assessment was based included that elicited from the online assessment, interviews, observations and documents provided by Beech Hill School. Documents were freely provided and included Beech Hill School's School Improvement Plan, Ofsted Report, Observation Manager, Family of Learning Trust Behaviours, Performance Management System, CPD Overview linked to School Improvement Plan and Impact, Staff Survey (2016 and 2017), Pupil Tracking Data, Headteacher Report to Governors, Pay and Grading / Reward and Recognition policy, Parent Satisfaction and Staff Handbook 2017.

How Beech Hill School was assessed



The online assessment was deployed to 89 employees and saw a response of 49. This was above the international Investors in People guidelines and therefore the sample is considered statistically significant.



Based on the finding from the online assessment, I interviewed 15 employees from across the organisation.



Types of observation activities: This included a morning briefing for all available staff where individuals were being updated on key activities for the week along with a tour around the School to observe people in their working environments. General movement around the School allowed for effective observation of activities and interactions between staff, and between staff and managers.

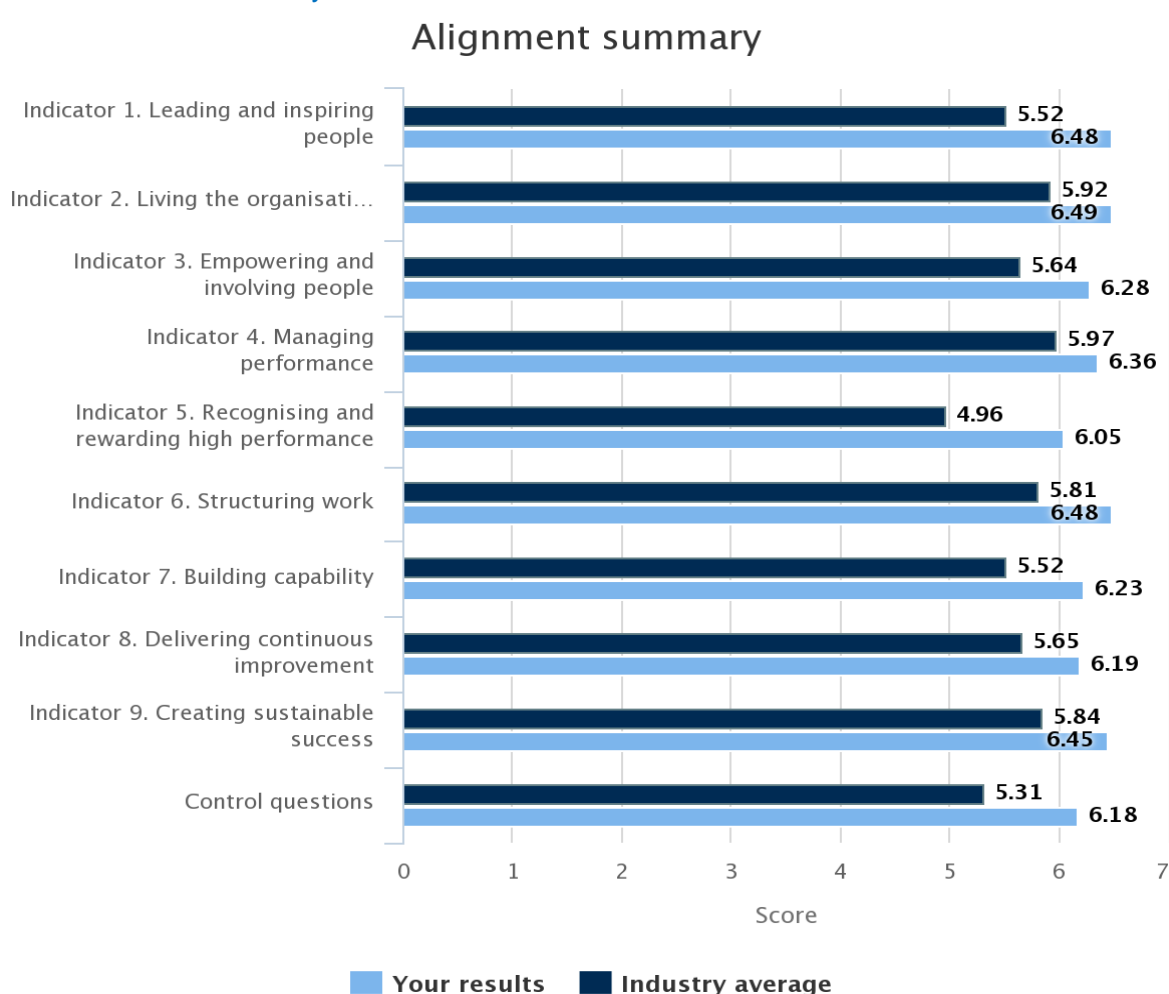


Desk Review of Data: Beech Hill School's School Improvement Plan, Ofsted Report, Observation Manager, Family of Learning Trust Behaviours, Performance Management System, CPD Overview linked to School Improvement Plan and Impact, Staff Survey (2016 and 2017), Pupil Tracking Data, Headteacher Report to Governors, Pay and Grading / Reward and Recognition policy, Parent Satisfaction and Staff Handbook 2017.

Detailed Assessment Outcome

This section provides a detailed analysis of Beech Hill School's assessment against the IIP framework. The table in Annex 1 shows the assessed maturity level for each of the 27 themes within the IIP framework. The table below summarises Beech Hill School's alignment to the 9 Investors in People Indicators. The highest measure of alignment against the Standard is 7, whereby an organisation demonstrates complete alignment with the Standard according to the responses collected in the online assessment. For the purposes of establishing an industry benchmark, data collected from the Education sector has been used as a benchmark and is shown below. Beech Hill School's average scores are above the education benchmark for all nine indicators. This information will be referred to where relevant within the indicators of this report.

Beech Hill School industry benchmark



Heat map summary of online assessment results

Overview of online assessment results

IIP Indicator	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Indicator 1. Leading and inspiring people	56.00% (110)	37.50% (73)	4.50% (9)	2.00% (4)	0.00% (0)	0.00% (0)	0.00% (0)
Indicator 2. Living the organisation's values and behaviours	56.00% (110)	38.50% (75)	3.50% (7)	2.00% (4)	0.00% (0)	0.00% (0)	0.00% (0)
Indicator 3. Empowering and involving people	47.00% (92)	37.50% (73)	12.50% (25)	2.50% (5)	0.00% (0)	0.50% (1)	0.00% (0)
Indicator 4. Managing performance	54.50% (107)	36.00% (70)	3.50% (7)	3.50% (7)	1.00% (2)	1.50% (3)	0.00% (0)
Indicator 5. Recognising and rewarding high performance	43.00% (84)	31.50% (61)	15.00% (30)	8.50% (17)	2.00% (4)	0.00% (0)	0.00% (0)
Indicator 6. Structuring work	60.25% (118)	30.25% (59)	6.50% (13)	2.00% (4)	1.00% (2)	0.00% (0)	0.00% (0)
Indicator 7. Building capability	50.00% (98)	35.00% (68)	6.00% (12)	7.00% (14)	1.00% (2)	1.00% (2)	0.00% (0)
Indicator 8. Delivering continuous improvement	47.75% (93)	34.75% (68)	8.50% (17)	5.50% (11)	3.50% (7)	0.00% (0)	0.00% (0)
Indicator 9. Creating sustainable success	57.00% (112)	34.50% (67)	5.50% (11)	2.00% (4)	1.00% (2)	0.00% (0)	0.00% (0)
Control questions	50.50% (99)	30.50% (59)	11.00% (22)	4.00% (8)	1.50% (3)	2.00% (4)	0.50% (1)

Please note that some totals will exceed the number of overall submissions due to multiple questions across indicators.

Detailed information regarding the online assessment results are available in Annex 2 (separate PDF document).

Indicator 1: Leading and Inspiring People

Indicator: 1. Leading and inspiring people

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I trust the leaders in my organisation	57% (28)	35% (17)	6% (3)	2% (1)	0% (0)	0% (0)	0% (0)
My organisation develops great leaders	57% (28)	35% (17)	6% (3)	2% (1)	0% (0)	0% (0)	0% (0)
Our leaders clearly communicate the organisation's vision and objectives	53% (26)	43% (21)	2% (1)	2% (1)	0% (0)	0% (0)	0% (0)
Our leaders motivate me to achieve exceptional results	57% (28)	37% (18)	4% (2)	2% (1)	0% (0)	0% (0)	0% (0)

The senior leadership team have enjoyed a relatively long period of stability and strived to create a happy learning environment where all are inspired to develop and learn to their potential. During the context meeting and interviews with the Head and senior leaders it was made clear it had been recognised there was a need to develop leadership capability across the wider team which has resulted in the School being rated as Outstanding against the Ofsted framework. This was supported by the alignment score on this indicator which is 6.48 against the education sector average of 5.52 which is above the national average.

The online assessment information suggests almost all of the respondents strongly agree, to somewhat agree they trust leaders (98%), the School develops great leaders (98%), leaders communicate the vision and objectives (98%) and leaders motivates people to achieve results (98%) with only 2% neither agreeing nor disagreeing with these findings. This is an excellent response and confirms the effectiveness of leadership within the School. When interrogating this data in further detail during interviews it was confirmed that people are given opportunities to develop their leadership skills and especially now the School is taking the lead as a Multi Academy Trust and as part of the Teamwork's Teaching Alliance to improve the performance in other Schools.

During September each year the senior leadership involves all stakeholders in reviewing and updating the School Improvement Plan (Visioning Event) in line with the overall aim, high level goals and milestones to ensure people at all levels are clear what is expected. The main areas within the plan follow the Ofsted Framework with these milestones being measured termly so that people at all levels know how the School is performing. A typical comment from interviews:

"Once a year we all attend a School Improvement Plan meeting where all stakeholders are involved to review the plan and share results and then suggest ideas for the following year"

This approach is supported by working in smaller groups so that people can understand what this means to them at the beginning of the Academic year. During interviews and the desk top review people confirmed the School Improvement Plan 2017 to 2018 was made available as outcomes and targets to be achieved within Teams and as part of their Performance Management. The School has adopted a number of ways to communicate at all levels including different 'WhatsApp' groups for immediate communication, Staff meetings weekly, Team Leader meetings weekly (Teaching, Teaching Assistant and Support Staff) and the senior leadership team share the same room, so they speak every day. According to those interviewed the WhatsApp groups have been a great success and seen as the main way for two-way communication. This has enabled people at all levels to be better involved in the decision-making process with the additional benefit of reducing the amount of time

spent in meetings. Progress Target Trackers and the Observation Manager (online system to record the learning journey) provide a summary of measurable performance objectives which can be discussed during individual and team meetings. These approaches provide the opportunity to support staff to deliver targets and people commented the Observation Manager was less stressful than a formal lesson observation and a lot more helpful. Senior Leaders of Education form part of the Teamwork's Teaching Alliance aimed at improving the performance in other Schools using the techniques described above. Within support areas the Admin Leaders work with their teams using information from their Development Plans so that people have the opportunity to contribute to how aims and objectives are being delivered and this was confirmed during these discussions. WhatsApp and weekly meetings across the various teams then help to review progress against targets and outcomes so that further developments can be identified. A teacher commented:

"The Observation Manager is based on recording minimum one per term information on sessions at the beginning and the end of the week feeding back on supportive practice and identifying development areas in a supportive way"

During the context meeting future leadership capability was discussed in relation to succession planning as well as providing opportunities for those who want to develop their leadership skills. For those in leadership positions who have advanced within the teaching structure there is a clear route of what skills, knowledge and behaviours are required and for those who have been part of senior and middle leadership programmes they were able to confirm they have the skills required to lead, develop and manage people effectively. This is measured during feedback at performance management discussions and recognised as outstanding at the last Ofsted inspection. Being a Multi Academy Trust has provided opportunities for those who want to develop their potential as future leaders and enabled those in middle leadership roles to enhance their skills and behaviours by taking on more responsibility. Collectively, these approaches have enabled the sharing of best practice which has improved these skills in the School and others.

For those in support roles the process is less structured in terms of how leadership skills have been developed. Interviews with the Admin Leadership Team and those with people management responsibility confirmed they had developed skills to manage, lead and develop people from experience on the job as well as one to one support from members of the senior leadership team. Their performance management discussions follow the same process as those in teaching roles and those interviewed confirmed they used this feedback to ensure improvements are made to how people are being managed. Coaching and mentoring is a key feature within the School and allows people to challenge each other within a clearly evident open, transparent and trusting culture. The end of year Staff Survey confirmed 94% had confidence in the leaders at Beech Hill along with the Ofsted Report which confirms the Leadership and Management within the School is rated as outstanding and people have confidence in how they are motivated to achieve objectives. This was confirmed by those interviewed:

"The senior leadership team are very involved in the daily activities and have an open and trusting relationship with staff"

"The culture in the School is very supportive and people work as a team which is attributable to its success"

The School self-assessed themselves at an Advanced level in recognition of having an outstanding Ofsted along with Senior Leaders of Education forming part of the Teamwork's Teaching Alliance. The online assessment and outstanding Ofsted judgement further

supports the effectiveness of leadership and management capabilities. Beech Hill School is therefore confirmed as working at the Advanced level with some high performing practices emerging.

It is recommended that Beech Hill School further develop high performing evidence by working together as a leadership team to review and assess current and future capabilities utilising the leadership skills and behaviours from the Family of Learning Trust Behaviours for all levels of staff. Integral to this review is to ensure leadership responsibilities continue to be shared across the wider team to further develop leadership capability and that it is in line with the School ambition 'continuing to maintain outstanding Ofsted judgements and to support schools in the Multi Academy Trust to become outstanding through the effective deployment of staff across the Multi Academy Trust'.

Indicator 2: Living the organisation's values and behaviours

Indicator: 2. Living the organisation's values and behaviours

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I share the same values as my organisation	53% (26)	39% (19)	8% (4)	0% (0)	0% (0)	0% (0)	0% (0)
My day to day behaviour reflects the organisation's values	61% (30)	35% (17)	4% (2)	0% (0)	0% (0)	0% (0)	0% (0)
My organisation's values guide the way we operate and make decisions	57% (28)	39% (19)	2% (1)	2% (1)	0% (0)	0% (0)	0% (0)
We challenge behaviours which are not in line with our organisation's values	53% (26)	41% (20)	0% (0)	6% (3)	0% (0)	0% (0)	0% (0)

Beech Hill have strived over the years to create a culture that supports their ethos 'Learning Without Limits' and to be an inclusive happy learning School where staff absenteeism is low. This was reiterated in the context meeting and their overall alignment score of 6.49 against the education sector of 5.92 is well above the national average.

The online assessment scores were excellent for this indicator demonstrating that between 94% to 100% of respondents strongly agree to somewhat agree they recognise and share the same values, that day to day behaviour reflects the values and guides the way decisions are made as well as people believing they can challenge the status quo confirmed throughout the online assessment. People interviewed also confirmed they believe their day to day behaviour is in line with the values of Beech Hill thereby demonstrating that the values are important to people in terms of how they believe they undertake their role.

It was noted that whilst the overall online assessment feedback is positive there are 2% that neither agree nor disagree they share the same values as the School. During interviews and the desk top review this was confirmed as people not explicitly relating to values and tending to refer to the School ethos. 6% of respondents neither agree nor disagree they can challenge the behaviours in line with the values. From interviews this is because values and behaviours are not assessed as part of the performance management process and are rather embedded into the School ethos. As such, this could be further developed within the performance management process, so they could be debated and discussed.

As part of the desk top review it was evident the School have adopted and made explicit six core values that have derived and support the School ethos: *Learning Without Limits*. It was explained by senior leaders that now the School is a Multi Academy Trust there was a need

to explain the ethos into words so that when recruiting new people, they could better understand what they are.

- *Honesty*
- *Respect*
- *Positive*
- *Flexible*
- *Communicative*
- *Supportive*

From discussions, people could describe the values and what they mean in practice along with the behaviours that have been developed for employees, middle and senior managers. As yet, there needs to be a system for these behaviours to be assessed against the values if the School is to advance up the maturity levels within the Standard. Currently, these values are embedded into the daily routines with 'Honesty' being at the heart of these. 'Respect' is how the senior leadership team want to see themselves and is confirmed in the last Ofsted Report. Being 'Positive' is how people are working hard to see the School continue to succeed, whilst having a 'Flexible' approach is recognised in 100% of staff achieving outstanding Ofsted judgements for teaching and learning practices. 'Communication' is an area of strength across all stakeholders with Seesaw and WhatsApp being the main system for achieving this whilst being 'Supportive' is reflected in the feedback form parents and the Ofsted report. From the interview discussions it was confirmed these supported the online assessment findings and the values are implicit in people's work and beliefs.

"We practice what we expect from pupils in relation to the values and this is reflected in the Ofsted findings"

"The School is really strict on behaviour using a firm but fair approach which is confirmed by parents and staff satisfaction questionnaires"

Through observation, it was clear how staff behave towards each other in a warm and friendly manner. During the morning briefings staff were relaxed, able to raise any issues or problems so they could be dealt with. For example, volunteering to cover for each other. The senior leadership team are easily accessible and practice a culture of openness and trust. It was clear the Beech Hill have put a great deal of emphasis on creating an environment where people feel they can challenge unacceptable behaviour. As such, this has become the norm and those in leadership positions and staff always greet people in a positive and helpful manner.

During the desk top review, the Ofsted judgement confirmed it was outstanding in all areas including leadership and Management of the School as well as pupil behaviour. Parent satisfaction also confirmed that over 90% believe the School is well led and managed, that pupils are well behaved and deals effectively with bullying. It is these good practices that are being shared with other Schools as part of Teamwork's Teaching Alliance and as lead within the Multi Academy Trust.

The School self-assessed themselves at the Advanced level. However, from interviews, the online assessment and desk top review it was clear that whilst Beech Hill School has put in a lot of effort into developing an environment where the values and behaviours form part of the daily routines in School they could be more explicit for staff within the performance management process. Therefore, the School is certainly at the Established stage in this indicator with some advance and high performing practices being undertaken.

It is recommended that the defined values and behaviours form an integral part of the performance management process so that people better understand how their behaviour is being measured if the School wants to advance up the framework towards the advanced performance level.

Indicator 3: Empowering and involving people

Indicator: 3. Empowering and involving people

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I am encouraged to take initiative in my role	59% (29)	37% (18)	4% (2)	0% (0)	0% (0)	0% (0)	0% (0)
I am trusted to make decisions in my role	49% (24)	41% (20)	8% (4)	2% (1)	0% (0)	0% (0)	0% (0)
I feel empowered to make decisions and act on them	39% (19)	35% (17)	24% (12)	2% (1)	0% (0)	0% (0)	0% (0)
I participate in decision making with others in my organisation	41% (20)	37% (18)	14% (7)	6% (3)	0% (0)	2% (1)	0% (0)

The senior leadership team have consciously moved decision making from one that was more directive, to one that is more consensual and where delegation of responsibilities to enhance people's potential forms part of how they undertake their daily activities. This was reiterated in the context meeting and their overall alignment score of 6.28 against the education sector of 5.64 is above the national average.

The online assessment responses above indicate that 100% of staff strongly agree to somewhat agree that they were encouraged to take initiative in their role. During interviews people described what this meant in practice. Those in classroom positions use their initiative on a daily basis when dealing with pupils to help them with the best approach for learning. Those in the office or work on the School premises could give examples of how they use their initiative to adapt to easier ways of doing things as well as how they work with parents and users of the purpose 4G pitch which is used by both the School and the community.

98% strongly agreed to somewhat agreed they were trusted to make decisions in their role which was confirmed in interviews whereby classroom-based staff are left to decide what is best for their pupils, whilst others are conscious of the need to raise the profile of the School and make decisions relevant to their role.

98% of respondents strongly agreed to somewhat agreed that they have been empowered to make decisions. A good example is how delegation of responsibilities is falling to Middle Leaders as senior leaders are more involved in the Multi-Academy Trust and Teamwork's Teaching Alliance.

92% strongly agree to somewhat agree they participate in decision making with others which was confirmed during interviews as being during the Visioning Event, Staff meetings, Team meetings, whole School training days and various cross School working groups. Governors attend relevant groups whilst many of the teaching staff network with other Schools as part of the Multi Academy Trust.

For the small number of respondents that neither agreed or disagreed across the four questions above, the interview process and desk top review information confirmed that whilst there is a culture to be empowered and involved in the decision making process there are

some roles where decisions would tend not to be made without approval of the teacher for classroom staff or senior leadership team, and Admin Leadership Team if this has an impact on budgetary constraints and will have contributed to how they responded.

During interviews people described how there is a definite culture of enabling people to both use their own initiative, as well as working together to be involved in decision-making. This begins with people being involved in the development of the School Improvement Plan and supporting team actions linked to performance management, where on a yearly basis at the beginning of the academic year, all staff come together with ideas and suggestions of what has worked well and what needs to change or improve as part of the decision-making process. Behind the outcomes and targets performance management discussions are linked to individual objectives.

“We know what has to be achieved and are trusted to get on with it – we work closely as a team and there is a lot of sharing of ideas”

Interviews and the desk top review confirmed during Staff meetings, Team Leader meetings (Teaching, Teaching Assistant and Support Staff) whole School training days and various cross School working groups people are encouraged to voice opinions and share ideas, as well as during performance reviews, where staff can review their own objectives and development areas. This also provides the opportunity for people to suggest ideas about how they could improve the way they undertake their job. Because everyone uses the staff room or attend morning briefings daily discussions take place all the time which was seen as part of the observation process and it was clear that people contributed to decisions and were happy to be involved.

“We are a close-knit community where people help and support each other all the time. There is an open and trusting culture where people can and do make decisions”

Staff explained they are able to develop ideas for the benefit of themselves, pupils and the School. For example, suggesting better ways of working in the pursuit of being a Multi Academy Trust. All staff confirmed they work in a collaborative way and this has provided opportunities for them to use initiative and take responsibility for their work.

Leaders and people confirmed knowledge and information is shared through regular staff meetings, training sessions and daily discussions, notice boards and email. People confirmed they often work together in larger and smaller groups to review different projects and other areas of focus. In addition, feedback from the Ofsted visits, visits to other schools as part of being a Multi Academy Trust and Teamwork's Teaching Alliance and their own self-evaluation has also contributed to improved decision making and what impact these have made.

Although the School self-assessed themselves as High Performing for this indicator, it was clear from the interview process, online assessment and desk top review that whilst there is a culture to be empowered and involved in the decision-making process, there needs to be more evidence of comparative data that confirms this if high performing is to be achieved. This is especially in those roles where decisions would tend not to be made without approval of the teacher for classroom staff or senior leadership team and Business Managers if this has an impact on budgetary constraints. This means the School is at the Advanced performance level with some good practice in the high performing areas.

To move towards the higher level, it may be useful to make explicit comparative data that confirms for example the correlation between employee engagement and pupil performance. This would need to be available for at least three years.

Indicator 4: Managing performance

Indicator: 4. Managing performance

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I am encouraged to achieve high performance	61% (30)	37% (18)	0% (0)	0% (0)	2% (1)	0% (0)	0% (0)
I set my objectives with my line manager	53% (26)	29% (14)	8% (4)	6% (3)	2% (1)	2% (1)	0% (0)
My organisation's success is reliant on all of us achieving our individual objectives	57% (28)	37% (18)	0% (0)	6% (3)	0% (0)	0% (0)	0% (0)
My performance is reviewed regularly	47% (23)	41% (20)	6% (3)	2% (1)	0% (0)	4% (2)	0% (0)

The emphasis on the School has been to receive and maintain an outstanding Ofsted inspection which was achieved in January 2016. This was discussed at the context meeting and confirmed the School had achieved outstanding in all areas of their inspection. This means there are clear processes for cascading the outcomes and targets across School and a process to track performance and the overall alignment score of 6.36 against the education sector of 5.97 is well above the national average.

The online assessment responses above indicate that 98% of staff strongly agree or agree that they were encouraged to achieve high performance. During interviews people described what this meant in practice. Those in classroom positions know that student progress is tracked on a target tracker and associated comparison data to provide an ongoing record of performance and so this outstanding result supports this. Those in the office or work on the School premises could give examples of how they support those in the classrooms with information or practical resources. From interviews and the desk top review it was not clear why 2% somewhat disagreed and could be one person that felt their performance is not reviewed regularly enough to remember what has to be achieved.

90% strongly agreed to somewhat agree they set objectives with their manager during performance management discussions which was confirmed in interviews. The 10% who neither agree nor disagree to strongly disagree may not be clear what has been agreed because they do not review them regularly.

94% of respondents strongly agreed or agreed that the School is reliant on everyone achieving their individual objectives. Good examples to support this is the impact of CPD on achievement of targets, comparative outcome and target data as well as performance management data which provide the up to date position of what is being achieved and what is outstanding. This means the 6% that neither agree nor disagree may need to know how their role is contributing.

94% strongly agree to somewhat agree that performance is reviewed regularly during performance management meetings, staff and team meetings and was confirmed at interviews and the desk top review. Of the 6% that neither agree nor disagree to strongly disagree interviews confirmed that not everyone thought they had a regular review of their performance or they only look at their performance when they have too.

From discussions with the senior leadership team, team leaders, senior leaders of education, business managers and others that had people management responsibility it was confirmed that individual objectives are aligned to Team Plans which support the overall School Improvement Plan. This process has worked within Beech Hill for a number of years and ensures everyone has actively participated in a two-way process on their performance.

The senior leadership team, Team Leaders and Admin Leaders will review each performance management discussion and add comments in terms of overall performance and agree targets for all staff. Examples of completed performance management forms were seen during the desk top review and confirmed that the twice a year reviews are focusing on ensuring key targets and professional development to support school achievement and individual advancement were being met. As yet these discussions do not assess people's behaviours against the values and would need to be demonstrated to advance up the Investors in People framework.

The visioning event, staff meetings and self-evaluation process provide the performance data (for example, financial, pupil progress & achievement, teaching and learning, personal development, behaviour & welfare and leadership and management) to underpin this process as well as Ofsted feedback and Observation Manager data. Collectively, this provides sufficient evidence for leaders to manage high and under performance. For example, pupil achievement comparison data is above the national average target of 56%, whilst teaching and learning at 100% is 10% over the 90% target. A typical comment:

"We set targets at performance management discussions at the beginning of the year so they are aligned to School targets and input onto the system, so they can be monitored"

From the interviews people could confirm their individual objectives and knew what was expected of them and how they were contributing to stretching targets in line with the School Improvement Plan. Data from Progress Trackers, Impact Analysis linking CPD to the School Improvement Plan, Observation Manager, Subject Area Reviews and various teaching and learning groups also provided the opportunity to give and receive feedback on a formal and informal basis and people liked the opportunity for debate and discussion this afforded. For example, ensuring support is available to help people maintain and continue to improve their teaching and learning. Otherwise, the performance information seen at the desk top review and from interviews supports the ambition of 'continuing to maintain outstanding Ofsted judgements and to support schools in the Multi Academy Trust to become outstanding through the effective deployment of staff across the Multi Academy Trust'.

The self-assessment was rated at an Advanced level and whilst it was evident that performance management processes are embedded at all levels there was still an opportunity for improvement. There were also many examples of stretching objectives being set and recorded on the system that would support the Advanced performance level but as yet people's behaviours are not assessed against the values as required by the Standard. As a result the performance level is considered at Developed in this indicator. In addition, performance measures could be extended from teaching and learning and pupil achievement to include more people measures around employee engagement and whether behavioural targets are used to improve performance.

As values and behaviours are embedded then having performance data and evidence of behaviours being captured will undoubtedly help to advance the School towards a high performing level.

Indicator 5: Recognising and rewarding high performance

Indicator: 5. Recognising and rewarding high performance

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I feel appreciated for the work I do	51% (25)	37% (18)	6% (3)	4% (2)	2% (1)	0% (0)	0% (0)
I/my team are consistently recognised when we exceed expectations	43% (21)	33% (16)	18% (9)	4% (2)	2% (1)	0% (0)	0% (0)
I/my team receive higher levels of recognition and reward for higher levels of performance	35% (17)	25% (12)	20% (10)	16% (8)	4% (2)	0% (0)	0% (0)
My organisation has a flexible approach to recognition and reward	43% (21)	31% (15)	16% (8)	10% (5)	0% (0)	0% (0)	0% (0)

The ethos of Beech Hill is one of recognising achievement and giving regular praise and appreciation for the hard work people undertake and forms part of their ambition of continuing to maintain outstanding Ofsted judgements and to support schools in the Multi Academy Trust to become outstanding through the effective deployment of staff across the Multi Academy Trust. During the context meeting it was explained that because the School is an Academy it has its own Pay and Grading Policy that supports reward and recognition and sets out a range of benefits and incentives that recognises contribution. This is reflected in the positive online assessment results and the overall alignment score of 6.05 against the education sector of 4.96 which is well above the national average.

The online assessment responses above indicate that 94% of staff strongly agree to somewhat agree that they were appreciated for the work they do. During interviews people described what this meant in practice. For example, there are regular 'thank you' messages from senior staff, to each other, School briefings, the Wellbeing and Shoutout Board and Stars in our School (Unison led, and children nominate support staff culminating in an annual awards event). From interviews and the desk top review it was not expressly clear why the 6% that neither agree nor disagree to strongly disagree felt this way and might be their understanding of the differences between financial reward and recognition.

94% respondents strongly agreed or agreed they and their team are constantly recognised when they exceed expectations. This was explored further during interviews and appears to take place daily within teams, at briefings and at meetings as well as the Wellbeing and Shoutout Board where people can write things and WhatsApp messages. The Staff Survey also supported the above findings with 94% of those responding feeling supported by the leaders at Beech Hill and 100% believing Beech Hill is a Great Place to Work. These findings would suggest that being an Academy has given the leadership team the added advantage of being able to give extra financial rewards to recognise achievements. It is therefore not clear why 6% of people neither agree nor disagree to strongly disagree with this and was not picked up during the desk top review or interviews.

80% of respondents strongly agreed to somewhat agreed that they and their team receive higher levels of recognition and reward for higher levels of performance. This is a good score and suggests that financial rewards are readily available to those who have exceeded the required performance levels including how people build relationships and deliver positive behaviours. An outstanding Ofsted inspection also confirms that people are motivated to achieve positive outcomes for pupils and the School. The Staff Survey also confirmed that 83% of people are proud to be a member of the School and that it is well managed. The 20% who neither agree nor disagree to somewhat disagree may feel they often worked

beyond the requirements of the job but not rewarded financially and sometimes not recognised for this either. The opportunity to ask staff what recognition they would like may be useful to increase this score.

90% of respondents strongly agree to somewhat agree that the School has a flexible approach to reward and recognition which is reflected in the positive approach described above and perhaps the remaining 10% that neither agree nor disagree may need to better understand what these are.

“Get a lot of verbal feedback from everyone in School and the Wellbeing and Shoutout board is for everyone to acknowledge and thank each other”

“The Stars in our School is a great night for support staff and lovely to get recognition for the children”

“If you work extra hours you can get paid or make sure you take the time back”

“Get lots of thanks and includes the ‘Gold Book’ for staff where you can get a written certificate”

In discussions with senior leaders it was confirmed that the Pay and Grading Policy guides how all levels of staff are rewarded and recognised for their performance. This can include Honoraria payments approved by the Head and Governors for staff that have performed above the normal level of responsibility. There are social events for all staff and an ethos of verbal thanks and appreciation where individuals and teams are recognised for their achievements throughout the year. The Bag of Appreciation is a recent initiative and is passed to individuals by individuals for their recognition of something special. In addition, family friendly arrangements for time off and flexible working arrangements including time off in lieu were all put forward as benefits for staff. Senior leaders also ensure there is an open-door policy in School so people are able to approach them to discuss issues. Access to learning and development and providing people with a culture of ownership also provides elements to developing and recognising a rewarding culture. This was confirmed during interviews and supported how individual needs are recognised and motivated.

“We talk all the time – no question of not saying thank you”

“Feel so valued – thanked everyday / every week”

“Everyone works as a team and help, and support is readily available”

As a very inclusive School with different cultures and at least 20 different languages there are regular School Fairs, coffee mornings and a Christmas Workshop where there are items from each culture that helps to create the family environment along with positive staff which was confirmed during interviews. The School has achieved many awards including Investors in Pupils, Investors in Families, Healthy School and recognition as a National College for School Leadership to support other Schools with three Senior Leaders of Education now supporting other schools to improve their performance.

Key measures available as part of the desk top review included; the staff survey and parent satisfaction results. Information confirms they are 10% above both their targets of 80% standing at 90% which is testament to the commitment of staff and satisfaction of parents. In addition, the senior leadership team have expressed an interest in the Investors in People Health and Well-being Award as a way of improving staff engagement and should be considered in the future.

Whilst the School felt it was at the Established level during the self-assessment, it was evident there are many positive 'benefits' that have been developed over the years and supported by an approach to reward and recognise achievement. Therefore, from the online assessment and interviews the performance level is at the Advanced level in this indicator.

From a developmental aspect there is an opportunity to encourage people to become more involved in what they expect in terms of recognition. Consideration could also be given to what data is available to consistently measure continuous improvement if the high performing level is to be achieved.

Indicator 6: Structuring work

Indicator: 6. Structuring work

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Our roles are structured to enable us to work well together	57% (28)	35% (17)	6% (3)	2% (1)	0% (0)	0% (0)	0% (0)
My role allows me to develop the skills needed to progress	55% (27)	33% (16)	8% (4)	0% (0)	4% (2)	0% (0)	0% (0)
My role is structured to allow me responsibility	57% (28)	33% (16)	6% (3)	4% (2)	0% (0)	0% (0)	0% (0)
My work is interesting and uses my skills and capabilities	72% (35)	20% (10)	6% (3)	2% (1)	0% (0)	0% (0)	0% (0)

During the context meeting the senior leadership team confirmed there should be a culture where people's work is structured so that their skills and capabilities are utilised, and work is interesting in line with the School ethos 'Learning without Limits'. This is reflected in the overall alignment score of 6.48 against the education sector of 5.81 and is above the national average.

The online assessment responses above indicate that 98% of staff strongly agree to somewhat agree roles are structured to enable people to work together. People described how the ethos and culture of the school with regard to being pupil focused, supports people to work together for the benefit of pupils, as well as additional opportunities to work together within the meetings structure. This was evident in observation of the staff briefing, where daily events for the school were shared and people added points and discussed these by providing support to each other. Therefore, from interviews and the desk top review it was not clear why 2% that neither agreed nor disagreed responded this way and it may be that some roles are not as clearly defined as others in relation to job accountabilities.

96% of respondents strongly agreed to somewhat agreed their role allowed them to develop skills to progress, whilst 96% felt their role was structured to take responsibility. This was confirmed in interviews and particularly for those in the classroom where there was a structured programme of development and opportunities for undertaking on additional responsibility to make the most of people's talents. From the interviews the 4% who neither agreed nor disagreed to somewhat disagree appeared to be in roles where it is difficult to progress because there are fewer opportunities internally for career progression or to take on additional responsibility because there isn't a requirement for this.

98% of respondents strongly agreed to somewhat agreed their work is interesting and uses skills and capabilities. From interviews there is a clear focus towards pupil achievement and maintaining an outstanding Ofsted report. This means that people have been able to develop their skills and knowledge to meet the outcomes and targets and School ambition.

A good example is how people are encouraged every term to spend half a day in different parts of the School. This provides an opportunity as to whether people may want to move to different year groups as part of their progression along with the Teamwork's Teaching Alliance which has enabled people to work in other schools to keep the job varied and interesting. This means that the 2% that neither agreed nor disagreed may need to have more opportunity to undertake interesting work which could be discussed at their performance management discussion.

Further evidence was explored during interview discussions with the senior leadership team and all other levels of staff. It was made clear that job roles are in line with their Job Descriptions which are reviewed at performance management discussions to ensure they are up to date and accurate. Those interviewed could confirm their Job Descriptions are clear in terms of their role and what is expected of them and their peers. In addition, leadership competences and behaviours are identified as part of the middle leaders programme for individual roles and for teams as well as the level of accountability.

"There are job descriptions which are clear and set out accountabilities and decision-making responsibilities"

Thereafter, the desk top review confirmed the Staff Handbook outlines the policies and procedures and enables people to take responsibility to identify what they need to do to develop their skills and capabilities needed for progression, which was further investigated through the interview process. Interviews also confirmed people are very aware of the policies and who to go to when further advice and guidance is needed. They also recognise their level of decision-making responsibility and who they should approach when additional assistance is required.

A key development for Beech Hill is to further develop opportunities as the lead of the Multi Academy Trust in line with the School ambition. This is already providing the opportunity for people to learn from each other, as well as working in collaboration and networking with other colleagues and being able to share experiences. As a result, people at all levels could describe how they are able to pull together for the benefit of pupils. In addition, giving increased leadership responsibility to a number of individuals will also provide a solution to succession planning. Because everyone is located on one site it was confirmed that regular informal discussions are taking place all the time along with instant WhatsApp messages. Whilst observing a morning briefing it was easy to see how people share information across the team.

The School thought it was at an Advanced level for this indicator. As a result, it was evident that work is structured at all levels to achieve the School ambition and the performance level is confirmed as Advanced in this indicator. Therefore, to progress to the high performing level on this indicator Beech Hill might want to make explicit comparative data to inform continuous improvement in relation to quantitative and qualitative evidence and its impact for at least 3 years.

In addition, there were some high performing practices being undertaken in relation to how people are being developed to leadership positions within Teamwork's Teaching Alliance but is currently related to a small number of staff.

Indicator 7: Building capability

Indicator: 7. Building capability

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I develop my capabilities to reach my full potential	57% (28)	27% (13)	8% (4)	6% (3)	0% (0)	2% (1)	0% (0)
I have every opportunity to grow my capabilities to be the best I can be	45% (22)	39% (19)	8% (4)	6% (3)	0% (0)	2% (1)	0% (0)
My organisation believes it is important that we all learn and develop our capability	59% (29)	33% (16)	2% (1)	6% (3)	0% (0)	0% (0)	0% (0)
People are selected for roles in my organisation based on their proven capability	39% (19)	41% (20)	6% (3)	10% (5)	4% (2)	0% (0)	0% (0)

The school has always had a very strong ethos and culture with regard to learning and development and building capacity for staff. This not only provides opportunities for people to flourish in their role, but also gives an increased knowledge and skills base which should then impact on the level of teaching and support provided to pupils to support them to reach their potential. It is these capabilities which should clearly support the School ambition of continuing to maintain outstanding Ofsted judgements and to support schools in the Multi Academy Trust to become outstanding through the effective deployment of staff across the Multi Academy Trust. This is supported by the overall alignment score of 6.23 against the education sector of 5.52 which is well above the national average.

The online assessment responses above indicate that 92% of staff strongly agree to somewhat agree they can develop their capabilities to reach their full potential. People described how there are opportunities to be part of teaching and learning groups, training days, LEA courses, as part of the Teamwork's Teaching Alliance and Multi Academy Trust as well as personal development opportunities. It was also confirmed from discussions that Team Leaders have been supported to take on more responsibility to support succession planning to senior leadership positions either within this School or the wider authority, as well as giving additional responsibilities to other people to help them with their career progression. Therefore, from interviews and the desk top review the 8% that neither agreed nor disagreed to strongly disagreed responded this way may be because some people are in roles where there is more on the job learning and don't associate this with developing their potential.

These positive responses continue in the next three questions with 92% feeling they had the opportunity to grow their capabilities, 94% believing that it is important everyone learns and develops their capability and 86% are selected for roles proven on their capability. This would suggest that people's capabilities are actively managed and developed to build capability. This was confirmed in interviews and people could give examples of how they have progressed within the School though some people in supporting roles described there are fewer opportunities for advancement or personal development. The 8%, 6% and 14% who neither agreed nor disagreed to strongly disagreed confirmed from interviews they were in roles where they feel less supported to develop their capabilities or have been selected for roles and may feel they have not been given the same opportunities as others have.

As an Academy, Beech Hill have a dedicated HR Manager who has contributed to developing their recruitment and selection policies and procedures which are based on having people with the right skills, knowledge and attributes required for the role. This was evidenced during the desk top review and interviews with the senior leadership team. For

new people there are is a planned induction programme which is intended to help them settle into their new roles effectively and the latest recruit confirmed this. Further discussions confirmed that any other learning and development activities are then being identified to meet job related needs and skill shortfall that will help to improve performance. The performance management process for all levels of staff and seen at the desk top review provides the opportunity for identifying and agreeing learning and development opportunities and how these needs will be met.

“Had the opportunity to take on additional responsibilities to develop my skills supported by attending relevant courses”

All people interviewed could relate to some form of development activity they had undertaken, and that it was aimed at developing knowledge and skills within a culture of continuous improvement and learning that is linked to the School's ambition. Putting their new skills and knowledge into practice following development activities was clearly evident and used as a measure of whether the investment made in people was achieving the desired outcomes. For example, following Phonics training some went to another School to see how best to put this into practice as well as Prevent training to keep up to date with the latest techniques. Otherwise, as part of the performance management process there is an opportunity for people to receive information, advice and guidance to help them plan their career progression or develop their potential. For example, the Specialist Leaders of Education were selected to help them improve performance in other Schools as part of the Teamwork's Teaching Alliance. Other examples given:

“Seesaw training is allowing everyone including parents to track pupil learning as well as being able to communicate with teachers”

“Teaching Assistant training meetings help to share ideas and best practice”

During staff and team meetings as well as performance management discussions staff will share knowledge and learning both formally and informally confirming continuous learning is very much part of the culture of the School. The School felt they were at an Advanced level in this indicator and whilst there are some high performing practices being undertaken, there are still roles in School, and as identified from the online assessment responses, where people are less supported to develop their capabilities. As a result, the School's performance level is confirmed at an Advanced level.

It is recommended that reviewing how skills and capabilities are deployed and how people's potential is being utilised effectively would be beneficial if a higher level is going to be achieved as well as comparative data to provide evidence of continuous improvement. This may mean that leaders need to develop an approach to understand what capabilities are required for the future and that people can describe the impact of continuous learning on their professional development.

Indicator 8: Delivering continuous improvement

Indicator: 8. Delivering continuous improvement

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I am responsible for improving the way we do things	39% (19)	31% (15)	14% (7)	10% (5)	6% (3)	0% (0)	0% (0)
I can experiment without feeling worried about making mistakes	25% (12)	51% (25)	10% (5)	8% (4)	6% (3)	0% (0)	0% (0)
I look for improvement ideas from within and external to my organisation	51% (25)	39% (19)	6% (3)	2% (1)	2% (1)	0% (0)	0% (0)
We are always seeking new ways to improve	76% (37)	18% (9)	4% (2)	2% (1)	0% (0)	0% (0)	0% (0)

In the context meeting the opportunity to understand how people are encouraged to suggest ideas for improvement as well as how they contribute to their performance was discussed. Knowing the School was keeping performance data up to date and recording this in terms of impact on the School it was clear that delivering continuous improvement was an integral part of self-review activities. This is supported by the overall alignment score of 6.19 against the education sector of 5.65 which is above the national average.

The online assessment responses above indicate that 84% of staff strongly agree to somewhat agree they are responsible for improving the way they did things and 86% could experiment without feeling worried about making mistakes. People described how they could contribute at meetings, engage with and design new methods to improve practice, undertake mentoring and coaching to encourage self-reflection and set their own targets as part of being innovative. Therefore, from interviews and the desk top review further discussions confirmed the 16% and 14% of respondents who neither agreed nor disagreed to somewhat disagreed were in roles where there is less opportunity to undertake continuous improvement activities. In addition, the word 'responsible' within the online assessment questions was sometimes associated with people believing that this could be a line management responsibility.

96% strongly agreed and agreed they looked for opportunities externally for improvement whilst 98% of respondents always looked for new ways to improve. This would suggest the School uses information such as from Ofsted inspections, as part of being a Multi Academy Trust, as well as from supporting other Schools within the Teamwork's Teaching Alliance and previous Investors in People reports to improve how it manages and develops its people. This was confirmed in interviews with the senior leadership team, Specialist Leaders of Education and Team Leaders. The 16% and 15% who somewhat agreed to strongly disagreed was not picked up in interviews and the desk top review.

Interviews with senior leaders confirmed through their own self-evaluation activities and Ofsted reports how they have recognised their good practice, what impact this has had within the School environment and areas for improvement for the management of their people. The benefits of leading a Multi Academy Trust and being part of Teamwork's Teaching Alliance have also enhanced networking for teaching staff in particular. Collectively, those in leadership positions could confirm how they use this information to develop new approaches as part of continuously improving.

Beech Hill has held the Investors in People award since 2000 and achieved a Gold award at the last review. For this review, the leadership team were keen to be assessed against the version 6 Framework and particularly the additional stretch afforded by the performance levels. As discussed in the context meeting, they were keen to receive any constructive

feedback from the assessment findings to help with their advancement through the performance levels.

Through observation, it was clear that Beech Hill also works towards and has achieved a number of other awards through the work of both staff and pupils. These include Investors in Families, National College for School Leadership, Investors in Pupils, Healthy School and Continuing Professional Development Mark. However, achieving an outstanding Ofsted outcome and leading a Multi Academy Trust was a proud moment for the School and recognition of their hard work and determination to prove themselves in a tough community. Being an Academy has also enabled the school to be extended twice as well as securing funding to build a purpose 4G pitch used by the school and the community. Otherwise, people readily described how they are involved in both specific and general improvements.

“The way in which the setting and monitoring of targets using Progress Tracker has made a real difference to tackle underperformance”

Senior leaders confirmed there is a detailed budget planning process which are reviewed regularly and are discussed with the Governing Body to justify what resources are being spent and whether this investment will benefit the School. At this level, the financial investment is reviewed in relation to continuous improvement. Otherwise, Team Leaders and Admin Staff Leaders have to make sure there is a flexible approach to measuring the return on investment of its people. For example, using data to confirm the impact of continuing professional development on achievement of the School Improvement Plan goals and targets. In addition, the investment in the Seesaw system and associated training for all levels of staff has enabled pupil progress to be analysed on an ongoing basis so that strategies can quickly be put in place to address any issues. This has undoubtedly supported the teaching and learning practices which are now 20% above the target of 80% set for them. In addition, the investment and training in how to use Progress Tracker enables data to be analysed in key areas of writing, reading and maths so additional support can be given as needed and recourses are deployed effectively.

The observation of the senior leadership team confirmed their commitment to continuous improvement and staff involvement with regards to new ideas. The self-evaluation process monitors overall effectiveness of the School in key areas including leadership & management, quality of teaching and learning (20% above their target of 80%), performance management, pupil progress and HR issues including staff retention. Collectively, senior leaders confirmed this approach identifies early problems for the leadership team, so they can be resolved quickly and supports how people are managed and developed.

The School felt they were at an Advanced level for this indicator. It is clear senior leaders are strongly committed to continuous improvement and an outstanding Ofsted is clear evidence of this. There are some high performing practices in relation to how new approaches are adopted in School but there will need to be more comparison data covering a period of no less than 3 years to demonstrate continuous improvement to move to this level. This means the performance level is at an Advanced stage.

Because there is clear emphasis on encouraging people to take responsibility for continuous improvement, new ideas and innovation will support valuable evidence towards becoming high performing in the future. It is recommended that Beech Hill continue to develop return on investment strategies and ensure people are more involved in innovation and ideas generation.

Indicator 9: Creating sustainable success

Indicator: 9. Creating sustainable success

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
A positive relationship with the community is key to my organisation's continued success	59% (29)	33% (16)	6% (3)	2% (1)	0% (0)	0% (0)	0% (0)
My organisation embraces change to create a sustainable future	51% (25)	39% (19)	4% (2)	4% (2)	2% (1)	0% (0)	0% (0)
My organisation has a plan for the future to ensure our continued success	59% (29)	35% (17)	4% (2)	0% (0)	2% (1)	0% (0)	0% (0)
My organisation is a great place to work and has a bright future	59% (29)	31% (15)	8% (4)	2% (1)	0% (0)	0% (0)	0% (0)

Over the years senior leaders have responded to change that would enable the School to be seen as outstanding where pupils can learn without limits, teachers can teach, parents can be involved and where everyone can reach their potential which underpins the School ambition. This is reflected in the overall alignment score of 6.45 against the education sector of 5.84 which is above the national average.

The online assessment responses above indicate that 98% of staff strongly agree to somewhat agree and only 2% who neither agree nor disagree there is a positive relationship with the community. This is an area of strength for Beech Hill who has close links in the community and as an Academy has been able to extend the School twice as well as securing funding to build a purpose 4G pitch used by the school and the community. This has also included a separate catering business which is attached to the school and although managed by the senior leaders as a commercial business is not part of this assessment. From interviews it was confirmed that the School has worked hard to ensure the School supports the local community as well as ensuring the facilities are beneficial to the School community and local residents. This was reflected at the desk top review with Parent Questionnaires confirmed over 70% strongly agreed or agreed that Beech Hill is well led and managed, and over 80% strongly agreeing or agreeing that pupils are well behaved and deals effectively with bullying.

94% of respondents strongly agree to somewhat agree the School embraces change whilst 98% strongly agree to somewhat agree they believe the School has a plan for the future. From interviews, people confirmed that communication of future priorities are made as soon as they are known such as: the new Seesaw App which can be used to set homework and challenging questions and for parents to be able to monitor their child's progress and Teaching Assistants trained in teaching of reading comprehension, so they can describe their impact on pupil progress. Other messages affecting the future would be feedback from Ofsted where an after-School meeting would be called as soon as they are known. Therefore, from interviews and the desk top review it was confirmed that the 6% and 2% of respondents who neither agreed nor disagreed to somewhat disagree were people in roles where they are less affected by changes that take place, or that as changes take place all the time in education led by central government they are less in control of how this affects the future and usually have to react to what is required rather than plan for it.

98% strongly agreed to somewhat agreed the School was a great place to work also reflected as 100% in the Staff Survey. There is no doubt that during interviews people confirmed they enjoy coming to work as they believe in the ethos in School and want to do the best for pupils and felt there was a culture of openness and trust in a 'no blame' environment. Also, many staff confirmed that people didn't tend to leave unless it was for career advancement or retirement also suggesting a people focused culture. This means there are 2% of respondents that neither agree nor disagree with this and it is appropriate to

consider how the School can engage with them though this was not picked up in interviews or the desk top review.

“Beech Hill is a great place to work and there have been many improvements in the refurbishment of key areas”

“Learning without Limits is at the heart of everything we do”

“It is a very demanding place to work but also very rewarding ... never a dull day”

Senior leaders confirmed that during performance meetings Team Leaders and their teams review progress against short and longer-term goals to ensure that people’s skills are being used effectively to deliver current and future priorities as well having a diverse workforce that reflects the community it serves. By ensuring the equality and diversity strategies are being deployed during recruitment and the development of staff senior leaders can demonstrate how they value diversity. The School Governors are then made aware of the School position to ensure resources are being deployed effectively. Whole staff meetings are then used to share information so that people are in a position to understand how any changes will affect them. The self-evaluation data is then a measurable record of what’s changed or improved. For example, the Teamwork’s Teaching Alliance has benefitted the School as it changes its working practices to support other Schools gain a better Ofsted rating. Comparison data showing pupil achievement results also confirms that changing teaching and learning practices have improved their ratings to a minimum 100% outstanding.

“The Progress Tracker and Observation Manager has really improved how we can keep information on the performance of staff and pupils easily up to date so that any problems can be identified quickly”

The School felt they were Advanced in this indicator and it was clear there are some advanced and high performing practices being undertaken. This was demonstrated from the interviews, desk top review and online assessment and confirmed that Beech Hill has a focus on the future, is responsive to change that is often with initiatives led by central government and good at informing and involving staff with what this will mean to them.

A key area of development for Beech Hill will be to maintain comparative data to confirm continuous improvement for a minimum of three years and particularly around staff and parent satisfaction. As a result, the outcome from the assessment confirms an Advanced level with some high performing practices emerging.

Implications and Recommendations

The following recommendations for the senior leadership team are based on the professional judgement and assessment of Beech Hill School undertaken by Julia Stokes.

This is a very positive review against the Investors in People version 6 framework. All those involved in the online assessments, observations and interviews were very supportive throughout the time on site.

This section of the report provides an opportunity to review the strengths within Beech Hill, as well as an opportunity to consider the potential development needs if a high performing level is to be achieved in the future.

There is no doubt the culture within Beech Hill is both people and pupil focused. The senior leadership team have always been committed to new approaches to improve the way they do things and has resulted in them achieving an outstanding Ofsted inspection in 2016 across all areas. Progress Trackers and Impact data have collectively provided the tools to measure continuous improvement. The School Improvement Plan and Team Plans then confirm what has been delivered against the outcomes and targets which are reviewed on an ongoing basis.

There is a strong culture of learning and development and people's objectives were often aligned to Teaching Standards or skills and knowledge as part of their personal development to improve overall pupil achievement. By utilising the performance management approach of setting objectives against outcomes and targets there is a clear focus on ensuring that learning and development impact on the success of the School.

In addressing the heat map 'As Is' approach in the context meeting, it was recognised that Managing Performance, Recognising and Rewarding performance as well as Delivering Continuous Improvement were key areas for further development at this stage. Beech Hill continues to develop their return on investment strategies and continuous improvement activities. The performance management discussion could be used as a starting point for managing performance to ensure that maximum benefit is being realised through more direct link to school objectives for all staff. This would also provide an opportunity to discuss how they might develop people's capabilities or recognise individual achievements and especially in supporting roles.

Varying aspects of reward and recognition could also be reviewed through staff consultation to recognise how individuals and teams can be rewarded for effort and success. Whilst Beech Hill has a number of advanced and high performing practice it undertakes, in order to maximise potential, based on the "to be" heat map, the following is an opportunity to review opportunities for continuous improvement and how these will provide real benefits for future performance. This will be further explored to agree the detail in the feedback meeting.

OPPORTUNITIES FOR IMPROVEMENT	REAL BENEFITS FOR HIGH PERFORMANCE
Further develop high performing evidence by working together as a leadership team to review and assess current and future capabilities utilising the leadership skills and behaviours from the Family of Learning Trust	Will provide a clear set of capabilities required of leaders in the future to deal with the changing face of education. Will further develop leadership capability in line with the School ambition and support

Behaviours for all levels of staff.	<p>role model behaviour.</p> <p>Will improve accountability and achieve the results for high performance.</p>
Explicit values and behaviours could be further developed within the performance management process so that people better understand how their behaviour is being measured.	<p>By defining the behaviours in the performance management process will create a consistent methodology.</p> <p>Will ensure values are at the heart of everything the School undertakes, and that people can challenge behaviour.</p>
<p>Ensure people can give examples of how they feel empowered, can make decisions and act upon them.</p> <p>To move towards the higher level, it may be useful to make explicit comparative data that confirms for example the correlation between employee engagement and pupil performance. This would need to be available for at least three years.</p>	<p>Will ensure people are participating and collaborating together in the decision-making process.</p> <p>People should confirm they feel empowered in their roles to make decisions and that continuous improvement can be demonstrated over a 3-year period.</p>
<p>Continue to ensure performance measures are extended from teaching and learning and pupil achievement to include more people measures around employee engagement and whether behavioural targets are used to improve performance.</p> <p>There were many examples of stretching objectives being set and recorded on the system but so far people's behaviours are not assessed against the values as required by the Standard</p>	<p>Will ensure as values and behaviours are embedded having performance data and evidence of behaviours being captured will undoubtedly help to advance the School towards a high performing level</p>
<p>Continue to ensure the approach to reward and recognition can support a team ethos where all employees feel involved and benefit from School success.</p> <p>There is an opportunity to encourage people to become more involved in what they expect in terms of recognition. Consideration could also be given to what data is available to consistently measure continuous improvement if the high performing level is to be achieved.</p> <p>Consider working towards and achieving the</p>	<p>Will ensure people feel involved in the design and approach to reward and recognition.</p> <p>Comparative data should be made explicit if the School aims to move to a higher level.</p>

Investors in People Health and Well-being Award.	
To progress to the high performing level on this indicator Beech Hill might want to make explicit comparative data to inform continuous improvement in relation to quantitative and qualitative evidence and its impact for at least 3 years.	Will ensure there is more explicit evidence to support being a high performing School.
<p>Continue to review how skills and capabilities are deployed and how people's potential is being utilised effectively would be beneficial if a higher level is going to be achieved as well as comparative data to provide evidence of continuous improvement.</p> <p>Ensure leaders have a consistent approach to understand what capabilities are required for the future and that people can describe the impact of continuous learning on their professional development.</p>	<p>Will ensure people's potential is understood and their capabilities are deployed effectively.</p> <p>Maintain comparative data to demonstrate how continuous learning is an integral part of how people are managed and developed.</p> <p>Will ensure continuous learning is part of the culture.</p>
<p>Ensure there is more comparison data covering a period of no less than 3 years to demonstrate continuous improvement to move to a higher level.</p> <p>Ensure there is a clear emphasis on encouraging people to take responsibility for continuous improvement, new ideas and innovation.</p> <p>Continue to develop return on investment strategies and ensure people are more involved in innovation and ideas generation.</p> <p>Ensure people can give examples of their new ideas and how these have delivered positive outcomes.</p>	<p>Comparative data needs to be explicit if continuous improvement activities are to be measured.</p> <p>Will nurture innovation and ideas for continuous improvement.</p> <p>Continued commitment to staff involvement and for taking responsibility.</p> <p>Return on investment strategies should better help people take responsibility for continuous improvement.</p>
Maintain comparative data to confirm continuous improvement for a minimum of three years and particularly around staff and parent satisfaction.	<p>All staff will understand how future challenges will affect them and stakeholders and know how to respond to these.</p> <p>Will ensure the School has a positive impact on the communities and markets it serves.</p>

Next Steps and Key Dates

A meeting has been agreed with the Head and Deputy Head on 13th February 2018. The purpose of the meeting will be to discuss the findings in the report and agree an action plan for continuous improvement. As highlighted by the table below, the Investors in People practitioner will return to Beech Hill School in twelve months to conduct a review in January 2019 and again for a twenty-four-month's review in January 2020. The scope and objectives for the review will be agreed each time in advance, leading eventually to the full framework review in January 2021. The Practitioner will provide additional detail at the feedback meeting.

Beech Hill School Accreditation date	Beech Hill School 12-Month Review	Beech Hill School 24-Month Review	Beech Hill School Accreditation Expiry
24/01/2018	24/01/2019	24/01/2020	24/01/2021

Annex 1: Assessment outcome table

Beech Hill School final outcome against 27 themes Note: Lowest theme level dictates final indicator outcome		Developed	Established	Advanced	High Performing
1. Leading and inspiring people	Creating transparency and trust				
	Motivating people to deliver the organisation's objectives				
	Developing leadership capability				
2. Living the organisation's values and behaviours	Operating in line with the values				
	Adopting the values				
	Living the values				
3. Empowering and involving people	Empowering people				
	Participating and collaborating				
	Making decisions				
4. Managing performance	Setting objectives				
	Encouraging high performance				
	Measuring and assessing performance				
5. Recognising and rewarding high performance	Designing an approach to recognition and reward				
	Adopting a culture of recognition				
	Recognising and rewarding people				
6. Structuring work	Designing roles				
	Creating autonomy in roles				
	Enabling collaborative working				
7. Building capability	Understanding people's potential				
	Supporting learning and development				
	Deploying the right people at the right time				
8. Delivering continuous improvement	Improving through internal and external sources				
	Creating a culture of continuous improvements				
	Encouraging innovation				
9. Creating sustainable success	Focusing on the future				
	Embracing change				
	Understanding the external context				

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