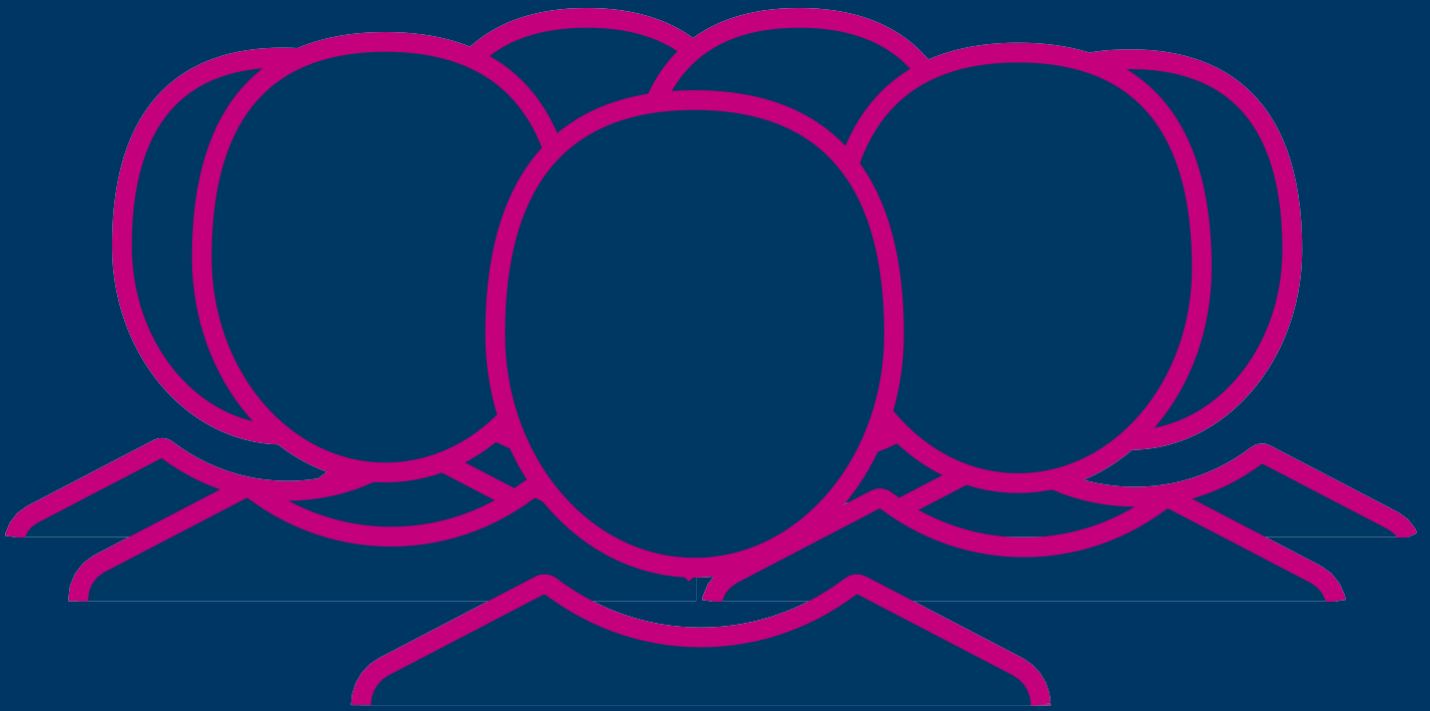


# INVESTORS IN PEOPLE™

We invest in people



## Feedback

St Damian's RC Science College

Project number: NOR-21-00679

Practitioner: Carol Davidson

Date: 9<sup>th</sup> July 2021

Investors in People North of England

Lee House

90 Great Bridgewater Street

Manchester

M1 5JW

0844 4068008

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You did it!

# INVESTORS IN PEOPLE™

## We invest in people Gold

You're at the Advanced level of our We invest in people accreditation.

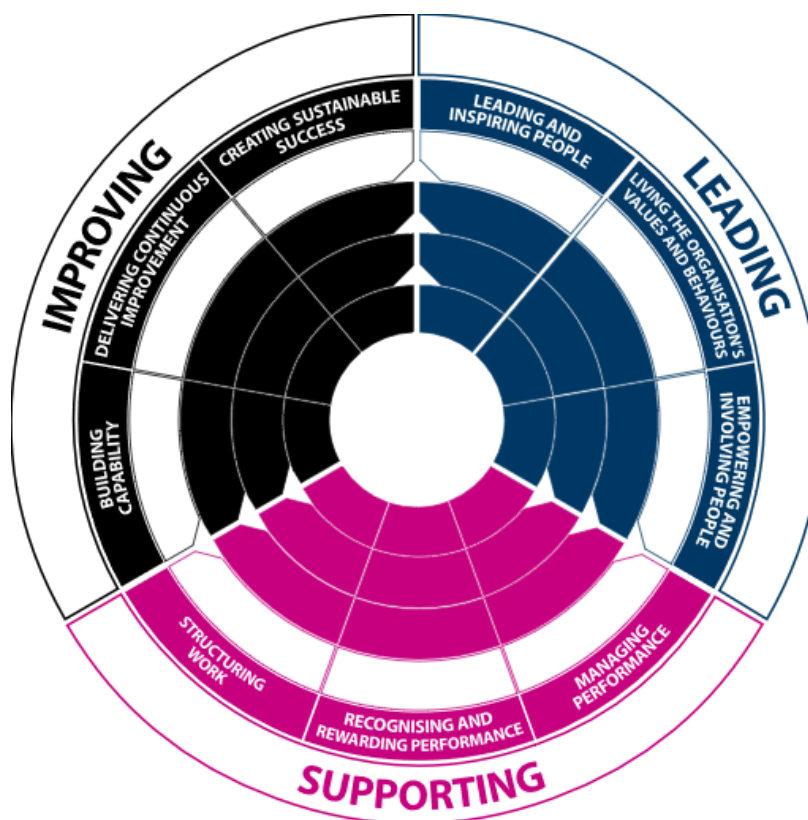
### Detailed feedback and recommendations inside...

- What to be proud of
- What to work on
- Our recommendations
- What's next

### Key dates

Accreditation date	12-month meeting	24-month meeting	Accreditation expiry
09/07/2021	28/06/2022	28/06/2023	28/06/2024

# At a glance



A Context Meeting was held between Sheldon Logue (Head Teacher), Angela Ogden (Director of Business Services) of St Damian's RC Science College and Carol Davidson (Practitioner), Investors in People North of England on Wednesday, 9<sup>th</sup> June 2021 to discuss the organisation's ambitions and current people management practices. Following the Context Meeting the online survey was conducted and successfully achieved 83% engagement level. The outcomes of the online survey were very positive and were reflected and reinforced during the individual interviews with eleven people on the 7<sup>th</sup> and 9<sup>th</sup> July 2021. The Practitioner also observed the virtual Whole Staff Meeting on 16<sup>th</sup> June 2021.

St Damian's RC Science College, based in Ashton-under-Lyne, provides secondary education to 826 students aged between eleven and sixteen years. The school initially gained Investors in People accreditation in 1997 and have continued to embrace and value the Standard, achieving Gold status in 2015 which was maintained in 2018. The benefits of having the accreditation demonstrated that they applied best people management practice which attracted a high calibre of applicants wishing to work at the school; the assessment process provided a voice for staff to give feedback on how they were managed and developed; it provided an external validation that they were doing the right things, which reinforced their core values and ethos of the school.

The school had achieved an Outstanding rating from the Ofsted in 2017 and the Diocese of Salford which they are aiming to maintain at their next inspections, anticipated within the next two to three years. Middle leaders had received training from the Head Teacher on the new Education Inspection Framework to support them in aspects of the curriculum development. The vision for the next three years had been established using eight key "Pillars" which would support the ambition of maintaining the Outstanding ratings and was shared with everyone at a Whole Staff Meeting in June 2021.

St Damian's have a range of policies in place to support staff from recruitment and selection process, reward and recognition strategy, learning and development and managing performance. A new appraisal system had been introduced for teaching staff focussing on Continuous Professional Development led by one of the Assistant Head Teachers. In addition to the one-to-one meetings with line managers, staff would also give a presentation to their peers sharing good practice and what they had achieved. Support staff also continued to have an appraisal with Teaching Assistants now attending the CPD sessions with teaching staff.

## What to be proud of

- Your vision and purpose are clearly defined by everyone. Staff say they feel trusted by the leadership team to take decisions and that there is an open and transparent culture within St Damian's.
- Your values are well embedded, guide the way people work every day and are integral to the decision-making processes at all levels within the school.
- Your communication strategies are robust ensuring that everyone has access to the knowledge and information they need to do their jobs effectively.
- Your new performance management processes are well designed and delivered, enabling people to reflect on their work and identify their own objectives and goals linked to the school's vision.
- Your reward and recognition strategies make staff feel valued and appreciated for their contribution to the success of the St Damian's.
- Your structure enables people to work collaboratively and provides interesting and varied roles.
- Your approach to learning and development has supported people to progress their careers and fulfil their potential.
- Your people demonstrate a high level of commitment and loyalty and think St Damian's is a great place to work.

## What to work on

- You demonstrated good practice introducing the Impact Presentations as part of the appraisal process for teachers and could extend this to other categories of staff.
- Your investment in learning and development to support people is significant in relation to time and finance. Consider methods to identify the tangible return on investment at team and organisational levels and the impact on achieving targets and objectives.
- You already collate data on staff turnover and absences creating human resource metrics, which could be expanding to include other aspects of your people management strategies.
- You already have developed a range of initiatives demonstrating your commitment to corporate social responsibility and community impact. Consider how these could be brought together into one strategy with clear measure and outcomes identified.
- Your reward and recognition strategies are well established. Consideration should be given to your approach to recognising and rewarding high performing teams and individuals.
- Good practice was demonstrated by having a Wellbeing Champion and consideration could be given to identifying other areas where Champions could be appointed.

# Congratulations on achieving Gold!

**You care** about your people, and we know you're ambitious to do even more for them.

Our feedback focuses on what you need to do to keep improving.

## Our recommendations

We've considered **who you are** and **where you're at** as an organisation. Our recommendations are designed to get you **where you want to be**.

- The introduction of the Impact Presentations as part of the appraisal process for teachers was inspirational and demonstrated good practice. Consideration should be given to extending this to other groups of staff e.g., Learning Support Assistants and the Student Support Team to provide the opportunity for them to both share good practice and learn from their colleagues.
- It was clear that methods to evaluate learning and development activities was carried out following an intervention e.g., the "happy sheet" and during appraisal discussions. Although people could describe how training had equipped them to do their jobs well, it was less evident what measures were in place to evaluate the impact of learning and development on achieving team and organisational objectives and the tangible return on the investment. Consideration should be given to look at evaluation models (e.g., Kirkpatrick) to form the basis on how the organisation can put measures in place clearly identifying the outcomes and value for money and how these will be reported to the Senior Leadership Team and Governors.
- Data was used to monitor and report on the people management strategies e.g., staff turnover and absences. Whilst it is good to limit the number of metrics used to identify improvement in performance consideration could be given to included additional data e.g., talent mobility with the percentage of vertical and lateral moves, cost of training per employee etc.
- Corporate social responsibility strategies should demonstrate what organisations do outside of their normal working remit. There was evidence that St Damian's did support and had an impact on the local and wider community. Consider how these could be brought together into one strategy with clear measure and outcomes identified e.g., effect on climate change through environmental policies etc.
- Your reward and recognition strategies are well established. Moving forward consideration should be given as to how you firstly identify what high performing teams and individuals look like and how they are rewarded and recognised using a different approach with greater financial or non-financial rewards.
- A Wellbeing Champion had been appointed to promote and organise events in the school. Opportunities exist to extend this practice by identifying people to take the lead and influence new initiatives/change in areas within the school e.g., inclusion, environmental issues etc.

# What's next?

When you've had a chance to read this report, we'll explain your results in our **feedback meeting**.

## WHO?

The meeting will include Carol Davidson, Sheldon Logue, and Angela Ogden.

## WHEN?

The feedback meeting is scheduled for Wednesday, 15<sup>th</sup> September 2021 at 10.00am

## WHERE?

We'll meet at **St Damian's RC Science College**.

## WHAT?

Together, we'll...

- **discuss your result** and our recommendations in detail.
- brainstorm how to turn our recommendations into **tangible activities**.
- develop an **action plan**, which we'll be able to review one and two years on.

# To keep your accreditation, you need to:

- keep meeting (or exceed!) the **requirements** of your award.
- meet us **12 and 24 months** down the line. We won't be assessing you again, but it'll give us the chance to **chat through your progress** against your action plan.
- be **reassessed** no more than three years later.

# Don't forget to celebrate!

**Let your people know** who how you did. **Reward them** for their hard work and **include them** in the journey you're on.

# Assessment results

## Your results by indicator

Leading and inspiring people		Not met	Developed	Established	Advanced	High Performing
	Creating transparency and trust					
	Motivating people to deliver the organisations objectives					
	Developing leadership capability					
	Leading and Inspiring People					
Living the organisation's values and behaviours		Not met	Developed	Established	Advanced	High Performing
	Operating in line with the values					
	Adopting the values					
	Living the values					
	Living the Organisations Values and Behaviours					
Empowering and involving people		Not met	Developed	Established	Advanced	High Performing
	Empowering people					
	Participating and collaborating					
	Making decisions					
	Empowering and Involving People					
Managing performance		Not met	Developed	Established	Advanced	High Performing
	Setting objectives					
	Encouraging High Performance					
	Measuring and assessing performance					
	Managing Performance					
Recognising and rewarding high performance		Not met	Developed	Established	Advanced	High Performing
	Designing an approach to recognition and reward					
	Adopting a culture of recognition					
	Recognising and rewarding people					
	Recognising and Rewarding High Performance					
Structuring work		Not met	Developed	Established	Advanced	High Performing
	Designing roles					
	Creating autonomy in roles					
	Enabling collaborative working					
	Structuring Work					
Building capacity		Not met	Developed	Established	Advanced	High Performing
	Understanding people's potential					
	Supporting learning and development					
	Deploying the right people at the right time					
	Building Capability					
Delivering continuous improvement		Not met	Developed	Established	Advanced	High Performing
	Improving through internal and external sources					
	Creating a culture of continuous improvements					
	Encouraging innovation					
	Delivering Continuous Improvement					
Creating sustainable success		Not met	Developed	Established	Advanced	High Performing
	Focusing on the future					
	Embracing change					
	Understanding the external context					
	Creating Sustainable Success					

# Survey highlights

## Your highest scores

- 98% of people feel St Damian's has a positive impact on society.
- 97% of people trust the leaders of St Damian's.
- 97% agreed that the values guided the way they worked.
- 98% felt encouraged to use their initiative.
- 98% agreed that they were encouraged to perform to the best of their abilities.
- 98% felt that their role enabled them to work well with others.
- 97% understood how the school invested in their learning and development.

## ...and your lowest

- 15.5% say they aren't rewarded in ways that match their motivations; however, of that score 11.3% neither agreed nor disagreed with the statement.
- 11.2% of people think they don't get appropriate recognition for their work; however, of that score 7% neither agreed nor disagreed with the statement.
- 9.8% disagreed that they were responsible for improving the way things were done; again, of that score 4.2% neither agreed nor disagreed.
- 7% of people disagreed that their manager thinks its important to develop their skills; however, of that score 5.6% neither agreed nor disagreed.

## Your overall survey score

### Benchmark



YOUR BENCHMARK

• **830**

AVERAGE IIP BENCHMARK \*

• **727**

AVERAGE INDUSTRY BENCHMARK

• **742**

Showing results for Secondary Education incl.  
General and Vocational

\* This reveals the average IIP Benchmark for all organisations who have undertaken the survey.

# Who took the survey?

## Survey Response Rate

### Overview

TOTAL RESPONSES 71 responses out of 86 (83%)



### RESPONSE METHOD



Email link: 71 responses out of 71

Open access: 0 responses out of 71

### By Team

GOVERNOR 8 responses out of 9



LSA/STUDENT SUPPORT 8 responses out of 10



SUPPORT STAFF 13 responses out of 17



TEACHING 42 responses out of 50



# Your survey results by indicator

The online assessment results delivered extremely positive results with the school achieving a higher average score against both the IIP average and the sector average for Secondary Schools for all indicators.

## Indicator summary

		Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Indicator Score	Difference from IIP Average
INDICATOR 1										
Leading and inspiring people	▼	75.7%	17.6%	3.2%	0.4%	0.7%	0.0%	2.5%	6.6	+1.0
INDICATOR 2										
Living the organisation's values and behaviours	▼	75.2%	21.1%	1.4%	0.6%	0.0%	0.0%	1.7%	6.6	+0.7
INDICATOR 3										
Empowering and involving people	▼	59.2%	29.9%	8.8%	0.4%	0.4%	0.0%	1.4%	6.4	+0.6
INDICATOR 4										
Managing performance	▼	64.1%	25.7%	5.6%	2.5%	0.4%	0.4%	1.4%	6.4	+0.7
INDICATOR 5										
Recognising and rewarding high performance	▼	52.8%	28.5%	7.4%	7.4%	1.4%	1.4%	1.1%	6.2	+1.0
INDICATOR 6										
Structuring work	▼	67.3%	25.0%	3.9%	1.1%	0.7%	0.7%	1.4%	6.5	+0.6
INDICATOR 7										
Building capability	▼	59.4%	30.7%	5.6%	2.0%	0.8%	0.3%	1.1%	6.4	+0.9
INDICATOR 8										
Delivering continuous improvement	▼	57.4%	30.3%	6.0%	3.2%	1.1%	0.7%	1.4%	6.3	+0.7
INDICATOR 9										
Creating sustainable success	▼	79.6%	15.1%	3.5%	0.4%	0.0%	0.0%	1.4%	6.7	+0.9

# Your survey results by theme

## Themes (Highs and lows)

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Score	Difference from IIP Average
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### Highs

<b>Understanding the external context</b> <small>INDICATOR 9: Creating sustainable success</small>	81.7%	16.9%	0.0%	0.0%	0.0%	0.0%	1.4%	6.8	+0.9
<b>Focusing on the future</b> <small>INDICATOR 9: Creating sustainable success</small>	83.1%	13.4%	1.4%	0.7%	0.0%	0.0%	1.4%	6.7	+0.9
<b>Operating in line with the values</b> <small>INDICATOR 2: Living the organisation's values and behaviours</small>	78.9%	18.3%	1.4%	0.0%	0.0%	0.0%	1.4%	6.7	+0.9
<b>Adopting the values</b> <small>INDICATOR 2: Living the organisation's values and behaviours</small>	80.3%	16.9%	0.7%	0.0%	0.0%	0.0%	2.1%	6.7	+0.6
<b>Enabling collaborative working</b> <small>INDICATOR 6: Structuring work</small>	73.2%	21.1%	4.2%	0.0%	0.0%	0.0%	1.4%	6.6	+0.7

### Lows

<b>Creating a culture of continuous improvements</b> <small>INDICATOR 8: Delivering continuous improvement</small>	51.4%	34.5%	7.0%	2.8%	1.4%	1.4%	1.4%	6.2	+0.6
<b>Measuring and assessing performance</b> <small>INDICATOR 4: Managing performance</small>	50.7%	33.8%	7.0%	5.6%	0.0%	1.4%	1.4%	6.2	+0.5
<b>Participating and collaborating</b> <small>INDICATOR 3: Empowering and involving people</small>	45.1%	35.2%	16.9%	1.4%	0.0%	0.0%	1.4%	6.2	+0.7
<b>Recognising and rewarding people</b> <small>INDICATOR 5: Recognising and rewarding high performance</small>	52.1%	28.2%	8.5%	7.0%	1.4%	1.4%	1.4%	6.1	+1.1
<b>Designing an approach to recognition and reward</b> <small>INDICATOR 5: Recognising and rewarding high performance</small>	43.7%	32.4%	8.5%	11.3%	2.8%	1.4%	0.0%	6	+1.0

# What your people told us

## Leading

### LEADING AND INSPIRING PEOPLE

#### Indicator 1: Leading and inspiring people

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
Management communicates the organisation's ambition	87.3%	5.6%	4.2%	0.0%	0.0%	0.0%	2.8%
I trust the leaders of my organisation	71.8%	22.5%	1.4%	1.4%	0.0%	0.0%	2.8%
My manager motivates me to achieve my best	73.2%	21.1%	1.4%	0.0%	1.4%	0.0%	2.8%
My organisation develops great leaders	70.4%	21.1%	5.6%	0.0%	1.4%	0.0%	1.4%

*“I believe there is a good level of trust and openness in school and confidential issues are always dealt with sensitively.”*

*“There is very little micromanagement - we are constantly told “you’re the experts and leaders are here to support you” - so departments are trusted to deliver what needs to be done.”*

*“My line manager is always available and regularly checked in with us about our wellbeing especially during lockdown.”*

*“They constantly share information, and the Head is keen for us to give honest feedback which he genuinely takes on board.”*

St Damian’s RC Science College have a clear vision and purpose to be an “*Outstanding Catholic School in ALL we do*” which was highly visible and shared openly internally and externally on the website. People had a good understanding of the vision and purpose describing in their own words what it meant “*the ethos of the school is for every child to succeed - it’s about looking after the whole person and progress will come*”. This was reinforced by the results of the online assessment with 97% of respondents agreeing that the leadership team communicated the school’s ambition.

The school had been awarded an Outstanding rating from Ofsted in 2017 and the Diocese of Salford inspection in 2016 and wanted to maintain these achievements. The College Improvement Plans was reviewed and refreshed annually and underpinned by Faculty Plans covering curriculum areas.

Due to the ongoing impact of the pandemic, with periods of lockdown and staff and students having to self-isolate, the CIP priorities for the academic years 2019/2020 and 2020/2021 had been reviewed and amended to reflect and manage the circumstances. The school demonstrated agility in managing the situation with the key focus placed on delivering the online school to ensure that the students continued to have access to their lessons which had been successfully achieved. Attendance was monitored with calls to parents/guardians to establish reasons for student absences. Once staff and students returned following the easing of lockdown rules significant work was carried out to ensure the school was Covid safe with every student tested twice a week and contact tracing undertaken. People explained that there had been an increase in mental health and wellbeing issues of the students with measures put in place to provide additional emotional support for the young people. The Government's decision not to hold GCSE examinations in 2021 had created more work for teaching staff in setting exam papers, marking and awarding assessment grades for students in Year 11.

A Whole School Staff Meeting had been held via Teams in June 2021 to share the future direction of St Damian's, which was interactive with people being able to pose questions and observed as part of the assessment process. The Meeting had been used not only to look forward, but to reflect on what had been achieved over the past sixteen months and to thank everyone for their hard work during *"unprecedented and extreme circumstances"*.

Prior to the meeting a survey had been conducted with staff to gain their feedback on what would be required to remain Outstanding and any barriers, should an Ofsted Inspection be imminent. The feedback had contributed to the creation of the eight "Pillars" with the Senior Leadership Team conducting a SWOT analysis focussing on the weaknesses and opportunities, which would form the basis of the CIP over the next academic year.

Everyone interviewed confirmed that they had completed the survey and participated in the Whole Staff Meeting. People welcomed the opportunity to put forward their views on what would be required in the future and clearly understood how their roles contributed to achieving the school's ambition and vision.

In addition to the survey, the Head Teacher held individual meetings with all staff every year to gain their opinions and thoughts on improvements required in the school. People explained that they liked meeting with the Head Teacher and felt comfortable discussing what they felt had gone well and where improvements could be introduced, reflecting the open and honest culture that had been created in the school. Again, the online assessment results reinforced the feedback during interviews, with 96% of respondents agreeing that they trusted the leaders in the school.

It was evident that leaders understood their responsibilities for managing and developing their teams and could describe the knowledge, skills and behaviours required to motivate people to achieve their best. Examples included:

- Empowering people to take decisions and use their initiative.
- Being a good role model and *"leading by example"*.
- Having effective communication skills and providing clear direction.
- Motivating people and *"letting people shine"*.

Examples of coaching techniques were demonstrated at all levels of the school and across the different departments. As a Teaching School Hub, middle leaders supported trainee teachers into the profession through coaching and mentoring activities. Newly qualified teachers were also allocated a mentor and met with them regularly to discuss their work and different approaches when dealing with students. The appraisal process for support staff was based on a coaching model with guidance produced for managers providing examples of coaching questions and techniques.

The Head Teacher explained that he wanted people to feel empowered in their roles and placed a high level of trust in their abilities to take decisions. During interviews people confirmed they felt trusted and that the learning and development provided equipped them to use their initiative and take decisions, stating they were not *"micromanaged"*.

The Head Teacher recognised the importance of keeping his own, and that of the wider leadership teams, skills and knowledge up to date and fresh with many taking national professional qualifications. He also had delivered Continuous Professional Development session for aspiring middle leaders focussing on leadership skills.

**Organisational Measure:** St Damian's operates measures relating to this indicator. The following data from the internal Staff Survey evidences the journey of continuous improvement.

**89% of people** placed leadership as being one of the most important factors in delivering the school's vision.

**Performance Level Achieved:** Advanced

## LIVING THE ORGANISATION'S VALUES AND BEHAVIOURS

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

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
The values at my organisation guide the way we work	78.9%	18.3%	1.4%	0.0%	0.0%	0.0%	1.4%
My organisation has clear values	80.3%	16.9%	0.0%	0.0%	0.0%	0.0%	2.8%
I share my organisation's values	80.3%	16.9%	1.4%	0.0%	0.0%	0.0%	1.4%
I challenge behaviours which don't match the organisation's values	57.7%	33.8%	4.2%	2.8%	0.0%	0.0%	1.4%
My behaviour reflects the organisation's values	78.9%	19.7%	0.0%	0.0%	0.0%	0.0%	1.4%

*“The values underpin everything we do in school - being caring and showing respect comes from the top down.”*

*“Being kind and looking after each other is how we work - especially during the past sixteen months when some staff and students have struggled.”*

*“No child is left behind - it's all about creating opportunities for the young people and raising their aspirations.”*

St Damian's core values reflected the vision to be an *“Outstanding Catholic School in ALL we do”* and reinforced the Christian faith ethos. The *“St Damian's Way”* underpinned the values and culture defining the expected behaviours of everyone in the school. Interviewees explained that although the values were displayed throughout the building it was the *“the feeling and atmosphere within the school that really gives a true sense of the values”*.

Leaders explained that they demonstrated the values in the way they worked collaboratively and acted as good role models in the way they behaved. Being positive and not getting *“too hung up”* on things that they couldn't change and *“looking for solutions”* was key to how they worked. People confirmed the behaviours of the leaders in the school reflected the values in how they managed their staff affirmed them as being good *“role models”*.

During the interviews people explained that the values were the *“drivers”* to how they worked together as colleagues, with the students and their parents. The values were described as showing respect, acting with honesty and integrity, being inclusive, remaining positive and promoting aspirations. Examples of how the values were lived included:

- Working with a Year 10 group to ensure that the young people gained self-confidence, believed in themselves, and developed aspirations.

- Encouraging the students to demonstrate respect both in the classroom and the communal spaces around the school.
- Working closely as a team, supporting, and looking after each other which had been particularly prevalent during the pandemic.
- Working closely with parents to ensure that the positive behaviour of students was encouraged and reinforced within the school and at home.

The values had been integrated into the people management strategies, including the recruitment and selection process. Those new to the school explained that during their interview they were asked values-based questions and had to provide practical examples of how they could demonstrate them from previous work/life experiences. The induction programme also covered the values to ensure new recruits had a clear understanding of the ethos and culture of the school. During the appraisal process peoples' behaviours were discussed, with objectives agreed that were aligned and demonstrated the values.

During the interviews people confirmed that they felt able to challenge behaviours that did not reflect the values, which reinforced the outcome of the online assessment with 96% agreeing to the statement. People explained that incidents were a rare occurrence and dealt with quickly and sensitively. The Ambrose Centre was used to deal with any behavioural issues of students with work packs developed and reflective practice in place.

The Head Teacher explained that the values were considered when making decisions and developing policies and procedures. A good example was the decision not to run a local authority funded Summer School during the holidays as it was felt that all the staff had worked extremely hard and needed to have a good break. People also explained that they took the values into account when making decisions about the students *"when to push or back off - and having a reflective conversation"*.

**Organisational Measure:** St Damian's operates measures relating to this indicator. The following data from the internal Staff Survey evidences the journey of continuous improvement.

**92% of people** placed the Catholicity ethos and values as being one of the most important factors in delivering the school's vision.

**Performance Level Achieved:** Advanced

## EMPOWERING AND INVOLVING PEOPLE

### Indicator 3: Empowering and involving people

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
I have all the information I need to do my job well	59.2%	32.4%	7.0%	0.0%	0.0%	0.0%	1.4%
I am encouraged to use initiative in my role	70.4%	25.4%	2.8%	0.0%	0.0%	0.0%	1.4%
I have a say in decisions that affect my role	45.1%	35.2%	16.9%	1.4%	0.0%	0.0%	1.4%
I am trusted to make decisions in my role	62.0%	26.8%	8.5%	0.0%	1.4%	0.0%	1.4%

*“I feel in control of what I’m doing with the children - everything is set out in the curriculum, and I can take decisions on how to deliver the lesson to suit a particular class.”*

*“During the first lockdown we were contacted by e-mails and text messages - the Head Teacher and line managers telephoned us regularly to check in and make sure we were all okay.”*

*“We could access everything we needed when working from home and used Teams to have our meetings.”*

St Damian’s had developed strategies to ensure everyone had access to the knowledge and information they required to carry out their job roles effectively. People explained that they had their own areas within the school’s shared drive holding various resources and information relating to their subjects. The SIMS (School Information Management System) was a critical tool holding a vast range of data on the students e.g., attendance, grades, and targets etc., which could be accessed and updated by key staff.

One of the biggest challenges the school faced was delivering remote learning through the online school during the initial lockdown period. An INSET day had been held focussing on remote learning with policies updated and a working party of fifteen people set up to boost and support Teaching and Learning. Investment had been made in tablets and issued to staff, providing a “white board from home” to support teachers in delivering lessons and could also be used for their own training. Members of the Senior Leadership Group had a vision of delivering 100% of live lessons online and were “extremely proud of what had been achieved” and the efforts of the whole team.

Opportunities for people to be engaged in the decision-making processes took place during the different meetings held across the school. People described how they had still held meetings during the lockdown period using Teams which had been continued once staff returned to the school in order to maintain social distancing. Examples of collaborative work were presented and included the following:

- Subject Leaders Meetings, covering all the curriculum areas, had been used to redesign the assessment process for Key Stage 3.
- Teaching Assistants facilitated lessons in the classroom with the Teacher delivering live lessons online if they were required to self-isolate.

Consultation arrangements were in place to discuss any changes being proposed e.g., the reduced lunch break, increasing the form time and the restructuring of the Creative Technology Department. The rationale behind changes were clearly communicated setting out the benefits e.g., the restructuring of the Creative Technologies Department identified the savings achieved, creating value for money in the short and medium term.

People clearly understood their level of decision-making powers which was established in the school's policies and procedures and job descriptions. It was evident that people felt confident and empowered to take decisions in their roles which was strongly encouraged by the Senior Leadership Team. People explained that they could develop their own lesson plans, incorporating their own practice, and would refer to their line manager if they felt it was necessary. Support staff also gave examples of when they would refer to their line manager e.g., if they were unclear of the terminology used when updating the SEN register.

Gaining feedback from people on how they were managed and developed was gathered in a variety of ways which included the Staff Survey, evaluation of training delivered, when people left employment and during the one-to-one meetings with the Head Teacher. The results of the Staff Survey were shared with everyone during the Whole Staff Meeting held in June 2021 and people confirmed that suggestions for improvements and/or changes were taken on board by the Head Teacher. One example provided was a teacher who did not have their own classroom and required space to carry out administrative work which had been quickly addressed.

Opportunities were provided to enable people to develop leadership skills with TLR (Teaching and Learning Responsibilities) payments awarded to staff taking on additional roles within the school. Examples included acting as a mentor for trainee teachers, being appointed as Head of Year to support and guide Form Tutors and taking up the role of second in subject areas.

**Organisational Measure:** St Damian's operates measures relating to this indicator. The following data from the internal Staff Survey evidences the journey of continuous improvement.

**Level of engagement in the 2021 Staff Survey - 100%**

**Performance Level Achieved: Advanced**

# Supporting

## MANAGING PERFORMANCE

### Indicator 4: Managing performance

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
I have agreed my objectives with my line manager within the last 12 months	57.7%	31.0%	7.0%	2.8%	0.0%	0.0%	1.4%
I feel encouraged to perform to the best of my abilities	74.6%	19.7%	4.2%	0.0%	0.0%	0.0%	1.4%
My manager helps me improve my performance	73.2%	18.3%	4.2%	1.4%	1.4%	0.0%	1.4%
I have discussed my performance with my manager in the last 6 months	50.7%	33.8%	7.0%	5.6%	0.0%	1.4%	1.4%

*“I gave an Impact Presentation to my colleagues and the Head - I picked one of my targets, explained what I’d done and the outcomes. Even though I’m a teacher I was quite nervous, but it went really well, and I got some good feedback.”*

*“Our targets are stretching - you really have to put in hard work and time but it’s all worth it in the end.”*

*“Yes, we have our appraisals and interim reviews - but we are constantly talking all the time about where we’re up to and what needs to be done.”*

A new dynamic approach had been developed to manage the performance of both teaching and support staff to ensure that the school’s objectives and targets could be achieved. Significant work had been carried out to develop the new appraisal processes with supporting documentation, which was extremely thorough and viewed as part of the desktop analysis.

The teacher’s appraisal was designed to encourage reflective practice and drive-up standards in teaching and learning as part of the strategy for maintaining their Ofsted Outstanding rating, with three objectives established covering:

- Subject/Skill Knowledge Enhancement
- ICT to support teaching and learning
- Pupil progress

People were required to identify the strategies they would use to deliver the objectives together with the evidence to demonstrate what had been achieved. A log to assist people in collecting evidence for the Subject Knowledge Enhancement and ICT objectives was included with the CPD activity, when it had taken place, what had been learned and the next steps.

Prior to the appraisal meeting individuals had to consider and reflect on their own practice against the Framework for Great Teaching - Self Assessment Audit and whether it was fully embedded, partially embedded or an area of development with supporting evidence required to quantify their judgement.

Another new feature of the appraisal was the introduction of Review of the Year with individuals giving a short Impact Presentation to their colleagues and line manager focussing on one of their objectives. Each member of the Senior Leadership Team was allocated to a faculty and attended the presentations.

The appraisals for Support Staff had also been revised and updated with individuals identifying their objectives and what and how they wanted to achieve. A coaching model was used with guidance provided for managers which included examples of sample questions and objectives appropriate for different categories of Support Staff e.g., Midday Supervisors, Admin and Teaching Assistants. Standards for Support Staff had been developed reflecting the behaviours and used during the appraisals.

Everyone clearly understood the process for managing performance and confirmed they had undertaken an appraisal with their line manager. Examples of objectives included:

- Enhancing subject knowledge in Maths GCSE through collaborative work with colleagues on best practice for the top set of students to achieve their potential and higher grades.
- Delivering live lessons using Teams including creating and designing of practical field work skills in the classroom.
- Learning to compute the Head of Year data, including grades, attitude to learning and homework, independent learning etc from a spreadsheet and manipulating it to provide a report format

Teachers explained that the appraisals were a “two-way process” and that they were responsible for identifying and setting their own stretching targets under the three objectives described above, which linked to the College Improvement Plan and Faculty Plans. Interviewees described delivering an Impact Presentation to their colleagues and that although some found it challenging overall, the process had been well received and was considered good for sharing best practice. The Head Teacher explained that literacy was a key priority and that everyone would be set an objective in their subject area to include spelling, grammar, reading and comprehension.

Significant time was invested in managing performance with interim reviews carried out to monitor progress against objectives and targets and end of year meetings held to discuss and evaluate outcomes. When discussing underperformance, the Assistant Head Teacher explained that it “*was not an issue in school*” as any concerns would be picked up quickly and action taken to support the individual.

Robust systems were in place to assess performance with a wide range of data available to monitor the progress of individual students. Examples included:

- Observation of lessons being delivered in the classroom.
- Learning Walks led by members of the Senior Leadership Team.
- Peer Observations.
- Work Scrutiny Meetings.

**Organisational Measure:** St Damian’s operates measures relating to this indicator. The following data evidences the journey of continuous improvement.

**Students achieving Grade 5 or above in English and Maths GCSE**

St Damian’s	-	58%
LA Average	-	40%
England Average	-	43%

**Performance Level Achieved:** Advanced

## RECOGNISING AND REWARDING HIGH PERFORMANCE

### Indicator 5: Recognising and rewarding high performance

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
I get appropriate recognition for the work I do	53.5%	26.8%	8.5%	7.0%	1.4%	1.4%	1.4%
I am consistently recognised when I exceed expectations	50.7%	29.6%	8.5%	7.0%	1.4%	1.4%	1.4%
I feel appreciated for the work I do	63.4%	25.4%	4.2%	4.2%	0.0%	1.4%	1.4%
I am rewarded in ways that match my motivations	43.7%	32.4%	8.5%	11.3%	2.8%	1.4%	0.0%

*“The Head always thanks us and asks if we are okay - he gives us a “high five” which is a real boost.”*

*“I do feel valued - we are told a lot about how much staff are appreciated.”*

*“I am very clear about the pay scales and how we can progress, which is linked to our appraisal and the outcomes for students.”*

St Damian’s had developed a clear approach to demonstrate how they valued and appreciated the contribution that staff made to the success of the school. A Reward and Recognition Policy had been developed setting out the range of benefits provided by the school. The school wanted to attract a high calibre of staff and was striving to be an Employer of Choice with the Policy sent to applicants as part of the recruitment and selection process. The Policy included the following:

- A clear and transparent pay structure and policy.
- Terms and conditions of employment which exceeded statutory requirements.
- Living Wage Foundation Rate.
- Appraisal process providing positive feedback to recognise achievements, development and efforts.
- Professional development and the opportunity to progress careers.
- Pension fund
- Employee Assistance Programme and Wellbeing Champion.
- Access to Tameside MBC initiatives e.g., Childcare Vouchers, Cycle Scheme etc.

To underpin and reinforce the Reward and Recognition Policy a new Employee Annual Salary

Statement and Benefits Package had been introduced and issued to every member of staff which was viewed as part of the desktop analysis.

During the interviews people confirmed that they were clear on what they needed to do to be rewarded and explained that pay progression was determined during the appraisal process with awards made based on the achievement of their objectives and the progress of students. Line managers were responsible for making recommendations for pay progression and were required to provide the reasons should an award not be awarded. In addition to the pay awards teaching staff were also allocated TLRs in recognition of their skills and knowledge attracting a financial benefit.

It was evident that a culture of recognition had been created with interviewees stating that they did feel valued and appreciated, which reflected the online assessment results with 89% of respondents agreeing that they received appropriate recognition for their work and 93% agreeing that they felt appreciated. People provided examples of how they were recognised, both formally and informally, in the following ways:

- The Head Teacher sent personalised letters to thank staff for their efforts and the GCSE results.
- Celebration Evenings were held in recognition of the students and staff for their achievements.
- The Newsletters from the Head Teacher were posted on the website celebrating and recognising the achievements of students and staff.
- During Whole Staff Meetings people were thanked for their efforts, especially over the past eighteen months, when everyone had worked relentlessly during the pandemic.

During the interviews people described how they recognised their colleagues for “Random Acts of Kindness” with small treats left anonymously on desks. Team recognition was also evident e.g., the Teaching Assistants Day with travel mugs presented.

People explained that they felt the reward and recognition strategies matched their motivations with the opportunity to develop their careers, be involved in shaping the future direction of the school and the overall caring and kind environment, reflecting the values. The wellbeing of staff was also a key feature and people explained that throughout the pandemic the Senior Leadership Team had kept in touch with them showing how much they were valued. This was reinforced by the results of the online assessment with 85% of respondents agreeing to the statement.

The Head Teacher explained that towards the end of the summer term people could come in late or leave early in recognition of their hard work throughout the year which was appreciated by the staff.

**Organisational Measure:** St Damian’s operates measures relating to this indicator. The following evidence demonstrates the journey of continuous improvement.

The Business Director of Business Services received the National Schools Business Manager of the Year Award.

**Performance Level Achieved:** Advanced

## STRUCTURING WORK

### Indicator 6: Structuring work

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
I am able to develop the skills I need to progress	57.7%	32.4%	4.2%	1.4%	2.8%	0.0%	1.4%
I have the right level of responsibility to do my job effectively	62.0%	26.8%	5.6%	1.4%	0.0%	2.8%	1.4%
My role enables me to work well with others	73.2%	21.1%	4.2%	0.0%	0.0%	0.0%	1.4%
My work is interesting	76.1%	19.7%	1.4%	1.4%	0.0%	0.0%	1.4%

*“There is a lot of collaboration across the whole school between departments, support staff and teachers.”*

*“We are encouraged to use our initiative and come up with solutions rather than problems.”*

*“The school structure is very clear; everyone knows who they report to and what they are accountable for in their roles.”*

St Damian’s had a clear organisational structure demonstrating the lines of reporting and accountability which was understood by everyone interviewed. Teaching staff explained that they were responsible for more than one role e.g., as Form Tutors, they reported to the Heads of Year for the pastoral areas of their work and to the Heads of Faculty in relation to the subject they taught.

During the Context Meeting and interview with the Head Teacher it was explained that it was important that the school structure reflected the future needs and delivered value for money. Several changes had been introduced which included:

- St Damian’s had become a Teaching Hub School with middle leaders taking on a mentoring role with the trainee teachers to support them into the profession.
- A new faculty had been designed with the amalgamation of Technology and Expressive Arts to form the Creative Technology Department delivering cost savings and value for money.

Job descriptions had been developed for all roles setting out the purpose and accountabilities with several examples provided as part of the desktop analysis. Although the Head Teacher acknowledged and understood that job descriptions were required, he knew that everyone in the school was “*clear about their accountabilities*” stating that “*good people don’t need them, and bad people hide behind them*”.

Interviewees confirmed they were clear about their responsibilities and the standards of work expected and had a job description, although some people had not viewed them recently. It was evident that people enjoyed their work and found it varied and interesting stating “*no two days are the same in school*” which reflected the results of the online assessment with 97% of people agreeing that their work was interesting.

Person specifications had also been produced setting out the skills, knowledge and behaviours required for each role broken down into essential and desirable features used during the recruitment and selection process.

Career progression and pathways were demonstrated in the organisational structure with peoples’ aspirations discussed during the appraisal process and the one-to-one meetings with the Head Teacher. People explained that opportunities were provided to take on TLR roles, some of which were temporary, but offered the chance to develop leadership skills and demonstrate their capabilities.

As previously discussed under Indicator 3, levels of decision-making levels had been identified and people understood when it would be necessary and appropriate to refer to a higher level of authority. People explained that the school’s policies and procedures were accessible on the shared drive and identified levels of responsibility e.g., safeguarding issues, purchasing additional resources and materials etc. During the lockdown additional policies and procedures had been created to ensure everyone understood what was required e.g., not having the camera on during online lessons to protect privacy.

Strong teamwork and collaboration were a strong feature within the school with many examples of how people worked together to achieve the best outcomes for the students. Examples included:

- Learning Walks enabled teachers to witness different teaching styles and pick up good practice across other subject areas.
- Collaboration between the geography and science departments to ensure consistency in teaching certain aspects where there was a cross over in the curriculums e.g., speed, climate change etc.
- When teachers had to self-isolate, Teaching Assistants supervised classes whilst the lesson was being delivered online.

**Organisational Measure:** St Damian’s operates measures relating to this indicator. The following evidence demonstrates the journey of continuous improvement.

68% of teaching staff had a TLR.

**Performance Level Achieved:** Advanced

# Improving

## BUILDING CAPABILITY

### Indicator 7: Building capability

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
My manager thinks it is important that I develop my skills	60.6%	28.2%	4.2%	5.6%	0.0%	0.0%	1.4%
I have opportunities to learn at work	62.0%	29.6%	5.6%	1.4%	0.0%	0.0%	1.4%
I make use of my organisation's learning and development opportunities	53.5%	38.0%	5.6%	1.4%	0.0%	0.0%	1.4%
I know how my organisation invests in learning and development	66.2%	25.4%	5.6%	0.0%	1.4%	0.0%	1.4%
People are selected for roles based on their skills and abilities	54.9%	32.4%	7.0%	1.4%	2.8%	1.4%	0.0%

*“I’ve done loads of training - the majority of the courses are directly linked to how we can provide student support.”*

*“I had a conversation with my line manager about what I would like to learn going forward - we discussed shadowing opportunities to build up my experience.”*

*“The Pop-Up’s were really useful - we can choose which ones to attend and if you’re not participating can do other online courses.”*

St Damian’s recognised the significance of keeping everyone’s skills and knowledge up to date to deliver the vision of being an “*Outstanding Catholic School in ALL we do*”. The core purpose of the school was Teaching and Learning with one of Pillars in the CIP focussing on delivering Continuous Professional Development to achieve “*at least good outcomes*”. A Teaching and Learning Team had been developed to lead practice and facilitate CPD and INSET days.

Learning and development interventions were identified considering the future school objectives, mandatory training and the specific needs of individuals which were discussed and agreed during the appraisal. The Assistant Head explained that prior to the teacher’s appraisal people carried out a self-audit on their own practice to identify areas to enhance their subject knowledge which formed one of their objectives.

Support Staff were also engaged in identifying their own learning and development needs during the appraisals. People explained that the training identified was directly linked to meeting their objectives and linked to supporting students to maximise their potential and outcomes. Examples of learning included:

- Creative writing looking at structuring of work which had helped the students.
- Dual coding to help the students associate words with pictures.
- Mental Health Course which had assisted in delivering a project on Children's Mental Health Week with a board displaying positive messages.

The Head Teacher explained that a budget was set annually to cover the costs of learning and development activities, which was flexible depending on the needs that arose. Evaluation took place immediately following an event e.g., people completed a "happy sheet"; measures were in place to monitor the impact of learning and identify improvements to practice and student outcomes which was discussed during the appraisal process.

The Senior Leadership Team had a good level of understanding of their staff and recognised those with the potential to progress within the school. During the appraisal meetings, conversations were held to establish peoples' aspirations with advice and guidance provided, coupled with training and development opportunities to support them achieve their personal goals. People confirmed that they were encouraged to identify their own learning and development needs as well as considering their future career paths and what they would like to achieve. Examples were provided of the types of activities undertaken to support career development which included:

- The school had funded staff to attend courses to gain the National Professional Qualification for Senior Leadership and Middle Leadership. It was explained that the training had not been as successful as initially hoped due to the pandemic, with the opportunity to network reduced resulting in more online learning and self-study.
- TLR posts had been allocated providing the opportunity for people to develop their leadership capabilities e.g., planning, motivating people, communication, and organisational skills.

Delivering learning interventions were both innovative and cost effective with a range of strategies used including:

- Mentoring, coaching, and shadowing.
- INSET days delivered by various members of staff and the Senior Leadership Team.
- Online learning which had proved invaluable during lockdown.
- Research projects on subject knowledge.
- Pop-Up sessions delivered using Teams had been introduced to compliment the CPD, providing choices and options for staff to participate depending on the subject.

Resource planning was managed effectively, and a robust approach was taken to the recruitment and selection process. The Head Teacher explained that it was "*healthy to have new people in the school*" with vacancies advertised internally and externally. Packs were issued to applicants including an application form, job description and person specification and the benefits package. People who had been recruited recently confirmed that the process was fair with teachers being observed delivering a lesson. Interviews were conducted by the Chair of Governors, the Head Teacher and Faculty Heads, with discussions held around the school's values.

Succession planning was well managed and covered all levels within the school. During the Context Meeting the Head Teacher explained that the St Damian's had become a Teaching Hub School, supporting trainee teachers in their professional development, with middle leaders taking up mentoring roles. The vision was to "*grow their own*" and develop teachers in the St Damian's Way of working.

**Organisational Measure:** St Damian's operates measures relating to this indicator. The following data from the internal Staff Survey evidences the journey of continuous improvement.

**85% of people** scored Continuous Professional Development as being one of the most important factors in delivering the school's vision.

**Performance Level Achieved:** Advanced

## DELIVERING CONTINUOUS IMPROVEMENT

### Indicator 8: Delivering continuous improvement

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
I look for improvement ideas from my colleagues	66.2%	22.5%	5.6%	4.2%	0.0%	0.0%	1.4%
I am encouraged to improve the way I do things	60.6%	31.0%	4.2%	1.4%	1.4%	0.0%	1.4%
I am responsible for improving the way we do things	42.3%	38.0%	9.9%	4.2%	1.4%	2.8%	1.4%
I am trusted to try new approaches in the way I work	60.6%	29.6%	4.2%	2.8%	1.4%	0.0%	1.4%

*“We are encouraged to come with ideas and suggestions to improve what goes on in the school - it’s very democratic and they listen and take things on board.”*

*“During Covid we really did have to be creative when delivering live lessons online - sometimes things didn’t always to plan but we learn from the experience.”*

*“My line manager is open for us to try new way of working and encourages us to put forward ideas - we always evaluate and review to measure the impact of what has been achieved.”*

St Damian’s embraced continuous improvement placing it at the heart of how they operated to achieve the vision of the school. The scene was set during the Whole Staff Meeting presentation, delivered by the Head Teacher, with a strong emphasis placed on looking to the future and maintaining the Ofsted Inspection rating as being an Outstanding school stating - *“what was “right” in 2017, may not necessarily be “right” now”*. The questionnaire, issued to all staff, provided the opportunity for people to rate what they felt were the most important aspects for remaining outstanding as well as the barriers. The feedback was used by the Senior Leadership Team to design the eight Pillars and inform the CIP, setting out the priorities to continuously improve the performance of the school in all aspects of its work, both academically and pastorally.

It was evident that a culture of continuous improvement had been engendered with people encouraged to present innovative ideas and suggestions to improve how the school operated. Interviewees explained that there was always *“an element of risk”* when trying out new ideas and approaches but if mistakes were made, they were reviewed and evaluated and viewed as a learning experience.

People explained that that during the pandemic they had continued to keep in touch with each other using Microsoft Teams and What’s App to share and discuss new ideas. Team Meetings and Faculty Meetings enabled staff to collectively identify better ways of working with the following examples presented:

- The fitness levels of students had dropped during the lockdown and creative ways of engaging them in safe fun activities had been developed.
- Teaching online had presented challenges, especially in delivering practical elements of the science curriculum. Videos from YouTube and the examination boards had been incorporated into lessons with KS3 to demonstrate how to use the equipment.
- A suggestion had been put forward for Duty Staff to wear Hi-Viz jackets during breaks to ensure students could see them, especially in the more remote areas of the grounds.
- During periods when groups of students had to self-isolate, live lessons from the classroom were delivered online to ensure they participated and could continue their learning.

There was evidence to demonstrate that outside thinking played a role in supporting the school development. Examples included:

- The Head Teacher was an Ofsted Inspector, visiting various schools which exposed him to different practice.
- Staff attended various networking meetings and forums to share good practice e.g., Tameside Teaching and Learning Network etc.
- Student Support staff were involved with several outside agencies e.g., Children's Social Care, police, and Neighbourhood Co-Ordinators. A new initiative had been introduced to the school SWIS (Social Worker in School) who attended one day a week to work directly with staff and students.

Both internal and external feedback was used to influence and improve the strategies for managing and developing people. Internal feedback was gathered through the Staff Survey, one to one meeting with the Head Teacher and post training evaluation. People confirmed that they felt comfortable giving feedback which was taken on board and "*listened to*".

The school had implemented many of the recommendations from previous Investors in People interventions e.g., developing the Reward and Recognition Policy, taking a more structured approach to succession planning. In addition to Investors in People the school had been successful in gaining external accreditations and awards which included Inclusion Quality Mark, Healthy Schools Award, various Pearson National Teaching Awards and Career Excellence Award.

**Organisational Measure:** St Damian's operates measures relating to this indicator. The following data evidences the journey of continuous improvement.

#### Attainment 8 Score

St Damian's	-	54.6%
LA Average	-	44.2%
England Average	-	46.7%

Performance Level Achieved: Advanced

# CREATING SUSTAINABLE SUCCESS

## Indicator 9: Creating sustainable success

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
My organisation has a plan for the future	81.7%	14.1%	1.4%	1.4%	0.0%	0.0%	1.4%
My organisation is a great place to work	84.5%	12.7%	1.4%	0.0%	0.0%	0.0%	1.4%
My organisation embraces change	70.4%	16.9%	11.3%	0.0%	0.0%	0.0%	1.4%
My organisation has a positive impact on society	81.7%	16.9%	0.0%	0.0%	0.0%	0.0%	1.4%

*“The Head has a very clear vision for the school going forward to remain outstanding, but is always keen to get out viewpoint on what’s needed.”*

*“Not many people can say they look forward to coming to work every day, but you do in this school - there’s a great atmosphere.”*

*“We are always consulted about any changes being proposed during the Staff Briefing Meetings with the rationale explained.”*

A clear direction of travel had been established and shared with everyone at the Whole Staff Meeting setting out the eight Pillars which would support the school towards achieving the vision over the next two years of being an Outstanding Catholic School. The Head Teacher explained that the Pillars were intrinsically linked to deliver good outcomes for the students with several key metrics in place to measure results. A SWOT analysis had been conducted by the Senior Leadership Team focussing on the weaknesses and opportunities and external factors had been considered e.g., post Covid, the new inspection framework and the changing needs of the community with increased levels of poverty and mental health issues of young people on the rise.

A strong focus was placed on Continuous Professional Development to achieve outstanding Teaching and Learning practice and integrating literacy across all curriculum areas which was viewed as “key to the future success”. Significant work had already been undertaken to establish where subject knowledge enhancement was required with individuals completing a self-audit as part of the appraisal process.

People confirmed that they were clear of the future priorities going forward and were fully engaged in the planning process during Faculty Meetings to establish targets and strategies which were discussed and agreed.

Throughout the interviews people spoke enthusiastically about their work and the school and were optimistic about the future which reinforced the results of the online assessment with 97% of respondents agreeing that St Damian's was a great place to work. This was reiterated during the interviews with people describing why they felt the school was a great place to work which included the positive relationships formed with colleagues and students, the calm atmosphere and good working environment and the forward-thinking leadership team.

The school had faced substantial challenges due to the pandemic over the past eighteen months and demonstrated agility in the way they had managed the situation. Establishing the online school and providing staff with guidance and equipment to deliver lessons had been addressed quickly and successfully. When the lockdown was lifted, the Head Teacher wanted to create a "*business as usual*" scenario with significant work undertaken to provide a safe environment for staff and students.

Communicating change was managed effectively with a consultative approach adopted to engage people and gain their views about proposed new initiatives and ways of working. Examples included:

- A shorter lunch time had been introduced which had created a calmer atmosphere around the school, enabling students to focus on lessons following their break.
- A proposal had been put forward to lengthen the Form Time to provide the opportunity to take a more structured approach to engage and support the students. People explained they voted on the proposal which would take effect in September 2021.
- The restructuring of the Creative Technology Department had been discussed with everyone and individual meetings held with those staff affected by the change.

There was evidence to demonstrate that people had been selected to drive change, based on their level of expertise and ability to influence others e.g., Teaching and Learning Co-Ordinators, Wellbeing Champion.

The school had a wide range of stakeholders including the staff, Governors, Local Authority, partner organisations and not least the students and their parents with their feedback considered when planning future strategies.

St Damian's had successfully attracted a diverse and talented workforce with an Equal Opportunities Policy in place covering aspects of their people management strategies e.g., recruitment and selection, training opportunities etc. The school had also successfully achieved and maintained the Inclusion Quality Mark reinforcing their approach to equality and diversity.

A strong sense of community had been engendered within the school, reflecting the values of St Damian's, which was reinforced with students by being kind and demonstrating respect. During the interviews people described the activities to raise funds for their chosen charity, Macmillan Cancer Support" which included the "Share Day" held at the end of the summer term.

**Organisational Measure:** St Damian's operates measures relating to this indicator. The following data evidences the journey of continuous improvement.

**Attendance level at the Parents Open Evening 2019 >1000**

**Attendance level at the Virtual Parents Open Evening 2020 >3000 hits**

**Performance Level Achieved: Advanced**

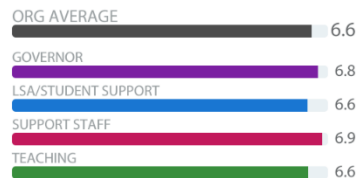
# Your teams

## How each team scored each indicator

Indicator 1: Leading and inspiring people



Indicator 2: Living the organisation's values and behaviours



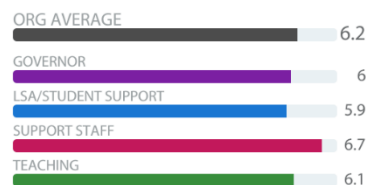
Indicator 3: Empowering and involving people



Indicator 4: Managing performance



Indicator 5: Recognising and rewarding high performance



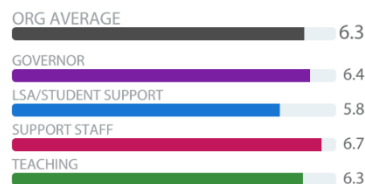
Indicator 6: Structuring work



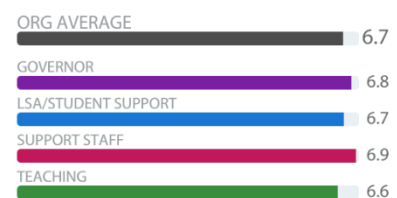
Indicator 7: Building capability



Indicator 8: Delivering continuous improvement



Indicator 9: Creating sustainable success



The outcomes against each indicator demonstrated a good level of consistency across the teams. The LSA/Student Support Team scored lowest against eight of the indicators; however, the difference was minimal and still delivered positive outcomes.



Want to get in touch?

[enquiries@iipnorth.co.uk](mailto:enquiries@iipnorth.co.uk)

