

Assessment Report

St Damian's RC Science College

Undertaken by
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On behalf of Investors in People North of England

Project Number: 15/0274

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Introduction

St Damian's RC Science College gained Investors in People accreditation in 1997 making this their fifth review against the Standard.

The College has continued to improve its performance, having achieved the best results in its fifty year history. In 2014 the College achieved a Good rating from their Ofsted Inspection and its excellent reputation, within the community and wider afield, resulted in over five hundred applications being received for places in September 2014.

The school employs a total of seventy five staff of whom twenty were interviewed as part of the assessment process. The Investors in People Specialist also attended a Staff Briefing and observed a Senior Leadership Group meeting. A range of documents were presented to the Specialist to assist in the evidence gathering process.

Objectives

The key objective of the review was to measure to what extent St Damian's RC Science College continued to meet the requirements of the Investors in People Standard. The Standard was met.

In addition the following objective was identified for the Investors in People Specialist to explore and establish how the Framework would support the organisation in achieving its future priorities:

To ensure all staff subscribe to the vision of the school and understand the expectations and core values of the school through:-

- Effective leadership.
- Empowering people to strive to be outstanding.
- Providing professional development opportunities and ensuring that all new staff receives a comprehensive induction into the culture of St Damian's.
- Internal communication at and between all levels results in increased efficiency

The organisation also identified a range of topics from the Investors in People Framework which they wished to be assessed against in order to achieve Gold Status.

Areas of good practice and continuous improvement opportunities were also identified.

Executive Summary

Areas of Good Practice

Planning Strategy – A robust approach had been taken to the planning process and the development of the College Improvement Plan. The vision for the future had been clearly defined and everyone understood their contribution working towards achieving an Outstanding outcome from the next Ofsted Inspection. The new approach had been adopted for developing Faculty Plans empowered the Strategic Leadership Group to identify and plan the priorities for their own areas of work providing greater flexibility. Feedback from Ofsted, the Local Authority and parents were also taken into account during the planning process. The values of the school were highly visible and people confirmed how these were

integral to how they worked on a day to day basis. A strong sense of social responsibility had been embedded within the school through raising funds for charitable causes and the local community.

Learning & Development - Learning and development activities were well planned and delivered with a range of strategies used to identify learning and development needs e.g. Learning Walks, lesson observations, appraisal discussions. Flexible and innovative strategies were used to deliver learning and development in a cost effective manner making good use of internal expertise.

People Management Strategy – Exceptional team work was demonstrated both within discreet groups of staff and across the school as a whole. Collaborative working practices were demonstrated between teaching and support staff with a strong culture of continuous improvement evident. The recruitment and selection processes were rigorous and the school had attracted a diverse and talented workforce of a high calibre from a wide range of backgrounds.

Leadership & Management Strategy/Management Effectiveness – A considered approach had been taken to the organisational structure and succession planning, making effective use of the resources available. People had been encouraged to develop leadership skills and development opportunities had been made available for the middle management team. The leadership team were considered to be outstanding practitioners and good role models through leading by example. A supportive culture had been engendered with leaders at all levels being highly visible, accessible and approachable.

Reward & Recognition – People spoke with enthusiasm and passion about their job roles and demonstrated high levels of commitment to the success of the school. It was evident that everyone interviewed felt valued and appreciated for their contribution with people stating they *“loved their jobs”* and *“enjoyed coming to work”*.

Involvement & Empowerment – Communications were highly effective and engaged people in the decision making processes. A range of meetings were held on a regular basis that were planned and scheduled every half term. The shared drives on the intranet enabled people to both upload and access information and resources to assist them in their roles.

Performance Measurement – Excellent use was made of the data available to review and monitor the progress and achievements of the pupils. The school had focussed their learning and development activities to ensure continuous improvements in outcomes achieved. This was evidenced from their journey of coming out of Special Measures to the current position of being graded Good by Ofsted in a relatively short period of time.

Continuous Improvement – The leadership team embraced continuous improvement in all areas including how they managed and developed the staff. It was noted that all the recommendations suggested from their previous Investors in People Review had been implemented e.g. a Staff Survey had been carried out, an organisational training plan had been developed and a more structured approach was being taken to coaching.

Suggested Continuous Improvement Opportunities

Learning & Development/Performance Management – Consideration should be given to extending the content of the current Organisational Learning and Development Plan to include a column demonstrating the links to the objectives in the CIP and Faculty Plans and identifying the resources required in relation to time, materials and finance. Benefits could be gained from exploring different models to evaluate learning and development e.g. Kirkpatrick, which will assist the school in recognising and reporting the return on investment to stakeholders.

Leadership & Management Strategy – The coaching programme being undertaken by the Head Teacher was both impressive and provided good outcomes. Consideration should be given to extending

the programme with other members of the leadership team and potential leaders as an effective method to enhance their development.

Reward & Recognition – The school had developed an effective strategy for rewarding and giving recognition to pupils, which was celebrated annually during the Celebration Evening. Consideration should be given to introducing an annual award scheme to acknowledge staff and their achievements in their work e.g. linked to how they demonstrated the values during the course of their work and “going the extra mile”, with people having the opportunity to nominate colleagues, teams etc. This will not only provide the opportunity to give recognition to staff members but will also hopefully inspire and motivate pupils to continue working hard during their adult lives.

Involvement & Empowerment – Consideration should be given to establishing a forum to consult and engage people on proposed changes being introduced, developing strategies for rewarding and acknowledging staff and planning and organising staff social events etc. The forum should have representatives from each area of the school with clear terms of reference developed e.g. election/nominations of members, frequency of meetings, constituencies, areas that can be discussed, feedback mechanisms, length of time in office etc. The forum could be involved in areas such as dealing with the responses of the Staff Survey and assisting in developing the action plans to address the issues raised, developing the awards strategy and taking part in the judging process etc.

Continuous Improvement – A Staff Survey had been conducted in 2013 and should be repeated on annual basis to gain feedback on how people feel they are managed and developed. This will provide a benchmark to measure improvements being introduced year on year and inform the school where improvements are required.

Outcome

Having carried out the Assessment process in accordance with the guidelines provided for assessors by UK Commission for Employment and Skills, the Specialist was satisfied beyond any doubt that St Damian’s RC Science College meets the requirements of the Investors in People Standard.

The Specialist also confirms that St Damian’s RC Science College meets one hundred and seventy one evidence requirements of the Investors in People Framework and this equates to a Gold award requiring at least one hundred and sixty five evidence requirements.

On behalf of Investors in People North of England the Specialist would like to congratulate St Damian’s RC Science College on this achievement.

Next Review

St Damian’s RC Science College will be due their next Review in June 2018. An eighteen month interaction will be arranged during the feedback meeting planned for Thursday, 9th July 2015.

Carol Davidson

Investors in People Specialist

11th June 2015

Findings against the Objective

Planning Strategy

St Damian's continues to take a robust approach to their planning strategy with a clear focus on achieving their vision *"To become an Outstanding Catholic College"*.

The Senior Leadership Team (SLT) took the lead by developing the College Improvement Plan (CIP) identifying the key priorities for the forthcoming academic year under five core themes:

- Overall Effectiveness
- Achievement
- Learning and Teaching
- Behaviour and Safety
- Leadership

Each of the themes demonstrated a Strategic Intent and identified the strategies to be deployed to achieve the Statements of Intent, those responsible for taking the lead and the outcomes and impact measurements.

A new approach had been adopted to create the Faculty Plans providing greater freedom and autonomy for the Strategic Leadership Group (middle leaders with a Teaching and Learning Responsibility), to plan and take decisions in relation to their own areas of work in collaboration with their SLT line manager. Previously it had been necessary for the SLT to be prescriptive and set Leadership Tasks for the middle management team in order to take the school from Special Measures to the current position of achieving a Good rating from their last Ofsted Inspection held in 2014. The emphasis now was placed on a collaborative leadership approach empowering the middle leadership team to determine the priorities, needs and areas for development. The proposal was to produce Half Termly Development Priorities linked to the CIP objectives, creating more flexibility for middle managers to manage their time and any pressure points. Subject Leaders and Heads of Year groups had welcomed the new approach to the planning process and described *"having the stabilisers taken off"* and *"liking the idea of more autonomy"*.

A range of meetings were held throughout the school to share the objectives and provide the opportunity for staff to have an input to the planning process. Feedback received from key stakeholders during the planning e.g. comments received through parents questionnaires and the recommendations from the Ofsted Inspection Report had been taken into account. A positive and open relationship had been developed between the trade union representatives and leadership team, where working constructively together was considered to be essential and in the best interest of pupils and staff.

People confirmed their involvement in the planning process and could describe their individual objectives and targets which were set and agreed during the appraisal process. Emphasis was placed on maximising the potential of all children in order to prepare them for adult life which was reflected in the objectives. Targets were wide ranging and covered all aspects of the school life from producing accurate data to measure the progression of learning, ensuring that attendance levels of pupils was maintained to Year 11 children achieving good outcomes in their GCSE examinations. The Head Teacher explained that he was undertaking a structured coaching programme with Key Performance Indicators e.g. achieving the best academic results and becoming the best school in the Salford Diocese.

A strong sense of community was evident with the values based on tolerance, mutual respect and taking responsibility. They were highly visible and displayed throughout the school and on the website with everyone having a clear understanding of the values and how integral they were in the day to day operation of the school.

"The values are not just words – they are embedded in how we work and are meaningful to everyone".

"This is a very caring environment with everyone demonstrating respect and supporting each other".

Embracing social responsibility was a key feature within the school with a range of activities planned each year to raise funds for charities and local community causes. The Liturgy Group, made up of pupils from across the school, were heavily involved in the planning of activities and the selection of charities to be supported. Examples of activities included:

- A Share Day held annually at the end of the academic year involving staff and pupils in a local walk in fancy dress to raise money for their selected charity.
- Participating in a global project Mary's Meals to support children in the poorest communities' worldwide.
- Senior Citizens Christmas Meal

Throughout the year events were organised to raise the pupils awareness of people's suffering both in the UK and across the world and the school had been successful in winning a Diana Award for the work they undertook in their community.

Learning & Development Strategy/Learning & Development/Performance Measurement

The school prided itself in providing and delivering high quality learning and development opportunities for all staff which were identified in the following ways:

- Meeting the objectives in the CIP.
- Addressing issues raised from the Ofsted Inspection e.g. ways in which to challenge Higher Ability children and English as an Additional Language.
- Individual needs of staff discussed and agreed during the appraisal process.

A comprehensive training plan had been developed setting out the priorities for the academic year to ensure that the future capabilities required was addressed which included:

- Ensuring that Newly Qualified Teachers (NQTs) were developed to become "good" teachers.
- Ensuring that core subjects were prepared for the new linear exams being introduced.
- Ensuring that staff understood the content and assessment of new subjects e.g. BTEC courses.
- Ensuring that faculties could identify "gaps" or "weaknesses" and were proactive in addressing these.

The plan applied to all categories of staff and set out the identified gap, staff involved, proposed dates, course objectives and evaluation of outcomes. Areas covered included:

- Support Staff
- NQT/RQT programme and NQT Salford Diocese Days

- Whole Faculty Training under each subject area
- Whole College Twilight sessions
- SLG Meetings
- Developing Middle Leadership
- Senior Leadership Team

People had been encouraged to consider their own learning and development needs and could submit an application identifying the proposed training, costs involved and the benefits to be gained from the intervention for both themselves and the school which was approved by line managers and ultimately the Head Teacher.

Continually improving the quality of teaching and learning was a key priority for the school with Lesson Observations and Learning Walks used to reflect on and identify further areas of development. These were well organised and planned in advance with visits to classes being delivered by teachers graded as outstanding in their pedagogical practice. A Learning and Teaching Forum had been established which people could attend on a voluntary basis to share ideas and suggestions with examples of exemplar practice and materials circulated.

The school had recruited a significant number of NQT in the last academic year that were required to undertake a specific training programme delivered by the Local Authority. St Damian's had negotiated and agreed with the Local Authority to act as hosts for elements of the programme, including other NQTs from other schools the Tameside area, in order to ensure that all their own NQTs could participate fully in the programme. One of the Assistant Head Teachers was responsible for managing the development of the NQTs and acted as the Learning and Teaching Mentor with a Subject Mentor also allocated.

A range of strategies were used to deliver learning and development which were both innovative, flexible and cost effective. Examples included:

- Research on the internet to keep abreast of new initiatives e.g. within Information Technology a shift had been made from using software to developing programming skills and building circuits.
- Networking opportunities e.g. a group had been developed with other local schools to share knowledge and expertise on how to manage attendance.
- In house training delivered by members of the SLT and other staff during Twilight Sessions.
- Attending external training courses and cascading back new knowledge to colleagues.
- On line training e.g. Safeguarding where tests were carried out on completion of the session.

Without exception everyone interviewed confirmed that their training and development needs had been met and that learning was viewed as an everyday activity. A culture of continuous learning had been embedded across the school community with the ever changing demands made from both local and national government initiatives. Learning was viewed positively to deal with new challenges facing the education sector e.g. increasing number of young people with mental health issues, controlling cyber bullying etc.

Those people who had recently joined the school confirmed that they had received a thorough induction enabling them to settle into their new roles quickly and effectively. The Business Manager was responsible for carrying out the induction with support staff which covered the ethos and values, the history of the school, policies and procedures with a pack and staff handbook issued. NQTs had a two day session with the Assistant Head Teacher to gain an understanding of the school's expectations of high quality planning and delivery of lessons and working towards achieving the Teaching Standards during their first year in post.

The SLT were collectively responsible for ensuring that learning needs were being met and used the training plan to track and measure the impact of interventions. The school did not allocate a specific

budget for training with funds being made available from their overall operating costs which were recorded in the school accounts.

Good use was made of the extensive data available to monitor and review the progress of individual pupils and their achievements. A strong focus had been placed on teaching and learning and the school had achieved the best results in its history in 2014 and were predicting successful outcomes for their Year 11 pupils in 2015.

Examples of the impact of learning and development activities and improvements achieved included:

- The school had received a literacy award from Tameside Local Authority, TALL, for the outcomes achieved in English.
- The Secretary of State for Schools had written to congratulate St Damian's on the progress that had been achieved since they had been placed in Special Measures.
- St Damian's had become a "school of choice" with a high demand for places and was oversubscribed.

Individuals also recognised how the investment in their learning and development had improved their own performance and had supported them to progress their careers. Examples included:

- The networking and training undertaken on attendance had contributed to the target of 97% being achieved.
- The Middle Leadership Programme being undertaken by a number of staff had supported them in becoming more effective in acting on data and working effectively as a team.

People Management Strategy/Involvement & Empowerment

The school recognised the contribution that all staff made to the success of the school and operated an inclusive policy to ensure that everyone had equal and fair access to development opportunities. The policies and procedures for managing and developing people covered all categories of staff including the induction, appraisal process and the training plan. Support staff could attend whole school Twilight sessions but also had their own separate time as a group to discuss issues relating to their particular areas of work.

Good team work was evident both within departments and across the school as a whole. Strong relationships had been established between the support and teaching staff demonstrating collaborative working practices e.g. the Data Manager delivered one to one sessions with new teaching staff on data management, Form Meetings involved Heads of Year, Student Support Officer and Attendance Officer to share their thoughts and put strategies in place.

A range of strategies had been implemented to encourage people to improve their own performance and colleagues. Examples of good practice included:

- Faculty Meeting were used to share materials and discuss different approaches to teaching techniques.
- Learning Walks were used to celebrate good practice.
- Lesson Observations were positive with constructive feedback provided.

Communication within the school was both effective and efficient with the following examples of strategies in place:

- A Meetings Schedule was prepared every half term covering events, the assessment calendar, Faculty, Pastoral and Team Meetings.
- Each faculty had their own shared drive where materials and schemes of work could be uploaded.

- Staff Briefings were held regularly every Monday mornings to highlight events for the week.

The recruitment and selection processes were applied rigorously to ensure that the right people were appointed who would embrace the values and ethos of the school and adopt the high standards and expectations established. The Head Teacher explained that he used his staffing budget creatively to bring in additional teachers to support teams in the management of changes to curriculum areas.

Posts were advertised on the school's website and the TES with job descriptions and person specifications developed for all posts. A clear selection criterion had been established with essential and desirable qualifications, experience and behaviours identified and the assessment process i.e. through the application, interview and references received.

People confirmed their involvement in the recruitment and selection process with the following examples provided:

- Subject Leaders were involved in the interviews when recruiting teaching staff and observing lessons delivered which formed part of the selection process.
- Staff had been asked to identify themes for the lesson observation that would allow candidates to demonstrate their strengths.

The school had been successful in attracting a high calibre of staff from a variety of back grounds that brought their talent and experience to their job roles.

People confirmed that they were fully involved in the decision making processes and felt trusted and supported to contribute ideas and suggestions to improve the performance of the school. The following comments were noted:

"We are constantly encouraged to come up with new ideas and to use our initiative".

"The Head's motto is – if you can think of a better way of doing things tell me".

"We have a great system in place to motivate the pupils and can award points for good behaviour, punctuality and attendance".

"We have lots of meetings with a clear purpose and good use of our time".

It was evident that the staff were extremely proud of the school and what had been achieved in relation to the results and moving the school out of Special Measures to its current position following the latest Ofsted Inspection in 2014.

Leadership & Management Strategy/Management Effectiveness

St Damian's had a clear organisational structure defining the lines of reporting and accountability which was understood by everyone interviewed.

Detailed job descriptions and person specifications had been produced identifying the capabilities required to take up a leadership position within the school. The person specifications were extensive and covered a range of areas which included:

- Qualifications e.g. Professional Development in preparation for Headship/Deputy Headship
- Leadership and Management Skills e.g. prioritising, planning, organising and evaluating the work of the school.
- Knowledge and Skills e.g. ability to develop and motivate teachers to become outstanding practitioners
- Personal Attributes e.g. high levels of motivation and commitment

The school training plan identified the development of both the Middle and Senior Leadership teams with following examples of interventions:

- A number of staff were undertaking the Tameside Middle Leadership Course. The course covered a number of modules delivered in workshops. Each participant had a project identified forming part of the programme. Peers were required to rate the leadership skills of participants before and after the course.
- National Professional Qualification for Middle Leaders Course providing more stretch and challenge.
- Attending an Outstanding Teaching Conference to identify strategies to move Learning and Teaching from good to outstanding.

There was evidence to demonstrate that coaching was used effectively to help people develop their skills e.g. following Lesson Observations sessions were held to reflect on practice and discuss actions to improve performance. The Head Teacher was currently engaged on a structured coaching programme with an external coach with planned interventions and outcomes identified.

The Head Teacher explained that he wanted to keep “good staff” and recognised the future potential of individuals. The Strategic Leadership Group Meetings provided the opportunity for people to develop their skills by involving and empowering them to take ownership of the planning process for their allocated specific areas of responsibilities.

Managers provided examples of how they encouraged people to develop their leadership capabilities with the following examples provided:

- Delegating responsibility for taking the lead with NQTs as Subject Mentors.
- Engaging staff in peer observations to develop their communication skills in providing constructive feedback to colleagues.
- Providing the opportunity for a NQT to present at Twilight sessions.

People clearly felt that managers at all levels were effective and acted as role models in the way they managed staff and worked together as a team. The following comments were noted:

“The Head is highly visible throughout the school every day and regularly invites us in for a chat about our work and home life”.

“The leadership team are very accessible and approachable – they motivate us to do our best”.

“They are really good role models demonstrating outstanding teaching practice”.

“Fantastic role models – they are a really good team and complement each other – I want to take a lot from them in terms of leadership style”.

“The Head is so energetic and enthusiastic which is really infectious”.

Strong leadership qualities had been highlighted in the Local Authority Monitoring Visit Report and were viewed as being a driving force to make the school outstanding.

Reward & Recognition

The SLT recognised the importance of keeping staff motivated in their roles and provided the following examples of how they acknowledged and valued the contribution they made to the school’s success:

- Providing positive and constructive feedback following Lesson Observations.

- The Head Teacher sent thank you letters to staff with 100% attendance.
- Regular e-mails sent to staff to acknowledge individual achievements.

The appraisal process was used as a vehicle to review performance with recommendations made for pay progression when individual objectives had been exceeded.

The school liked to celebrate their successes with the following examples provided:

- An event was held following the last Ofsted Inspection to celebrate the achievement of being graded as Good.
- Every year a Celebration Evening was held in the school with staff, pupils and parents present. A variety of awards were presented to the children to acknowledge their achievements with music and drama entertainment provided by groups of pupils. The event not only celebrated the success of the children but the work carried out by the staff.
- A party was planned at the end of the academic year which all staff were invited to thank them for their hard work and successful outcomes.

Colleagues' successes were also celebrated in the following ways:

- During Staff Briefings colleagues successes were acknowledged e.g. the English Faculty had achieved their best results with a round of applause from the staff.
- Lunches were provided for different groups of staff e.g. NQTs had a lunch together every term, departmental lunches at the end of the examinations.

People clearly understood their job roles and how they had contributed to the success of the school. Staff demonstrated high levels of commitment and spoke passionately about their day to day work and the impact they made to the outcomes for the pupils. Examples included:

- Ensuring good levels of attendance and behaviour which had an impact on pupils' learning.
- Providing pastoral care and supporting pupils with personal issues.
- Delivering lessons of a high quality and engaging pupils to achieve their full potential.

It was evident that people did feel valued and appreciated with the following comments noted:

"The Head is always telling us we are amazing".

"I definitely feel valued and motivated – we are always being praised and thanked".

"Seeing the progress the school is making is a great motivator".

"Our line manager really values our input – we regularly get thanks for going the extra mile".

"Celebrating our success creates goodwill between staff and lifts everyone's morale".

Continuous Improvement

The school had adopted a proactive approach to continuous improvement and regularly reviewed the policies and procedures for managing and developing staff to ensure they remained fit for purpose.

It was noted that the recommendations made from the previous Investors in People Review had been implemented with the following examples:

- A Staff Survey had been conducted to gain feedback from people on how they felt they were managed and developed. The survey was both anonymous and voluntary and had achieved a good level of return with positive outcomes. The results of the survey were analysed and feedback provided to people at a whole staff meeting with proposed actions where improvements were identified.

- Coaching was being used extensively throughout the school with a more formal approach being taken to maximise the benefits from interventions. This was particularly relevant to NQTs where clear outcomes were identified and discussed during sessions. The Head Teacher was also undertaking a formal coaching programme with regular sessions held with an external coach.
- A training plan had been developed covering all areas of the school and was being used to track and measure the impact of learning and development activities on performance.

In addition to the Staff Survey other strategies in place to gain feedback included:

- People were asked where improvement could be made during the annual appraisal process.
- Parent Surveys were conducted with the results used to inform the school's people management policies and procedures.

External information was also taken into account when developing people management strategies e.g. the school had used the Local Authority to ensure equality in their job evaluation process and establishing the salary structure for support staff.

People confirmed that they were regularly consulted on proposed changes being introduced and provided examples of improvements that had been implemented:

- A new management structure had been developed with the creation of the Strategic Leadership Group. The approach to the planning strategy had been revised empowering the members of SLG to take more responsibility and ownership of their particular areas of work.
- The induction programme for new staff had been developed and improved.
- Cover Supervisors were being used more effectively to reduce the need for teachers to provide extra cover.
- Support staff had a higher level of involvement in the sharing of information creating a more collaborative and inclusive culture.

People demonstrated a strong sense of loyalty and commitment to the school and clearly believed that it was a great place to work with the following comments noted:

"I love my work and feel a strong emotionally connection with the school – it's not just a building".

"I feel at home here – it's where I am meant to be".

"I love this school – my friends are really envious of the fact that I work here".

"This is 100% the best job I have ever had".

Investors in People Feedback Matrix

Evidence Requirement	Investors in People Indicators									
	1	2	3	4	5	6	7	8	9	10
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓			✓	✓	✓
5	✓	✓	✓	✓	✓	X	✓	✓	✓	✓
6	✓	✓	✓	✓	✓			✓	✓	✓
7	✓	✓	✓	✓	✓	✓		✓	✓	✓
8	✓	✓		✓	D		✓	✓		D
9	✓	✓	✓	D	✓		✓	✓		✓
10	✓		✓	✓	✓	✓	✓	D	✓	✓
11	✓	✓	✓	✓	D	✓	✓	✓	✓	✓
12	✓	✓	✓	✓	D			✓	✓	✓
13	✓	✓		✓	✓	✓		✓	✓	✓
14	✓	✓	✓		✓	X	✓	✓	✓	✓
15	✓		✓		✓		✓	✓		✓
16	✓	✓			✓	D	✓	✓		
17	✓	✓	✓		✓	D		D		
18	✓		✓		D		✓	✓		
19	✓		✓		D	D	✓	✓		
20	✓		✓		✓			✓		
21	✓				✓					
22	✓		✓		✓					
23	✓		✓		✓					
24	✓				✓					
25	✓		✓		D					
26			✓							

27

D

28

✓

29

Investors in People Framework Topic Map – St Damian’s RC Science College

PLAN				DO				REVIEW	
01: BUSINESS STRATEGY	02: LEARNING & DEVELOPMENT STRATEGY	03: PEOPLE MANAGEMENT STRATEGY	04: LEADERSHIP & MANAGEMENT STRATEGY	05: MANAGEMENT EFFECTIVENESS	06: RECOGNITION & REWARD	07: INVOLVEMENT & EMPOWERMENT	08: LEARNING & DEVELOPMENT	09: PERFORMANCE MEASUREMENT	10: CONTINUOUS IMPROVEMENT
THE STANDARD TOP MANAGERS SHOULD MAKE SURE (AND THEIR PEOPLE SHOULD CONFIRM) THAT:									
<p>The organisation has a vision / purpose, strategy and plan (1,2)</p> <p>People are involved in planning (4,5,6)</p> <p>Representative groups (where appropriate) are consulted when developing the plan (3)</p>	<p>Learning priorities are clear and linked to the plan (2)</p> <p>Resources for learning and development are made available (1,3)</p> <p>The impact will be evaluated (4)</p>	<p>People are encouraged to contribute ideas (1,5)</p> <p>There is equality of opportunity for development and support (2,3,4)</p>	<p>Managers are clear about the capabilities they need to lead, manage and develop people (1,2)</p> <p>People know what effective managers should be doing (3)</p>	<p>Managers are effective and can describe how they lead, manage and develop people (1,2,3,4)</p>	<p>People believe they make a difference (2)</p> <p>People believe their contribution is valued (1,3)</p>	<p>Ownership and responsibility is encouraged (1,3)</p> <p>People are involved in decision – making (2)</p>	<p>People’s learning and development needs are met (1,2,3)</p>	<p>Investment in learning can be quantified (1,2)</p> <p>Impact can be demonstrated (3,4,5)</p>	<p>Evaluation results in improvements to people strategies and management (1,2,3)</p>
YOUR CHOICE TOP MANAGERS SHOULD MAKE SURE (AND THEIR PEOPLE SHOULD CONFIRM) THAT:									
<p>Clear core values relate to vision and strategy (7,11,13,17,19,23, 24)</p> <p>Key performance indicators are used to improve performance (9,15,21)</p> <p>Social responsibility is taken into account in the strategy (10,12,16,18,22, 25)</p> <p>People and stakeholders are involved in strategy development (8, 14,20)</p>	<p>The learning and development strategy builds capability (5,8, 12)</p> <p>Plan take account of learning styles (10,15)</p> <p>People help make decisions about their own learning (9,13,14,16)</p> <p>Learning and development is innovative and flexible (6)</p> <p>There is a culture of continuous learning (7,11, 17)</p>	<p>The recruitment process is fair, efficient and effective (6,11,14,19,22, 27)</p> <p>A diverse, talented workforce is created (7,12,15,20,23, 28)</p> <p>A work-life balance strategy meets the needs of its people (*,13,16,21,24, 29)</p> <p>Constructive feedback is valued (9,17,25)</p> <p>The structure makes the most of people's talents (10,18,26)</p>	<p>Leadership and management capabilities for now and the future are defined (4,9)</p> <p>Managers are helped to acquire these capabilities (5,6, 10,11)</p> <p>Leadership and management strategy link to business strategy, taking account of external good practice (7)</p> <p>Everyone is encouraged to develop leadership capabilities (8, 12,13)</p>	<p>Managers are role models of leadership, teamwork and knowledge sharing (5,6,7,9,10,13,1 4,15,16,17,20,2 2, 23)</p> <p>Coaching is part of the culture (8, 12,19,25)</p> <p>People are helped to develop their careers (11,18)</p> <p>There is a culture of openness and trust (21,24)</p>	<p>Reward and recognition strategies link to business strategy and are externally benchmarked (4,6,8,9,12,15, 18)</p> <p>Representative groups are consulted (where appropriate) (5, 14)</p> <p>What motivates people is understood (10, 16)</p> <p>Success is celebrated (11, 17)</p> <p>Benefits strategy goes beyond legal requirements (7)</p> <p>Colleagues' achievements are recognized (13,19)</p>	<p>Effective consultation and involvement is part of the culture (4,6,7,12,13,17)</p> <p>People are supported and trusted to make decisions (9,15)</p> <p>Knowledge and information are shared (5,10,14)</p> <p>People are committed to success (16)</p> <p>There is a culture of continuous improvement (8, 11)</p> <p>People can challenge the way things work (18)</p> <p>There is a sense of ownership and pride in working for the organisation (19)</p>	<p>Learning and development resources are used effectively (4,8,13)</p> <p>Learning is an everyday activity (11,18)</p> <p>Innovative and flexible approaches to learning and development are used (5,14)</p> <p>People are given the opportunity to achieve their full potential (9)</p> <p>All learning is valued and celebrated and is an everyday activity (6,10,17)</p> <p>Mentoring is used (7, 20)</p> <p>Personal development is supported (12,15,16,19)</p>	<p>The contribution of people strategies is measured and evaluated (6,10)</p> <p>Impact on key performance indicators can be described (7)</p> <p>Performance improves as a result (11,13,14)</p> <p>Career prospects improve (12)</p> <p>Flexible and effective approaches to measuring return on investment are used (8)</p> <p>Return on investment in people is reported to stakeholders (9)</p>	<p>Self review and information from external reviews are used (4,5, 10)</p> <p>Effective feedback methods are used to understand people's views on how they are managed (6,7, 11,12)</p> <p>Internal and external benchmarking are used (8)</p> <p>People's views on how they are managed improves (9,13, 14)</p> <p>People believe it's a great place to work (15)</p>

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