



# Insights

# Assessment report

St Damian's RC Science College

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## Acknowledgements

The Assessor would like to thank the Leadership Team, staff and Governors at St Damian's RC Science College for the warm welcome, kind hospitality offered during the onsite visit and for the contribution that everyone made to the Assessment process during the interviews, Showcases and the observation activities.

Over the years that I have been assessing the school it has always been a great pleasure and privilege to witness the outstanding work and dedication of the whole staff team to support and provide the best education and opportunities possible for the young people with whom they work.

During the visit I also had the pleasure of talking with some of the students informally who clearly enjoyed their education and described the school as being "*not just good but great*".

## Executive Summary

St Damian's RC Science College initially gained Investors in People accreditation in 1997 when they achieved the Standard. Since then a number of Reviews had been successfully conducted demonstrating that they continued to deploy good people management strategies. At the last Review carried out in June 2015 the school was successful in achieving the Gold Award. The Senior Leadership Team embraced the principles of Investors in People and used the Standard to continuously develop their people management strategies and improve their performance.

The assessment of St Damian's RC Science College comprised of a Context Meeting with the Head Teacher and School Business Manager. The online assessment conducted generated an impressive response rate of 91% and delivered very positive outcomes across all nine indicators. Face to face interviews were carried out with fourteen people and observation activities included two Showcases with small groups of staff giving presentations focussing on the themes of Teaching and Learning and Safeguarding demonstrating their planning and ownership of the projects and work. The Assessor also observed the Celebration Evening, Staff Briefing and Whole Team Staff Meeting. A desktop review was carried out of key documents provided and the Assessor also viewed the school's website.

A consistent level of evidence was presented during the interviews which was reinforced by the positive outcomes of the on line assessment, the desktop review of documentation and the observations made during the on site visit. The assessor recommends that St Damian's RC Science College has achieved a Gold award. The organisation demonstrated Advanced levels of performance for eight out of the nine indicators and Establish level of performance against Indicator 5 (Rewarding and recognising high performance).

Strengths were demonstrated across all indicators not least how the leadership team had inspired and motivated people to deliver the vision "*To become and Outstanding Catholic College*". The Senior Leadership Team had created a culture of openness and trust with information about the performance of the school openly shared with staff and stakeholders.

The values of St Damian's were clearly defined, highly visible and considered integral as to how people worked on a day to day basis. The values guided the way in which people were led, managed and developed with the creation of the "St Damian's Way" underpinning the culture and defining the expected behaviours.

Communication strategies were robust and ensured that information and knowledge was accessible and shared across the school. People were confident and empowered to take decisions in their day to day work and had been encouraged to use their initiative. Strong team work was demonstrated both within discreet groups and across the school as a whole with collaborative working practices forming part of the culture.

A rigorous approach was taken to managing performance with stretching targets and objectives established for individuals with clear links demonstrated to the CIP. The appraisal processes was consistently applied and ensured that behaviours as well as performance issues were assessed against the values.

A wide range of reward and recognition initiatives had been developed to demonstrate how the school valued the contribution people made to its success. People clearly felt appreciated for their hard work and also recognised that being offered the opportunity to develop their careers through learning and development opportunities demonstrated how the school valued them.

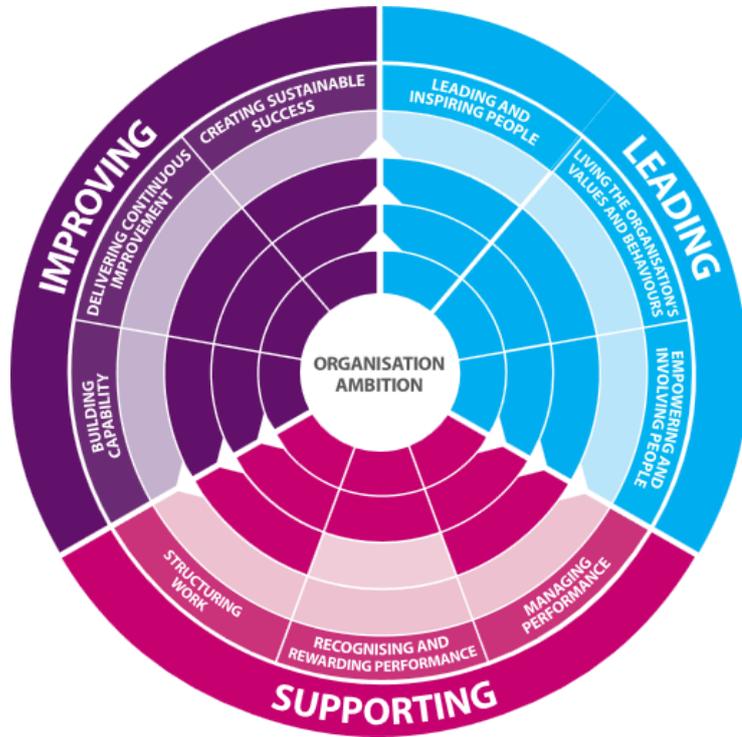
A robust approach was taken to structuring work with job descriptions defining peoples' accountabilities, lines of reporting, decision making authority and key internal and external relationships. The school's organisation structure clearly identified lines of reporting and accountability which was understood by everyone. Opportunities had been taken to review the structure in line with school's future needs and priorities.

Building the future capability of the school was critical to its success with innovative and flexible approaches deployed to ensure that people had the skills and knowledge to deliver the objectives and targets. The recruitment and selection processes were consistently applied and considered to be fair and effective with values based questions used during the interview process. There was also evidence to demonstrate that succession planning was addressed to ensure that critical roles could be filled.

A strong culture of continuous improvement had been engendered with people being encouraged to use their initiative and put forward innovative ideas and suggestions to support the future development of the school. Delivering high standards and seeking solutions were evident with people engaged in developing new approaches and strategies to achieve successful outcomes for all students.

The short and long term priorities of the school were identified using extensive data to plan the future strategies needed to maximise the potential of every student. Key stakeholders had been identified including the students, parents, Governors, Local Authority, the Diocese of Salford and staff with appropriate strategies deployed to engage them in the developing the future priorities for the school. Managing change was managed well with consultation and communication arrangements in place to ensure that changes were embraced and effectively delivered. One of the key strengths demonstrated throughout the assessment was the strong commitment to social responsibility and the role the school played in supporting both the local and wider community. People demonstrated high levels of pride and commitment to the success of the school which was witnessed both in the discussions during interviews and the online assessment results.

St Damian's RC Science College outcome



St Damian's RC Science College's final award outcome



## Organisational context

St Damian's RC Science College, based in Ashton under Lyne, provides secondary education to approximately 800 students aged between eleven and sixteen years.

St Damian's RC Science College initially gained Investors in People accreditation in 1997 when they achieved the Standard. Since then a number of Reviews have been successfully conducted demonstrating that they continued to deploy good people management strategies. At the last Review carried out in June 2015 the school was successful in achieving the Gold Award. The Senior Leadership Team embraced the principles of Investors in People and used the Standard to continuously develop their people management strategies and improve their performance.

Since the previous Review carried out in June 2015 a number of events have taken place including:

- In 2016 the Salford Diocese conducted an inspection and the school was awarded Outstanding Catholic School status.
- The Educate Awards carried out in 2016 awarded St Damian's as the Most Inspirational School of the Year.
- The best examination results in the history of the school were achieved in 2017.
- The Head Teacher had been appointed as an Ofsted Inspector.
- In 2017 the school was inspected by Ofsted and achieved an "Outstanding" rating.

The key priority for St Damian's during the previous Investors in People Assessment was to gain an "Outstanding" rating from their Ofsted Inspection which was achieved in 2017. The key focus and ambition now for the school was to sustain their Outstanding rating and continue to maintain the excellent results and outcomes for the students. The College Improvement Plan (CIP) was in the process of being developed and would set out the key objectives for the next academic year. The Head Teacher explained that developing staff at all levels was fundamental to the school's success and formed part of their succession planning processes.

St Damian's had been successful in gaining an excellent reputation both internally and externally. A high percentage of staff felt they were valued which was demonstrated by the low turnover of employees. Feedback from parents gathered through surveys was very positive which was reinforced in the Ofsted Inspection Report. The Local Authority also viewed the school highly with the latest admissions data placing St Damian's as being the most popular in Tameside and the first choice of many parents.

A number of external factors that had an impact on the school had been identified and included:

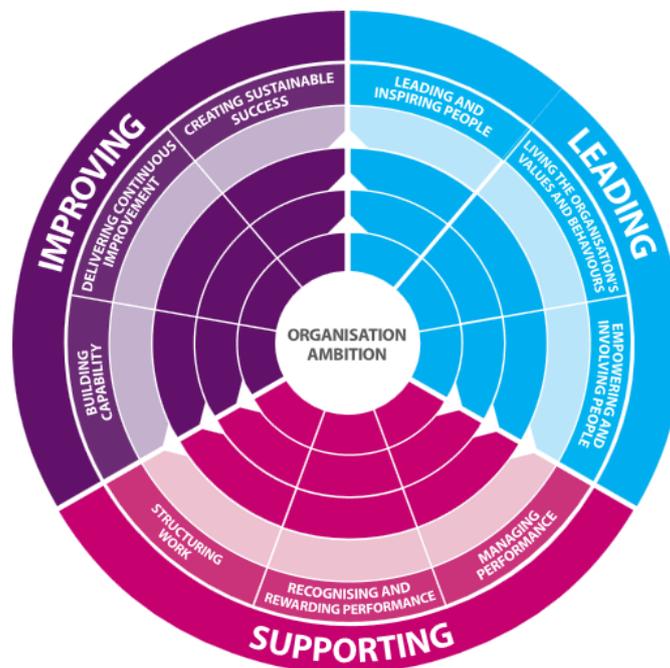
- Changes in Government policy placed challenges on the school especially with regards to the new grading system used for the GCSE results.
- The costs associated with being a PFI school increased the pressures on funding.
- There had been an increase in the number of students and staff suffering from mental health issues which the school has supported by providing counselling and running wellbeing sessions delivered by MIND.
- The overall changes in society e.g. domestic violence, drug and alcohol abuse was on the increase in the Tameside area which had an impact on the students being able to achieve their full potential.
- Recruitment had become more competitive for both teaching and support staff.

When discussing the school's unique selling point and what they did better than others the Head Teacher described St Damian's as being an outstanding Catholic school with a strong ethos of caring for both the students and staff. High standards had been established with regards to student behaviour which were upheld and considered to be "non negotiable".

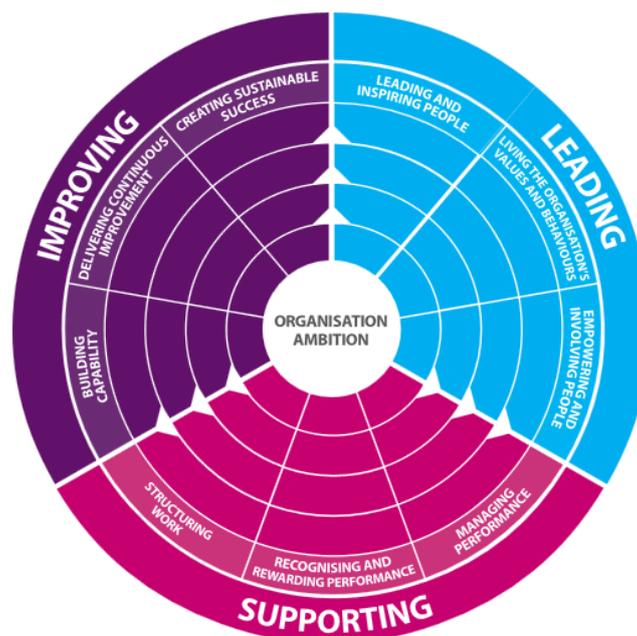
## St Damian's RC Science College's Self-diagnostic

The heat maps below summarise where St Damian's RC Science College believes it currently sits against the each of the nine IIP Indicators and where it aspires to be in order to achieve its organisational ambition. The shaded cells represent the performance level against each indicator. The more cells shaded the more mature and embedded the practices are within Org Name.

As Is' heat map



Aspiration or 'To-be' heat map



## Assessment Approach

Following the initial Context discussion with the Head Teacher and the Business Manager from which details for the organisational analysis were elicited, the organisation was assessed primarily using the online assessment and interviews. Employees were informed of the IIP Assessment and Accreditation process and were asked to take part in completing the online assessment and a possible interview. As a small organisation of seventy one employees and ten Governors, everyone was asked to complete the online assessment. Seventy four responses were returned (91%), indicating a good level of engagement by staff. Returned online assessment responses represented all functions and levels of St Damian's RC Science College.

Online assessment responses were analysed to determine key themes or issues and these were used as one basis on which interviews were designed and administered. Structured interviews were carried out with fourteen respondents, from all functions and levels, selected purposively because they were ideally placed to discuss IIP related issues. Interviews were conducted one to one and in pairs with confidentiality assured and lasted sixty minutes. Respondents appeared to willingly share and discuss their experiences and attitudes.

Observation activities were carried out included two Showcases with presentations given by small groups of staff. The Showcases were well prepared and presented providing the opportunity for people to discuss their projects from conception to conclusion and the benefits that had been achieved. The Practitioner attended the Celebration Evening held towards the end of the Summer Term to celebrate the achievements of both the children and staff. A Monday morning Staff Briefing and a Whole Staff Meeting were also observed.

Data on which the assessment was based included that elicited from the online assessment and interviews, observations and documents provided by St Damian's RC Science College.

# Survey Response Rate

## Overview

TOTAL RESPONSES 74 responses out of 81 (91%)



RESPONSE METHOD



Email link: 74 responses out of 74

Open access: 0 responses out of 74

## By Team

GOVERNOR 8 responses out of 10



LSA/STUDENTSUPPORT 9 responses out of 11



SUPPORT STAFF 10 responses out of 11



TEACHING 47 responses out of 49



## How St Damian's RC Science College was assessed



The online assessment was deployed to 81 employees (including Governors) and there was a response of 91%. This was above the international Investors in People guidelines and therefore the sample is considered statistically significant.



Based on the finding from the online assessment, the IIP Practitioner interviewed 14 employees from across the organisation.



Observation activities undertaken included attendance at the Celebration Evening, Staff Briefing and the Staff Meeting. Two Showcases were presented by small groups of staff on Teaching and Learning and Safeguarding.



A wide range of documentation was provided which included:

- School Improvement Plan
- Job descriptions
- Appraisal documentation
- Induction policy
- Staff Handbook
- Form Tutor Handbook
- Minutes of Governor's Meeting
- Ofsted Report 2017
- Salford Diocese Inspection Report 2016

## Detailed Assessment Outcome

### St Damian's RC Science College IIP Benchmark

The IIP Benchmark below shows St Damian's RC Science College's overall performance for the online assessment compared to the IIP average for all organisations that have completed the online assessment and against the average Industry Benchmark for Secondary Education including General and Vocational. Please note this benchmark is based on live data and is correct as on 23<sup>rd</sup> June 2018.

### Benchmark



- ORGANISATION'S IIP BENCHMARK
  - **842**
- AVERAGE IIP BENCHMARK \*
  - **725**
- AVERAGE INDUSTRY BENCHMARK
  - **740**
  - Showing results for Secondary Education incl. General and Vocational

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

## Overview of online assessment results

The tables below show how your employees responded to the online assessment for each indicator of the IIP Standard. The first table includes the average per indicator and the difference to other organisation that have completed the on line assessment. The second table includes the average per indicator and the difference to other organisations within the Secondary Education sector that have completed the online assessment.

### 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	75.3%	19.6%	1.7%	0.7%	0.7%	0.7%	1.4%	6.6	+1.0
INDICATOR 2 Living the organisation's values and behaviours	81.9%	13.2%	2.2%	1.4%	0.0%	0.0%	1.4%	6.7	+0.8
INDICATOR 3 Empowering and involving people	65.5%	25.0%	6.1%	1.0%	0.0%	1.0%	1.4%	6.5	+0.7
INDICATOR 4 Managing performance	75.3%	19.3%	2.0%	0.3%	0.3%	0.7%	2.0%	6.6	+0.8
INDICATOR 5 Recognising and rewarding high performance	61.5%	25.3%	8.8%	1.4%	0.3%	0.0%	2.7%	6.4	+1.2
INDICATOR 6 Structuring work	73.6%	19.9%	4.4%	0.3%	0.3%	0.0%	1.4%	6.6	+0.8
INDICATOR 7 Building capability	64.9%	27.0%	5.1%	1.1%	0.3%	0.3%	1.4%	6.5	+1.0
INDICATOR 8 Delivering continuous improvement	67.2%	21.6%	7.8%	1.0%	0.3%	0.0%	2.0%	6.5	+0.8
INDICATOR 9 Creating sustainable success	79.1%	16.2%	2.0%	1.0%	0.3%	0.0%	1.4%	6.7	+0.9

**NB:** The Average Score is the average response from all employees who participated in the online assessment. To help interpret this score, number 7 represents a response of 'Strongly Agree', so the closer the Average Score is to 7, the more positively the result can be read. 4 is a neutral response.

## Indicator summary

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Indicator Score	Industry
INDICATOR 1 Leading and inspiring people	75.3%	19.6%	1.7%	0.7%	0.7%	0.7%	1.4%	6.6	+0.9
INDICATOR 2 Living the organisation's values and behaviours	81.9%	13.2%	2.2%	1.4%	0.0%	0.0%	1.4%	6.7	+0.6
INDICATOR 3 Empowering and involving people	65.5%	25.0%	6.1%	1.0%	0.0%	1.0%	1.4%	6.5	+0.6
INDICATOR 4 Managing performance	75.3%	19.3%	2.0%	0.3%	0.3%	0.7%	2.0%	6.6	+0.6
INDICATOR 5 Recognising and rewarding high performance	61.5%	25.3%	8.8%	1.4%	0.3%	0.0%	2.7%	6.4	+1.1
INDICATOR 6 Structuring work	73.6%	19.9%	4.4%	0.3%	0.3%	0.0%	1.4%	6.6	+0.6
INDICATOR 7 Building capability	64.9%	27.0%	5.1%	1.1%	0.3%	0.3%	1.4%	6.5	+0.9
INDICATOR 8 Delivering continuous improvement	67.2%	21.6%	7.8%	1.0%	0.3%	0.0%	2.0%	6.5	+0.7
INDICATOR 9 Creating sustainable success	79.1%	16.2%	2.0%	1.0%	0.3%	0.0%	1.4%	6.7	+0.7

The next part of the report provides a detailed analysis of St Damian's RC Science College's assessment against the IIP Framework. The Assessment outcome table in the Annex 1 shows the performance level achieved for each of the 27 themes within the IIP Framework.

## Indicator 1: Leading and Inspiring People

As the table below indicates, there were very positive online assessment results for the areas relating to this Indicator. Throughout this report “positive” is defined as being those who Strongly Agreed, Agreed or Somewhat Agreed with a survey statement. 97% of respondents indicated that they trusted the leaders of the organisation, 97% confirmed that the organisation’s ambition was communicated, 95% agreed that their manager motivated them to achieve their best and 97% believed that the organisation develops great leaders.

### 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	82.4%	14.9%	0.0%	1.4%	0.0%	0.0%	1.4%
I trust the leaders of my organisation	77.0%	18.9%	1.4%	0.0%	0.0%	1.4%	1.4%
My manager motivates me to achieve my best	74.3%	18.9%	1.4%	1.4%	1.4%	1.4%	1.4%
My organisation develops great leaders	67.6%	25.7%	4.1%	0.0%	1.4%	0.0%	1.4%

During the previous Investors in People Assessment held in 2015 St Damian’s had a clear vision “*To become an Outstanding Catholic College*”. Over the past three years the College has worked relentlessly and demonstrated that the strategies implemented had achieved their vision being awarded “Outstanding” by both the Diocese of Salford Inspection in 2016 and Ofsted (Office for Standards in Education) Inspection in November 2017. During the Context Meeting the Head Teacher explained that the key focus and ambition now for the school was to sustain their Outstanding ratings and continue to maintain the excellent results and outcomes for all the students.

During the interviews people demonstrated a clear understanding of the vision and purpose and described the school as being “*child centred*” with a holistic approach taken to ensure that every student could achieve their full potential.

The CIP (College Improvement Plan) was reviewed and updated annually to reflect the key objectives for the coming academic year. The key aim of the CIP was “*To ensure that every child realises their full potential – socially, morally, academically and spiritually*”.

The CIP for 2017/2018, viewed as part of the desktop review, set out the priorities under five core themes which were aligned to the Ofsted Inspection areas as follows:

- Overall Effectiveness
- Effectiveness of Leadership and Management
- Quality of teaching, learning and assessment

- Personal development, behaviour and welfare
- Outcomes for pupils

The plan was a very comprehensive document with each theme demonstrating a Strategic Intent, clearly identifying the strategies to achieve the Statements of Intent, those responsible for taking the lead and the outcomes and impact measures. The CIP was underpinned by Faculty Plans for each subject area and the pastoral care provision delivered within the school. At the start of the autumn term an INSET day was held to provide staff with a full update of the exam results and to share the key priorities and objectives.

During interviews and the Showcases people demonstrated a good level of understanding of the vision and key priorities and how they contributed to the school's success. People described the appraisal process with one to one meetings held twice a year to identify their objectives in line with the school's priorities. Examples of key objectives included:

- Maintaining high attendance and punctuality across all groups of pupils which had an impact on their outcomes and levels of attainment.
- To develop teaching and learning across the school to achieve a consistently high quality of learning.

Coaching and mentoring activities were widely used across the school to support peoples' development. Examples included providing constructive feedback following classroom observations using coaching techniques, mentors were appointed to support NQTs (Newly Qualified Teachers) and RQTs (Recently Qualified Teachers). New Learning Support Assistants were also appointed with a mentor during their first year in post.

Communication strategies were robust to ensure that information and knowledge were shared across the school. These included:

- A wide range of meetings were held throughout the year and included Weekly Staff and Pastoral Briefings, Whole Staff Meetings, Senior Leadership Team Meetings, Faculty Meetings, Heads of Year Meetings, and Senior Leadership Group Meetings.
- The school's shared drive could be accessed by staff and held all the policies and procedures together with other relevant documents e.g. CIP, Staff Handbook etc.
- E-mails were used effectively to communicate with individuals and groups of staff.

Comprehensive job descriptions had been produced for leaders setting out their responsibilities and the knowledge, skills and behaviours required for leading, supporting and motivating their staff. Managers described how they supported and developed their people by having quality conversations, discussing their performance and any further learning and development needs to support them in their roles. Leading and motivating people was considered as essential in order to maximise the contribution that individuals' made to the school. The Head Teacher explained that he "*wanted people to be empowered to take decisions and ownership based on the vision and values of the school*".

People confirmed that they felt confident in the capabilities of both their direct line manager and the Senior Leadership Team who were considered to be "*highly visible and approachable*" and operated in an "*honest and open manner*" which reinforced the outcomes of the on line assessment. There was evidence presented during the interviews that the Governors were also highly visible and supportive, being active and fully engaged within the school and at events on a regular basis. The following comments were noted:

*“They are excellent role models and demonstrate high levels of professionalism in how they work together”.*

*“Their door is always open – really approachable and accessible”.*

*“The Head is always really positive and visits all the classrooms every day – he’s quite unique and not like any other head I have worked for”.*

*“The Leadership Team are very good – they listen to us, take our feedback and respond to our suggestions and ideas”.*

The development needs of leaders were identified in the CIP covering Governors, Senior Leaders and Middle Leaders. One of the key priorities was to strengthen and develop the Middle Leaders as part of the succession planning process. As well as attending external courses e.g. National Professional Qualification for Middle Leaders, they were given the opportunity to take on additional responsibilities to support their development. The Head Teacher had been appointed as an Ofsted Inspector and had trained for a year to undertake the role.

The Ofsted Inspection Report (November 2017) was viewed as part of the desktop review of documents and the following statements were noted:

*“The headteacher is dedicated in his pursuit of excellence and has inspired others, resulting in outstanding leadership across the school. Standards are exemplary and the school is a beacon of success”*

*“Middle and senior leaders pursue excellence. They are highly skilled and knowledgeable. They are uncompromising in their quest to provide excellent education for all”.*

A range of strategies were implemented to gain feedback from staff on how they were managed and developed.

- A Staff Survey had been completed covering areas such as Team Work, Morale, Communication, Leadership and Management.
- Every member of staff had a one to one meeting with the Head Teacher to discuss what was working well and where improvements could be introduced.
- Following INSET days staff were invited to complete a questionnaire scoring the event and making suggestions on how to improve the delivery and content.

People confirmed that they had participated in the survey and felt comfortable expressing their views during the one to one meetings with the Head Teacher. It was also emphasised that in addition to these interventions people were confident about having open conversations with any member of the leadership team if they felt that improvements could be made to the strategies for managing and developing people.

Acting as role models and *“leading by example”* was a key feature of the school by modelling high performance and operating with respect, honesty and integrity.

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

**Statement:** I trust my manager to be open and honest - 97% strongly agreed or agreed.

**Performance Level Achieved:** Advanced

**Focus of future development:** Moving forward and building on the existing good practice consideration should be given to identifying the future leadership capabilities in line with the schools values and vision involving other leaders in the process.

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

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



The online assessment outcomes were very positive and delivered the highest score out of all the indicators achieving an average of 6.7 out of 7. 97% of respondents agreed that the values were clear and guided the way people worked, 96% agreed that they shared the values, with 90% agreeing they could challenge behaviours not aligned to the values and 95% agreeing that their behaviours reflected the values.

St Damian's had created a core set of values reflecting the Mission Statement and the Christian ethos of the school. The values had been clearly communicated and were highly visible being displayed throughout the school and on the website. The Leadership Team set the scene in terms of demonstrating the values in how they worked collaboratively, treating each other with respect and developing meaningful relationships with staff, children and parents which were considered to be fundamental to how the school operated.

The Head Teacher explained that the values guided the way they led, managed and developed staff e.g. when dealing with performance or disciplinary issues people were also treated with respect and understanding.

The "St Damian's Way" had been produced to underpin the values and culture within the school and defined the expected behaviours required. A presentation on the "St Damian's Way" had been given by the Head Teacher at a Staff Meeting to reinforce the values. It was emphasised that every member of staff, without exception, had to "buy in" to the St Damian's Way.

A Celebration Evening was held annually, which was observed by the Investors in People Practitioner, with the Head Teacher giving a speech to parents, students, staff and the Governors. The speech was focussed on what made St Damian's "extraordinary" with the strong values and ethos being cited as a key aspect of the school's success.

“Living out” the values in terms of demonstrating respect and mutual trust and forging strong relationships between all parties was viewed as essential to underpin the high standards and expectations that had been established within the school.

During the interviews people confirmed their understanding of the values and how they were integral to how they worked on a daily basis reinforcing the results achieved by the online assessment. People provided examples of how they applied the values in their roles as follows:

- Restorative Meetings were held to deal with any conflict or disagreement between students with an emphasis placed on showing respect and forgiveness.
- Building positive relationships with parents to ensure that the behaviours of students were reinforced both at home and at school.
- Arranging activities e.g. the Aspire Days with themes linked to the values.
- Delivering Reflection during the Staff Briefings.

The following comments from staff were noted:

*“The values are second nature to us – we don’t even have to think about them as they come automatically to us in how we work on a daily basis”.*

*“I live and breathe the values – they are integral to how we work with our students every day”.*

*“Everything is based on mutual respect - we all work together and support each other to achieve the best outcomes for the students”.*

Interviewees confirmed that the values were aligned and embedded in the people management strategies and was evidenced in documents provided which included:

- During the recruitment and selection process candidates were asked values based questions and required to provide examples of how they could demonstrate them from their previous work/life experiences.
- The induction programme was designed to assist new employees, volunteers and governors to become familiar with the school culture and ethos.
- The appraisal process was used to discuss behaviours and set objectives to reinforce the values e.g. developing effective communication between school and home to reinforce the relationships.

During the interviews people confirmed that they felt able to challenge behaviours not reflecting the values which reinforced the outcome of the online assessment, although it was stated that incidents were very rare. One interview stated *“if anyone was not displaying the values they would stand out”.*

The Head Teacher explained that the values were taken into account when making key decisions and developing new policies and procedures. This was reflected in the Diocese of Salford Inspection Report which stated:

*“The school’s determination to recognise the value and importance of every individual is evident in all policies and procedures. The quality of relationships between pupils and staff was observed to be excellent”.*

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

**Statement:** People in the school speak to each other in a respectful manner. 98% strongly agreed or agreed.

**Performance Level Achieved:** Advanced

**Focus of future development:** The values were well embedded and guided how the school operated on a day to day basis. Consideration should be given to strengthening the use of the values and making them more explicit in the people management strategies e.g. during the appraisal process, reward and recognition strategy etc.

## Indicator 3: Empowering and involving people

### Indicator 3: Empowering and involving people



Again very positive outcomes were achieved from the online assessment with regards to this indicator with 97% of people agreeing that they had the information needed to do their job well, 99% agreeing that they were encouraged to use their initiative, 95% agreeing they have a say in decisions that affected their role and 96% feeling trusted to take decisions.

People confirmed that a range of strategies had been deployed to ensure everyone had access to the knowledge and information they required to carry out their job roles. In addition to the traditional communication methods e.g. the meetings structure, e-mails and newsletter other initiatives included:

- The school's shared drive held a vast amount of information with dedicated areas allocated to each faculty. All the policies and protocols were available together with specific information relating to individual students.
- The Staff Handbook was updated annually providing everyone with comprehensive information ranging from acceptable use of PCs to the Whistleblowing Policy. People were required to sign receipt of their copy and confirm they had familiarised themselves with the content.
- A Form Tutor Booklet had been developed setting out the role of the tutor and provided substantial information e.g. the types of activities which should be carried out during form time, rewards and sanctions, progress reviews etc.

As previously noted the Cultural Survey and one to one meetings with the Head Teacher were the main vehicles used to gain feedback from staff and identify improvements to how they were managed and developed. People provided examples of improvements that had been introduced as a result of their feedback e.g. the refinement of the appraisal process, a new induction policy had been developed and the IT systems had been upgraded making communication more efficient and effective.

The Head Teacher displayed a high level of knowledge and understanding of the capabilities and potential of individual staff and provided opportunities for them to develop their leadership skills. Examples included:

- NQT and RQT were given the opportunity to lead INSET sessions to share different teaching methodologies.
- New posts of Teaching and Learning Co-Ordinators had been created and had been tasked to take the lead on planning and delivering strategies to support RQT, improve Assessment for Learning and to promote progression for high ability students.
- A number of teachers had been given Teaching and Learning Responsibilities and formed part of the Senior Leadership Group.

During the interviews people confirmed that they had been encouraged to develop their leadership capabilities and skills e.g. taking up the role of Head of Faculty to provide maternity leave cover.

The Showcase presented by the Teaching and Learning Co-Ordinators provided strong evidence of how the individuals' leadership capabilities had been enhanced and developed as a result of undertaking their specific projects. E.g. the role had exposed them to working with a wider variety of staff members around the school presenting the opportunity to develop their competencies in relation to modelling excellence and inspiring others.

The Head Teacher explained that the recommendation from the last Investors in People Assessment to form a Staff Forum had been taken into consideration by the Senior Leadership Team. However a decision had been reached not to pursue this action as it was felt that the current arrangements in place adequately provided the opportunity for people to be consulted about changes being implemented. The school had developed positive and open relationships between the Trade Unions representatives and members of the Senior Leadership Team which benefitted both the interests of staff and students. Consultation took place during the Faculty Meetings, Heads of Year Meetings and Support Staff Meetings. A good example was the restructuring of the Data Team where staff had met with the members of the Senior Leadership Team to discuss the proposed changes and had been invited to express their views and opinions.

Participation, collaboration and teamwork are a strong feature of the school's culture. Throughout the interviews, people explained how they worked collaboratively both within their own teams and other departments which had an impact on the overall performance of the school outcomes. Examples included:

- Learning Support Assistants met twice a week to discuss issues and data to identify both under and over achievers and decide on appropriate interventions.
- The Senior Leadership Group with representatives from across all curriculum areas held themed meetings every half term to share good practice e.g. updates on Special Educational Needs students, assessment and Year 10 examinations etc.

The Showcase on Safeguarding presented by the Student Support Officers and the Attendance Officer provided an insight into the level of collaborative working that took place with the Student Support Team attending the Heads of Year Meetings to discuss individual children and the progress being achieved as a result of the interventions put in place.

Both of the Showcases presented demonstrated that their contribution to the school had been recognised and valued. E.g. the Teaching and Learning Co-Ordinators had delivered an INSET session on their projects with the activities gaining very positive responses on the evaluation sheets. The work of the Student Support Team was also recognised and had

received praise from Fairfield Hospital for the work they had carried out with a student who had been sectioned under the Mental Health Act. A verbal commendation was given for the exceptional care and support that had been provided to the student during their time in hospital.

The positive results of the online assessment were reinforced during the interviews with people confirming that leaders throughout the school trusted and supported their people to take responsibility and make decisions. The parameters for decision-making are based on responsibilities and accountabilities which are defined in job descriptions and through the policies and protocols, and agreed through objective-setting during the appraisal process.

It was evident from interviews that people had a clear understanding of their decision making authority and had been given support through training interventions and meetings to allow them to make informed decisions. There was also evidence presented to demonstrate that people knew when it would be necessary to refer to a higher level of authority e.g. safeguarding issues, behavioural incidents in the classroom etc.

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

**Statement:** I feel I have responsibility in my role. 89% strongly agreed.

**Performance Level Achieved:** Advanced

**Focus of future development:** Whilst there was evidence that strategies were in place to gain feedback from staff conducting the Cultural Survey year on year will provide a benchmark to demonstrate the impact on improvements as a result of actions taken.

## Indicator 4: Managing performance

### Indicator 4: Managing performance



The online assessment results for this indicator were again very positive with 96% of people agreeing that they had agreed their objectives with their line manager in the last 12 months and had been encouraged to perform to the best of their abilities, 94% agreeing that their managers helps them to improve their performance and 91% of respondents agreeing that they had discussed their performance with their manager in the last 6 months.

St Damian's took a robust approach to managing performance to ensure that everyone had a clear understanding of what was expected of them and their contribution to the success of the school. A Golden Thread approach had been adopted demonstrating the links between the CIP, Faculty Plans and individual objectives.

The annual appraisal process was used to establish and agree individual objectives in September with an interim review conducted in February. During the interim review discussions were focussed on the progress being made against the objectives and to identify any shortfalls in performance. It was emphasised by both managers and staff throughout the interviews that in addition to the formal appraisal interviews discussions took place throughout the year both on a one to one basis and in faculty and pastoral meetings. The final review of the years' performance took place at the September meeting where teachers were required to present documentary evidence to support how the objectives and targets had been met e.g. pupil progress results, classroom observation outcomes, work scrutiny etc.

The appraisal process applied to both teachers and support staff with separate documentation designed for each group which were viewed as part of the desktop review.

Teaching staff confirmed that they identified their own three objectives, setting out what they wanted to achieve during the year with clear links demonstrated to the CIP objectives and the Teaching Standards. Objectives were established under three generic themes of teaching and learning, pupil progress and the College Mission. A strong focus was placed on Year 8 and Year 11 students which were critical stages in terms of transition into Key

Stage 4 and the examination results achieved. People explained that the objectives and targets were stretching and that changes introduced outside their control e.g. the new grading system for GCSEs and curriculum changes presented them with challenges in relation to reviewing and updating schemes of work, lesson plans etc.

Support staff also confirmed that they were engaged in setting their own objectives. People clearly understood how their work was integral to the overall achievement of the CIP aims with a key generic objective established to support the leadership and teachers in the school to maximise pupil outcomes. Examples were again presented to demonstrate how external influences had an impact and presented stretch e.g. the new science curriculum required setting up twenty core practical experiments which involved establishing ways to analyse the data.

Everyone interviewed stated that the appraisal process was fairly and consistently applied with constructive, open and honest feedback provided on their performance. People explained that they were presented with the opportunity to reflect on what had been achieved and to identify strategies and interventions to improve performance. Behaviours were also a feature of the appraisal process and people were required to demonstrate how they had applied the values to their work e.g. the way in which students' behaviour was dealt with in a respectful and positive manner.

An array of strategies was deployed to encourage high performance which included:

- Structured observations were conducted by members of the leadership group with constructive feedback provided following the event. Peer observations were also used to identify and share good practice in teaching and learning.
- Learning Walks were used to expose NQTs and RQTs to outstanding teaching practice.
- Achievement Meetings were held every week to review and monitor the progress of Pupil Premium and High Ability students.
- Faculty Meetings provided the opportunity to drill down on the progress being achieved by students in each curriculum area.

The Head Teacher explained that any issues regarding underperformance would be quickly picked up, not only during the appraisal process, but throughout the year with the constant monitoring of data and observation activities. A positive and supportive approach was taken to address and manage underperformance with interventions identified to support improvements required e.g. additional training, shadowing and mentoring opportunities. People confirmed that they were confident in the leadership team to deal with any issues relating to underperformance and that appropriate actions were taken in instances where behaviours or slippage in delivering targets were evident.

One of the recommendations noted in the Ofsted Inspection Report was to *“sustain the rapid improvements in teaching and learning across the school, so that academic success continues to flourish in every subject area”*. This issue had already been identified and addressed by the school with the creation of the new Teaching and Learning Co-Ordinators posts to deliver a consistent approach to developing the skills and techniques of RQTs, adopting best practice in Assessment for Learning strategies and promoting high teaching standards and methods to stretch high ability students.

A rigorous approach was taken to collating data which played a critical factor when monitoring and evaluating performance. Data was captured through the various schools' information management systems with the following examples provided:

- Progress Checks were carried out by the Senior Leadership Team throughout the year based on the data produced by teachers for each student in every subject area.

The current performance of each student was measured through tests with the expected progress and achievements by the end of the year projected.

- Students' behaviours in the classroom had a major impact on learning. A system had been developed to record and monitor behaviours with points placed on the SIMs e.g. referrals to seclusion, number of detentions, telephone calls to parents etc.

External sources of data were also used to monitor and benchmark St Damian's performance which was presented as documentary evidence and viewed as part of the desktop review. Examples included:

- The Ofsted Inspection Data Summary Report provided an in-depth analysis of St Damian's performance and position in relation to progress achieved within each subject area represented in quintiles.
- Department of Education Benchmarking Reports Cards presented comparisons with other schools that shared similar characteristics. E.g. % of teaching staff of total expenditure, revenue balance etc.
- Staff absences were benchmarked against the Tameside Metropolitan Borough Council schools with St Damian's achieving 2.5 days below the average.

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

**Statement:** I understand the impact of my job on the school's performance. 84% strongly agreed.

**Performance Level Achieved: Advanced**

**Focus of future development:** A robust approach had been taken to managing performance with some High Performing features notes. Consideration should be given to identifying high performing metrics to demonstrate an upward trend year on year. E.g. a measurement could be applied to the percentage of people who have demonstrated improvements in achieving and exceeding their targets.

## Indicator 5: Recognising and rewarding high performance

As a reminder, throughout this report “positive” is defined as being those who Strongly Agreed, Agreed or Somewhat Agreed with a survey statement. In terms of online assessment data, this indicator has achieved the least overall “positive” ratings although this was by a very small margin. 95% of respondents agreed that they were consistently recognised when expectations were exceeded with 97% agreeing that they received appropriate recognition for the work they did, 96% feeling appreciated for their work and 95% agreeing they were rewarded in ways that matched their motivations.

### Indicator 5: Recognising and rewarding high performance



St Damian’s recognised the contribution that employees made to the success of the school and aligned their reward strategy to the achievement of high performance and delivering the CIP objectives.

The Performance Management Policy set out the process for establishing clear objectives and targets and the measures used to evaluate outcomes. A performance pay system was in place for teaching staff with pay progression based on the achievement of targets witnessed by the examination results and pupil progress outcomes. At the end of the final appraisal review line managers were responsible for recommending an uplift in pay and were required to provide reasons if an award was not being recommended. The Senior Leadership Team reviewed the appraisal documents and recommendations prior to these being submitted to the Governing body for approval. Teachers interviewed confirmed that they were fully aware of what was required to receive a pay award and the process was fair and transparent. Many of the teachers in the school had also been given TLR (teaching and learning responsibilities) in recognition of their capabilities and levels of knowledge and expertise which affected their salary grade.

During the Context Meeting the School Business Manager explained the approach taken to reward support staff. Support staff was placed on grades established by the Local Authority and received annual incremental rises with checks and measures in place e.g. probationary period for newly appointed staff and a capability protocol. Job evaluation exercises were undertaken when it was felt that posts and incumbents were not appropriately rewarded.

Engendering and adopting a culture of recognition was evident and a key feature within the school. A range of activities were undertaken to celebrate and demonstrate how people were appreciated for their contribution to the schools' success. Examples included:

- Every year a Celebration Evening was held which was observed by the Investors in People Practitioner. The main focus of the evening was to celebrate the students for their attainment in areas such as attendance, sporting achievements etc. During the Head Teacher's speech staff were praised and thanked for their contribution in supporting the students.
- The Staff Briefings and Whole Staff Meetings were used to acknowledge and thank individuals and teams for their work.
- The school's Newsletters acknowledged and recognised not only the achievements of students but also the work carried out by staff.

The Head Teacher displayed a great deal of pride in the staff and recognised how their hard work and efforts contributed to the school's excellent reputation and successful outcomes for the students. Several external awards had been achieved for the school as a whole and for individuals. Examples included:

- A member of staff had been nominated and shortlisted as a finalist in the MEN (Manchester Evening News) Awards in the category of Support Staff of the Year.
- In 2016 the school won the national Educate Award for being the Most Inspirational School of the Year and were runners up in 2017 in the categories of Spirit of Enterprise Award and Innovative and Creative Literacy Award.
- The school had recently achieved the "Young Carers in School" Gold Award for the work carried out to support young people with responsibilities for caring for a family member and to ensure that their educational opportunities are not compromised.

During the interviews people confirmed that the school had adopted a culture of recognition and "*liked to celebrate*" individual and team successes both formally and informally with the following examples of actions taken:

- "Random Acts of Kindness" where people could leave treats anonymously e.g. chocolates, on colleagues' desks as an acknowledgement of "*going the extra mile*".
- As well as the whole school celebration of the Ofsted Inspection outcome individual teams were treated to an evening meal paid for by the school for their outstanding examination results.
- An initiative to integrate maths across all curriculum areas, "MAC Awards", had been introduced. People were awarded badges, displayed on their lanyards, in recognition of how they had introduced maths in their own subject areas e.g. RE, history, English etc.

Every year the Head Teacher and Chair of Governors send out letters to staff at their home addresses to thank and congratulate them for their work. During the interviews people explained that the letters were very "*personalised*" highlighting three examples of their individual achievements.

Towards the end of the summer term the Head Teacher gave staff the opportunity to either leave early or come in later than normal as a reward and thank you for the work carried out during the revision and exams.

St Damian's had developed a benefits strategy which exceeded legal requirements which included holiday entitlement; sick pay; pension fund etc. The health and wellbeing of staff was a priority for the school "to keep the school community healthy and strong" with a range of initiatives implemented: These included:

- Access to confidential counselling services, occupational health adviser and physiotherapists.
- Annual health checks and optional flu injections.
- Social events enabling people to come together informally e.g. nights out, sporting activities etc. A member of staff took responsibility for planning and organising the events and canvassed staff for ideas and suggestions.
- A Wellbeing Day had been held for support staff on mindfulness delivered by MIND.

Throughout the interviews people confirmed that they did feel valued and appreciated not only by the recognition and rewards strategy but also for the opportunities to progress their careers and the learning and development they were given. The following comments were noted:

*"I do really feel valued for my work – we always get positive feedback from the leadership team".*

*"The Chair of Governors will e-mail to tell us how wonderful we are which is really appreciated".*

*"There are not many schools where staff are given time off towards the end of term to repay them for their hard work during revision".*

The evidence presented during the Context Meeting and individual interviews, the review of documentation and observations demonstrated that St Damian's RC Science College was working at **Established** level against this indicator with some Advanced features noted.

**Focus of future development:** It was evident that the school rewards and recognises people in a variety of ways. Consideration should be given to pulling these together into one cohesive strategy and policy which will provide clarity and demonstrate a higher level of consistency. Opportunities exist to involve staff more in the design of the strategy for rewarding and giving recognition e.g. conducting a survey with staff to gain feedback their feedback.

## Indicator 6: Structuring work

### Indicator 6: Structuring work



The online assessment results for this indicator delivered compelling responses with 97% of people agreeing that they found their work interesting and they had the right level of responsibility to do their jobs effectively. 99% agreed that their role enabled them to work well with others and were able to develop the skills required to progress.

St Damian's had developed a clear organisational structure defining the lines of reporting and accountability which was understood by everyone interviewed. A matrix management approach was taken for teaching staff holding both a pastoral role as Form Tutors and delivering their curriculum subject areas as teachers and reporting to Heads of Year and Heads of Faculty.

The Governing Body was made up of Foundation, Parent and Staff Governors. It was noted that Link Governors had been appointed to different curriculum areas and the pastoral care provision, playing an active role within the school with meetings held with the Heads of Faculties and Leads to provide support and gain an update on developments. The findings of Link Governors were presented at the full Governing Body meetings which were demonstrated in the minutes viewed as part of the desktop review of documents.

During the Context Meeting the Head Teacher and School Business Manager explained that the school structure was reviewed and updated in order to maximise the resources to deliver the objectives of the CIP. The recent retirement of an Assistant Head Teacher had presented the opportunity to consider the future structure of the Senior Leadership Team and how to use resources effectively. The administration team had also undertaken a restructuring exercise with the retirement of three long serving members of staff. Again this offered the opportunity to evaluate the current roles and responsibilities and the future needs of the school in consultation with the team.

A full suite of job descriptions had been developed covering all roles and clearly identifying the purpose and accountabilities with examples presented as documentary evidence.

During the interviews people confirmed that they were clear about their responsibilities and the relationships between their own roles and that of their colleagues. Key relationships were also identified within the job descriptions e.g. Learning Support Assistants liaising with teachers to support students achieve their learning goals.

It was evident from the online assessment results, the Showcases and interviews that people found their work not only interesting but enjoyable with opportunities provided to use their skills and capabilities e.g. the role of Teaching and Learning Co-Ordinators had afforded the opportunity to develop strategies and resources which could be used across all faculties.

As previously discussed under Indicator 3, levels of decision making had been identified for each role and people understood when it would be appropriate to refer to a higher level of authority for additional input. During the interviews people explained that they enjoyed a degree of autonomy e.g. how they planned their lessons, prioritising their own workloads etc. A wide range of protocols had been developed and were accessible on the shared drive defining the level of decision making within roles.

The hierarchy within the school demonstrated and took account of career development with clear pathways evident. E.g. opportunities existed for teachers to progress their careers by becoming 2nd Leads in their subject areas, taking on Teaching and Learning Responsibilities or eventually becoming Heads of Faculty with aspirations discussed during the appraisal process.

During the Showcase on Safeguarding people gave examples of their individual job history within the school which had provided them to work in different roles and progress their careers.

Collaborative working practices were demonstrated across the school which had been evidenced in both of the Showcases. Several examples were provided during the interviews of how people had been encouraged to work collectively across the school and included:

- The new grading system for GCSEs was being rolled out across all curriculum areas. The English and Maths faculties had been the first to implement the new system and shared their experience with other faculties during a Twilight session.
- An initiative was being undertaken to strengthen the links between English and humanities. Teaching staff were working together on an informal basis to develop the concept further in order to give students and understanding of the links between literature and historical periods e.g. war poets. It was explained that they would be formalised through lessons and timetabling.

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

**Statement:** I understand how my job affects the performance of my work colleagues. 84% strongly agreed.

**Performance Level Achieved:** Advanced

**Focus of future development:** A robust approach had been taken to Structuring Work with some High Performing features notes. Consideration should be given to involving people in reviewing and improving policies and protocols to speed up decision making and increase individual ownership.

## Indicator 7: Building capability

### Indicator 7: Building capability



The online assessment results for Building Capability delivered very positive outcomes with 97% of respondents agreeing that the school invested in their learning and development, people made use of the learning and development opportunities and that their managers thought it was important to develop their skills. 99% of people agreed that they had the opportunity to learn at work with 95% agreeing that people were selected for roles based on their skills and abilities.

St Damian's took a systematic approach to identifying, planning, delivering and evaluating learning and development. Learning and development needs were identified at organisational, team and individual level to ensure that everyone within the school had the capabilities to deliver both the current and future objectives and targets.

The appraisal process was the main vehicle for having meaningful dialogue with staff regarding their individual learning and development requirements, aspirations and discussing their future career pathways. Key to this was the leadership team having a good understanding of peoples 'capabilities which was measured in a number of ways including outcomes of objectives and targets set, classroom observations of teaching practice, the attitudes and behaviours displayed and demonstrating a strong loyalty to the school. People explained that their line managers provided support, advice and guidance on the types of development and training they would need to progress e.g. developing differentiation techniques

The Assistant Head Teacher delegated as the lead for Continuous Professional Development was responsible for planning and organising learning interventions for teaching staff with the INSET and Twilights sessions planned at the beginning of the academic year. The School Business Manager was responsible for ensuring that the learning and

development needs of support staff were met and arranged appropriate interventions to take place during the INSET days.

A budget was established each year to cover the costs of courses, attendance at conferences and bringing in external trainers to deliver specific training sessions. School budgets were approved by the Governing Board and monitored by the Senior Leadership Team. When external training was requested by staff an application form had to be completed outlining the course details, costs involved, cover requirements and critically identifying how the training related to the objectives within the CIP. Applications had to be approved by the Senior Leadership Team line manager prior to be signed off by the Head Teacher. As part of the evaluation of learning and development people were required to complete a section of the application three to six months following the event describing the impact of new learning and improvements of their own professional development, colleagues and students which was discussed during the appraisal meetings.

Interviewees confirmed they were actively engaged in identifying their own learning and development needs and that they were encouraged to take up opportunities which would enhance their job roles and careers as well as delivering the school's objectives which reflected the outcomes of the online assessment. Examples provided included:

- The Support Staff Manager had been encouraged to undertake the CEPT3 qualification enabling them to conduct assessments on access arrangements in place for students who may require additional support during exams e.g. using a laptop, scribe, additional time in exams etc. which was a regulatory requirement for schools and examined by the Examinations Inspector.
- A member of the teaching staff had been invited to complete the NPQML (National Professional Qualification for Middle Leaders) course to support their career development.

The Head Teacher explained that the majority of promotion opportunities were filled internally; however it was also recognised that in some instances the benefits gained from appointing external people brought fresh thinking and strategies to the school. Statistical data was presented as part of the desktop review demonstrating that 40% of staff had either received promotion or had experienced career progression into new roles since they started their employment at St Damian's.

During the Showcase on Safeguarding people shared their Continuous Professional Development histories with a raft of examples provided of the types of external training that had been covered to equip them in their roles. These included:

- The Student Support Officers had attended counselling courses to support students experiencing mental health issues, CAF (Common Assessment Framework) training to assess when it would be necessary to refer students to external agencies.
- The Attendance Officer had undertaken the Attendance Course Parts 1 & 2 and attended the Attendance Officer Conference to share good practice.

Innovative and flexible solutions were applied to ensure that learning and development needs were delivered in a cost effective manner. Examples included:

- Extensive use was made of in house expertise to deliver the INSET and Twilight sessions with members of the Senior Leadership Team, Senior Leadership Group and teaching staff all engaged in the planning and presenting of topics. Following the sessions people were asked to complete an evaluation of the event scoring how useful it had been on a scale of 1 Excellent to 5 Poor.

- Good use was made of networking activities and attending conferences providing the opportunity for staff to meet with their peer groups in other settings to share knowledge and expertise.
- Mentoring, coaching and buddying were used effectively to support the development of individuals across the school with both teaching and support staff.
- Using technology e.g. e-learning, closed group on Facebook, researching the internet.

A thorough and effective approach was taken to the recruitment and selection processes to ensure that people could demonstrate their skills, knowledge and behaviours that reflected the school's values. Job descriptions and person specifications were reviewed prior to positions being advertised to ensure they remained relevant and fit for purpose. Vacancies were advertised both internally and externally with online applications received through the school's website. Candidates were shortlisted against the person specifications which identified the essential and desirable knowledge, skills and behaviours required for the role. Interview panels were established which included the Chair of Governors, Head Teacher and Heads of Faculty when appropriate. Teaching staff were required to deliver a lesson as part of the selection process which was observed by the Head of Faculty and the Head Teacher.

Resource planning was well managed with consideration given to the future requirements of the school prior to vacancies being advertised. A good example of this was the retirement of one of the Assistant Head Teachers when a decision had been reached not to appoint immediately but to consider how to use the resources in other ways which would benefit the school. New job roles had been created to support the school's future priorities using the talents of existing staff e.g. PSHE Co-ordinator, Teaching and Learning Co-ordinators.

Interviewees confirmed that they felt the recruitment and selection processes adopted by the school were transparent and effective and that people were appointed based on their capabilities which reinforced the results of the online assessment. It was explained that when internal candidates had been unsuccessful they received constructive feedback and were provided with advice and support on further development that would be required to progress.

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

**Statement:** I feel properly developed and supported for the job I am required to do. 88% strongly agreed or agreed.

**Performance Level Achieved: Advanced**

**Focus of future development:** A strong focus had been placed on building the school's capability with learning and development and resourcing well managed and delivered. Consideration should be taken to taking a more structured approach to succession planning identifying the capabilities that people will need in the future to manage the changing needs of the school.

## Indicator 8: Delivering continuous improvement

### Indicator 8: Delivering continuous improvement



The online assessment results for delivering continuous improvement were very positive with consistently high rates achieved against all four statements. 99% of people agreed that they looked for improvement ideas from colleagues, 95% of respondents agreed they were responsible for improving the way things were done, 97% agreed that they were encouraged to improve the way they did things and 96% agreeing that they were trusted to try new approaches to the way they worked.

Delivering continuous improvement was at the heart of how St Damian's operated to achieve the vision "*To become an outstanding Catholic College*" which was reflected in the school's journey over the past six years going from being placed in Special Measures to achieving an "Outstanding" rating from the Ofsted Inspection in 2017.

The school regularly evaluated and reviewed their people management policies and strategies to ensure they remained "fit for purpose" and demonstrated a return on their investment in relation to time, finance and resources. Examples presented included the implementation of a new Induction Policy, the process for measuring the impact of learning and developing activities and refreshing the appraisal system.

A suite of key performance indicators were in place with extensive data used to measure the students' progress. The data covered a wide range of metrics including progress made in subject areas, pupil premium and high ability students and the levels of referrals to seclusion and detentions. Benchmarking was used to compare the Progress 8 performance against other schools within the Local Authority and nationally. The learning and development activities were focussed on improving performance e.g. teaching and learning strategies and techniques, curriculum training, adopting practice to support high ability students who were underachieving, sharing assessment for learning strategies to support pupil progression which contributed to successful outcomes.

A thorough approach was taken to reporting the return on their investment with the following examples provided:

- Whole Staff Meetings were used to present and share the statistical data against the key performance indicators.
- Reports on performance were prepared for the Governing Body and included updates on the training that was being provided for staff e.g. CPD opportunities had been arranged for staff focussing on the underachievement of Year 11 students in English.
- Parents were sent letters each year from the Head Teacher providing information on the GCSE results, reinforcing the values and the schools' motto "Believe to Achieve".

The Head Teacher described the range of both external and internal sources used to identify improvements that could be introduced to enhance services and how people were managed and developed. These included:

- The Cultural Survey, one to one meetings with the Head Teacher, INSET evaluation forms and appraisal process was used to gain internal feedback from people of where improvements could be introduced.
- External sources included the recommendations from the Investors in People Assessment Report e.g. the introduction of the Staff Survey, enhancing the process for evaluating learning and development. The recommendations from the Ofsted Inspection Report had also been addressed in relation to sustaining the improvements in teaching and learning across the school.
- Parent surveys were conducted following events e.g. Options Evening, Parents Evenings. A net promoter score was used to measure the number of parents who would recommend the school to others.

The Head Teacher had been appointed as an Ofsted Inspector presenting the opportunity to work outside his own environment and exposed him to different approaches and ways of working in other schools. One of the key benefits of working as an Inspector was recognising and identifying "what they did well" and "what not to do" e.g. the approach and strategies used to manage students' behaviour was working well in comparison to other schools visited.

St Damian's had established very high standards both academically and pastorally. The appraisal process was the main vehicles used to discuss individual improvements in performance and ways of working. During the interviews people explained that the process was "*reflective*" with part of the appraisal "*looking back*" at what had been achieved with supporting evidence and identifying areas where improvements had been made. The online assessment results were reinforced during interviews when people described how they contributed to the success of the school e.g. delivering the best GCSE results in the school's history, engaging disaffected students and giving them self belief to achieve their full potential and goals.

Hard lessons had been learned from mistakes that had been made in the past which had contributed to the school being placed in Special Measures. As a result risk assessment was well managed by both the Senior Leadership Team and the Governing Body. The Head Teacher explained that he encouraged people to try new approaches and learn from both their mistakes and successes. People explained during the interviews that they were encouraged to try new ways of working and use their initiative but that they were conscious of the impact of making mistakes on the students which could have an adverse effect on their progression. E.g. taking new approaches to delivering lessons which did not always fully engage students and achieve the desired outcomes.

Encouraging people to present new ideas and suggestions to improve performance was achieved in a variety of ways which included the following mechanisms:

- The one to one meetings with the Head Teacher presented the opportunity for people to voice their views and suggest areas where improvements could be introduced. One of the key issues that had arisen was the preparation of student reports which were lengthy and time consuming to produce. As a result of the feedback a more streamlined approach was adopted with a new shorter and concise format developed.
- Whole Staff Meetings, Faculty Meetings and INSET days were interactive enabling people to raise questions and put forward alternative suggestions.

The Showcases provided good examples of how people worked collectively to generate new ideas and ways of working. E.g. developing new resources to be used to support high ability students which had been shared during the Twilight sessions.

In addition to the internal mechanism used to engage people in coming up with new ideas and suggestions staff were encouraged to work with a number of external agencies and networking groups which encouraged them to learn and *“think outside the box”*. Examples included:

- Numeracy Network with other Tameside schools.
- TAG (Tameside Attendance Group) to share good practice and ideas to improve student attendance.
- The Student Support team worked with a wide range of agencies e.g. CAMHS enabling them to work with professionals to identify different approaches when working with young people with mental health issues.

The positive results of the online assessment were echoed during the interviews with people demonstrating high levels of enthusiasm and passion about creating new innovative ways of working. Examples included:

- As part of the Year 9 Options Evening a “Market Place” had been set up with each curriculum area having a display with information and advice on their subject areas.
- A new initiative had been introduced for the lunch time clubs which were used to help students interact and socialise together. A proposal had been put forward to enable SEN students to achieve qualifications which would support them in gaining employment e.g. Food Hygiene, First Aid Certificate.
- Ambassadors for Literacy had been appointed from each subject area who met twice a year to explore and promote the use of words with students e.g. during essay writing.

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

**Statement:** I am encouraged to come up with new ideas in my job. 81% strongly agreed.

**Performance Level Achieved:** Advanced

**Focus of future development:** Engendering a culture of continuous improvement was clearly embedded and evidenced across the whole school with high performing features noted. Moving forward consideration should be given to identifying and measuring the positive outcomes as a result of new ideas generated within the school.

## Indicator 9: Creating sustainable success

### Indicator 9: Creating sustainable success



Exceptional results were achieved from the online assessment with regards to Creating Sustainable Success. 97% of respondents agreed that the school was a great place to work and had a plan for the future, 96% agreed that change was embraced and 99% agreed that the school had a positive impact on society.

During the Context Meeting the Head Teacher explained that the key focus and future ambition for the school was to sustain the Outstanding rating gained from the Ofsted Inspection carried out in 2107 and continue to deliver good outcomes for all the students. One of the key strategies to achieve this was to continue developing the staff which formed part of their succession planning processes.

The CIP was reviewed and updated annually by the Senior Leadership Team taking into account the results and achievement of the objectives and targets from the previous year. Robust tracking systems were used to monitor the progress of each individual student in all subject areas from Year 7 when base line assessments were conducted. Every students progress was monitored by staff and updates entered onto the school's information management system. The data provided the qualitative and quantitative information used in the long term planning to predict the expected outcomes for students and identify interventions that would support them in achieving their full potential. The Head Teacher explained that it was always difficult to predict exactly what the outcomes would be each year which could be influenced by different cohorts. Objectives and targets were established based on the data and strategies identified to ensure that resources were used efficiently and effectively. The Ofsted Inspection Report highlighted in the summary of key findings that *"Disadvantaged pupils make exemplary progress across the school because leaders use additional pupil premium funding effectively"*.

Interviewees confirmed that they were kept up to date with the future plans and priorities which were shared during the INSET day at the beginning of the Autumn term and Whole Staff Meetings. They also described their involvement in the planning process which took place during Faculty Meetings, Support Staff Meetings and Heads of Year Meetings.

The Whole Staff Meeting was observed where the Head Teacher gave a PowerPoint presentation on the importance of “Changing Mindsets”. The presentation delivered a powerful message regarding the pitfalls of becoming complacent and the need to continually strive and adapt to meet the future challenges.

The positive result from the on line assessment with regards to people believing that St Damian’s was a great place to work was collaborated during the interviews and the Showcases. People spoke enthusiastically about their work and were proud of the successes that had been achieved. Being “*child centred*” and ensuring that all students had the opportunity to fulfil their full potential by delivering excellent teaching practice, the attention and approach taken to the pastoral support provided and establishing strong relationships with students and parents was cited as reasons why it was important that the vision of the school was achieved. The school had a very low staff turnover with many people having achieved long service. A few of the interviewees explained that they had actually attended the school themselves as students which had inspired them to follow a career in teaching. Added to this people explained the reasons why they felt it was a great place to work. These included:

- Feeling valued and appreciated through the rewards and recognition afforded for doing a good job.
- Being given the opportunity to develop their careers through the training provided.
- The positive, open and honest approach taken by the Senior Leadership Team.

St Damian’s worked in an environment of constant change and demonstrated agility in their response to managing the external challenges imposed by Government. A key example of this was the changes introduced to the grading system used for GCSEs with English and Maths being the first curriculum areas affected. The information provided on the changes and what the new grades actually looked like in practice was limited providing challenges for the staff. The work carried out in terms of translating and identifying the correlation between the existing and new grades had delivered excellent results with St Damian’s achieving the top scoring school within the Local Authority for English and Maths.

Examples of other changes instigated internally included the development of the new Teaching and Learning Co-Ordinators roles, with people selected based on their track record, experience and knowledge, ability to influence and their passion for the areas which they had been given responsibility. During the Showcase it was evident that the Co-Ordinators had been empowered to plan and deliver their projects with the following comment noted “*I’ve felt trusted by my line manager, who I feel has faith in me and allows me to make decisions, rather than being a puppet*”.

People confirmed that when changes were being proposed they were communicated in a clear and timely manner and that the Head Teacher always explained “*the rationale and benefits*” behind new initiatives. The one to one meetings held with the Head Teacher also provided the opportunity for people to identify where changes could improve working practice and provide benefits. E.g. discussions had been held about the reports prepared for each student and a decision had been taken to streamline the process which had resulted in more concise and meaningful documents.

St Damian’s worked with a wide range of stakeholders and partner organisations that were involved and influenced the future strategies and the decision making. Members of the leadership team provided examples of the key stakeholders which included students and their parents, staff, Governors, the Local Authority, feeder primary schools and the Diocese of Salford. Feedback was taken and used from all the stakeholders e.g. parents completed surveys with the comments and results taken on board by the Senior Leadership Team.

The makeup of the Governing Body reflected the involvement of the key stakeholders with Foundation, Parent and Staff Governors appointed bringing their knowledge and experience to the table.

A rigorous approach was taken through the recruitment and selection processes to ensure that the school attracted people from a variety of backgrounds creating a diverse and talented workforce. The completion of the Recruitment Monitoring Form provided information on gender, ethnicity, age, religion, country of birth and disability to ensure compliance with the Equal Opportunities Act 2010.

A strong culture of community had been engendered throughout the school which was demonstrated through the peoples' day to day work. People provided examples of how the school supported and raised funds for local, national and international charities through a range of activities planned throughout the year involving the students and raising their awareness of those less fortunate in the wider world. These included:

- A Share Day was planned and took place at the end of the Summer Term. Each form group was given £10 and had to develop ideas and initiatives in order to make a profit e.g. car washes, afternoon teas etc. In 2017 over £6000 had been raised in one day exceeding the target set.
- A Christmas Party was planned and delivered for senior citizens from the community each year with students serving the lunch and providing entertainment.
- McMillan Coffee Mornings were held with parents and other community member invited.
- Students could nominate charities to support e.g. Teenage Cancer Trust with over £1500 raised in one week.
- Every year the school sent backpacks for children in third world countries as part of the "Mary's Meals" initiative.

The school was viewed as a "hub" for the community which was witnessed during the Celebration Evening with students and their family members, Governors and staff celebrating the successes achieved.

A quote from the Diocese of Salford Inspection Report was noted:

*"The school makes a particular effort to help those in need and reach out to those on the margins of society. It is clear that pupils, staff and governors are united in common purpose to achieve excellence in all areas and they are justifiably proud of all St Damian's has achieved".*

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

**Statement:** I am kept up to date with the long term vision and objectives of the school. 94% strongly agreed.

**Performance Level Achieved: Advanced**

**Focus of future development:** The school had taken had adopted robust strategies to create sustainable success. Whilst there was evidence to demonstrate that individuals had been identified to influence and drive change consideration should be given to appointing Champions to deliver future new initiatives.

## Implications and Recommendations

The following recommendations for the leadership team are based on the professional judgement and assessment of St Damian's RC Science College by Carol Davidson, Investors in People Practitioner.

- Moving forward and building on the existing good practice consideration should be given to identifying the future leadership capabilities in line with the schools values and vision involving other leaders in the process.
- The values were well embedded and guided how the school operated on a day to day basis. Consideration should be given to strengthening the use of the values and making them more explicit in the people management strategies e.g. during the appraisal process, reward and recognition strategy etc.
- Whilst there was evidence that strategies were in place to gain feedback from staff conducting the Cultural Survey year on year will provide a benchmark to demonstrate the impact on improvements as a result of actions taken
- A robust approach had been taken to managing performance with some High Performing features notes. Consideration should be given to identifying high performing metrics to demonstrate an upward trend year on year. E.g. a measurement could be applied to the percentage of people who have demonstrated improvements in achieving and exceeding their targets.
- It was evident that the school rewards and recognises people in a variety of ways. Consideration should be given to pulling these together into one cohesive strategy and policy which will provide clarity and demonstrate a higher level of consistency. Opportunities exist to involve staff more in the design of the strategy for rewarding and giving recognition e.g. conducting a survey with staff to gain feedback on the types of rewards and recognition that would motivate them in their roles.
- A considered approach had been taken to Structuring Work with some High Performing features notes with regards to enabling constructive collaborative working. Consideration should be given to involving people in reviewing and improving policies and protocols to speed up decision making and increase individual ownership.
- A strong focus had been placed on building the school's capability with learning and development and resourcing well managed and delivered. Consideration should be taken to taking a more structured approach to succession planning, continuously identifying the capabilities that people will need in the future to manage the changing needs of the school.
- Engendering a culture of continuous improvement was clearly embedded and evidenced across the whole school with high performing features noted. Moving forward consideration should be given to identifying and measuring the positive outcomes as a result of new ideas generated within the school.
- The school had taken had adopted robust strategies to create sustainable success. Whilst there was evidence to demonstrate that individuals had been identified to influence and drive change consideration should be given to appointing Champions to deliver future new initiatives.

## Next Steps and Key Dates

Accreditation date	12-Month Review	24-Month Review	Accreditation Expiry
27/06/2018	27/06/2019	27/06/2020	27/06/2021

## Annex 1: Assessment outcome table

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

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