



Insights Assessment Report

Springfield School

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Contents

Acknowledgements.....	1
Executive Summary.....	2
Introduction.....	4
Organisational context.....	5
Strategy.....	5
Strengths and challenges.....	4
Shared Values.....	6
Style.....	6
Staff.....	6
Springfield School Self-diagnostic.....	7
Assessment Approach.....	8
Assessment Findings.....	9
Principle 1: Leading.....	122
Principle 2: Supporting.....	14
Principle 3: Improving.....	16
Recommendations.....	18
Next Steps.....	18
Annex 1 – On-line assessment data.....	19
Annex 2 – Assessment outcome table.....	20
Annex 3 – Evidence Summary.....	21
Annex 4 – Continuous Improvement Plan.....	45

Acknowledgements

I would like to thank Springfield School and all the staff who took part in the assessment for giving both their time and their frank and honest opinions. Their views contributed significantly to giving me a good understanding of the culture and practices in the organisation and how people contribute to its success.

Particular thanks are extended to Lisa Hodgkinson for responding to my requests for additional information and the welcome and hospitality received onsite from every member of the team. On behalf of Investors in People North of England, the Practitioner would like to congratulate Springfield School on its achievement of gaining this accreditation. Well done.

Executive Summary

Firstly, everyone within Springfield School should be congratulated on a very positive review against the Investors in People Generation 6 framework. Everyone that the practitioner came into contact with was welcoming, supportive and accommodating throughout the review process. This framework is much more thorough and stretching and delivers greater depth of insight into how the school works and this level of recognition is a great reflection on where Springfield School is in their journey towards achieving their ambitions.

The assessment took place in November 2017 starting with exploratory context discussion with the Head Teacher. 65 people completed the IIP40 online assessment (54%) and 19 staff were interviewed (including 2 Governors) from across the school by the IIP practitioner.

Without doubt, the culture within Springfield School is highly centred round their vision of "Excellence through Effort". The School has created a workforce who are engaged, empowered and focused on delivering their part toward the common ambition and this has produced high quality provision within ever more challenging conditions.

There is a very strong culture of learning and development and having the child at the centre of all decisions. People's objectives were often aligned to improving the quality of delivery to pupils and the achievement of staged progress. By being more systematic in measuring and evaluating the impact of the investment in people will ensure a more targeted and focused approach for the future.

The leadership style is focused on empowering, coaching, enabling, and role modelling and to date this is working to deliver a consistent approach to how people are managed within the School. To push this to the next stage and really set yourselves apart from the crowd the leadership team could look to understand and define what behaviours and capabilities are currently within the team that make them great at being a leader and would make you greater in the future. This would ensure consistency of approach as the school grows and ensure the right people are promoted into leadership positions.

The assessment clearly revealed a number of key strengths within the company. Annex 2: Assessment Outcome Table found at the back of this document shows that Springfield School does many things well. Of particular note are:

- How people across the School align with the values at all times and have the courage and support to challenge inconsistent behaviours.
- Where roles are designed to deliver organisational objectives, create interesting work for people, while encouraging collaborative ways of working.
- People's capabilities are actively managed and developed thereby allowing people to realise their full potential and ensuring the School has the right people at the right time for the right roles.

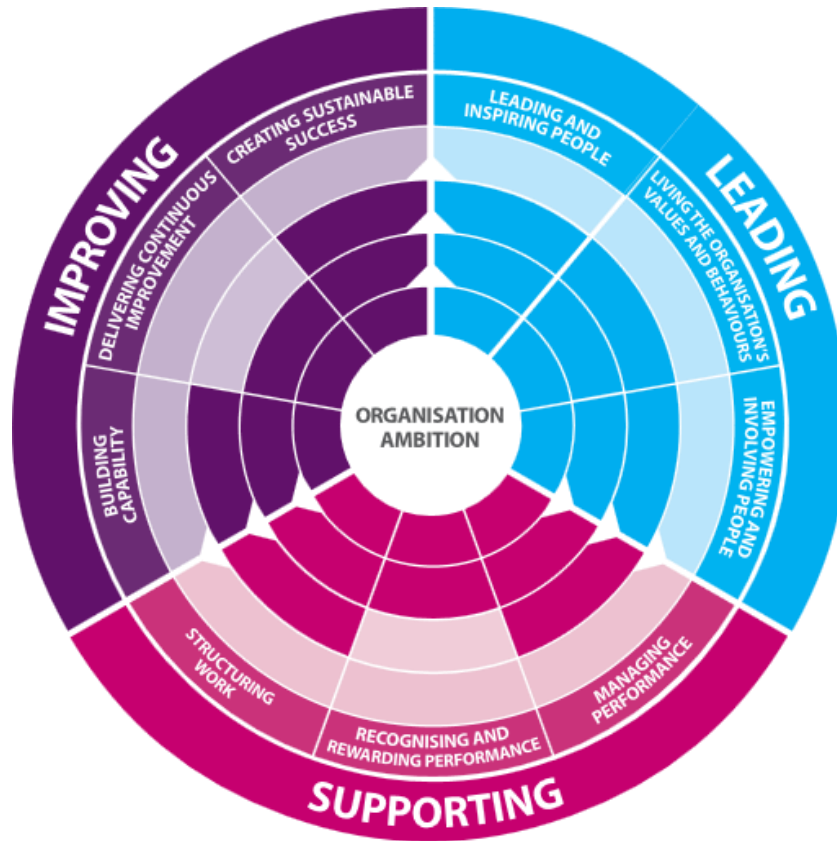
The improvement suggestions made within this report, and summarised in the Recommendations Table and the back of the report should be considered. These suggestions include:

- support and create opportunities for people to take reasonable risks when trying new and innovative approaches;
- Continued to collect, measure and act on the varied metric information currently in operation with the aim of improving results year on year in support of becoming accredited as an Investors in People 'High Performing' organisation.

The conclusion of this assessment is that Springfield's school have met the requirements of the Investors in People VI generation framework at an Advanced level corresponding to the prestigious

Gold Accreditation. The leadership at Springfield's school should be very proud of this achievement, people at all levels are aware of what the school is trying to achieve and are working together to help reach its objectives and ambitions.

Springfield School assessment outcome



Springfield School final award outcome.



Springfield School has achieved Gold award level against the Investors in People Version 6 standard. For the implications and recommendations and next steps, please see page 18.

Introduction

Springfield School had been an Investors in People recognised organisation between 2004 and 2016 when, with the change in Headship, it was felt the timing was not quite right for the school. At this point their recognition lapsed with a view to returning to the standard when the time was better. Contact with the school was maintained and this is the first review of the School against the new refreshed standard. The school previously held the Gold standard of recognition and aspires to return to that level of recognition.

Springfield School sought re-assessment against the Investors in People standard in September 2017, the School is seeking to apply the IIP framework as a key part of its developing people strategy aimed specifically at improving its provision to SEN children with a fully engaged workforce.

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

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

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

Organisational context

Strategy

Within their 2 year strategy 2017-2018 Springfield school has set up 4 key areas of focus to deliver their aspiration " to exceed expectations and achieve through excellence through effort."

The ambition is grounded in the desire to increase provision for the local area, to maintain their outstanding Ofsted recognition, increase capacity of the team to deliver and to improve the provision for children on the autistic spectrum. This has been structured into their school improvement plan priority areas.

These are

1. Effectiveness of leadership and management
2. Quality of teaching, learning and assessment.
3. Personal development, behaviour and welfare
4. Pupil outcomes.

Investors in People has, to date, been a tool which has supported their growth and development to ensure good practice is delivered for their employees. In this review the senior team are keen to stretch this growth especially in the areas of indicator 5 Rewarding and recognising.

The senior team are clear that in order to achieve this ambition the culture, capacity and capability of the whole team are the key to its success. Springfield School has used the Investors in People standard as a benchmark to check itself against where its human capital is concerned and with the introduction of the Generation 6 framework have been enthusiastic to receive the additional challenge it will give in order to receive further opportunities for continuous improvement.

Strengths and Challenges

Swot Analysis

Strengths Outstanding Ofsted Data proves good progress Highly skilled workforce Outstanding teaching and learning evidenced Good success rates with soft data	Weaknesses Funding impact in next 2 years Staff moral and motivation
Opportunities Links to employment opportunities Growth potential Extension planned for Sept 18 Links with Safe opportunities to deliver work experience links locally 50% of children in local authority with SEN needs are transported out of region due to lack of provision Outreach work with preschool children	Threats Maintaining staff ratios

Shared Values

- High expectations for pupils to learn & achieve
- A good knowledge of how each pupil learns best
- A positive attitude towards work & to enthuse and motivate pupils
- Good progress, and wellbeing over time for all pupils
- To appreciate and support all who work with and for our pupils

Style

The leadership style is very open and collaborative with the team.

Staff

The staff structure is grouped into 3 areas of primary, secondary and 6th form and in each one there is a member of the senior leadership team, class teachers, teaching assistants and welfare assistants. This is supported by a business manager who leads a team of admin, site maintenance, IT, and catering. The whole school is guided and held accountable by a board of governors as part of their statutory duty.

At the time of this review Springfield School employed 120 staff.

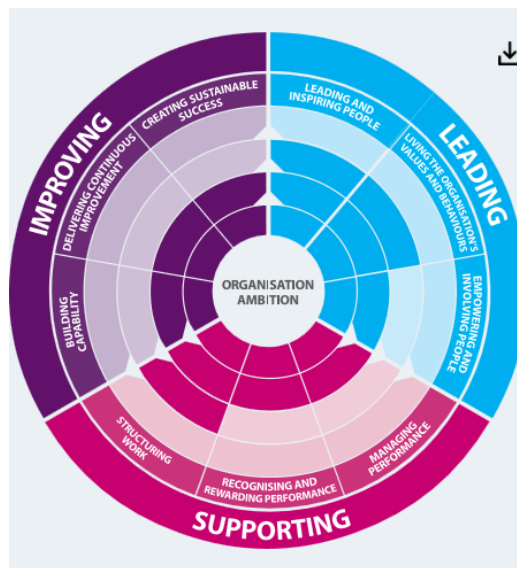
Springfield School Self-diagnostic

Having carefully considered the IIP Framework, Springfield School believes that they are at Established in all areas with additional strength in the areas of Leading, living the values and structuring work.

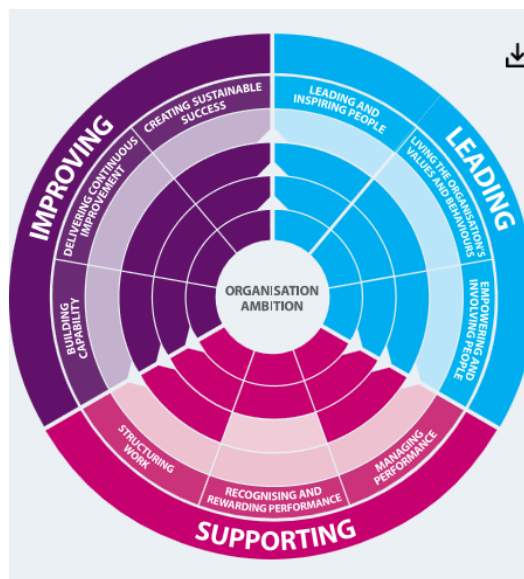
Springfield School have been very proud to have attained the Gold level of recognition in the past and hope to regain that level of recognition. With the changes to the standard and the additional challenges the school is keen to progress their recognition as a tool to improving their performance.

The heat maps below summarise where Springfield School believes it currently sits against each of the nine IIP indicators and where it aspires to be in order to achieve its organisational ambition. The shaded cells represent the maturity level against the each indicator. The more cells shaded the more mature and embedded the practices are within Springfield School.

‘As Is’ heat map



Aspiration or 'To-be' heat map



Assessment Approach

Following the initial Context Discussion with Head Teacher in Springfield School, from which details for the organisational analysis were elicited, the organisation was assessed primarily using the IIP40 survey and interviews. Staff were informed of the IIP assessment and accreditation process by the management team in October 2017, when they were asked to take part in completing the survey and a possible interview. This gave time to deal with any questions or issues that staff raised. The team reported that there were no material issues and that staff were more than happy to be involved. As an organisation of 120 members of staff, all staff were asked to complete the IIP40 survey. 65 completed surveys were returned (54%), indicating a good level of engagement by staff. Returned surveys represented all functions and levels of Springfield School. However, there were lower response rates from the none-class based staff group.

Surveys were analysed to determine key themes or issues and these were used as one basis on which interviews were designed and administered. Semi-structured interviews were carried out with 19 respondents, from all functions and levels based and selected purposively because they were ideally placed to discuss IIP related issues.

This was made up of

Teachers 5

Teaching assistants 6

Welfare assistants 4

Admin/maintenance/ governors 4

Each was interviewed one-to-one and confidentiality was assured. Interviews lasted between 45 and 60 minutes. Respondents appeared to willingly share and discuss their experiences and attitudes.

Observation activities carried out, included a tour of the school, attending a weekly briefing, and general movement around the various buildings allowing effective observation of activities and interactions between staff, and between pupils, staff and the leadership team.

Data on which the assessment was based included that elicited from the survey and interviews, observations and documents provided by Springfield School. Documents were freely provided and included, School improvement plan, Self-evaluation summary document, Ofsted report, subject leader checklist, wider school impact checklist, career map, interim safeguarding report, teaching standards, induction programme, rules/guidelines/ boundaries, job descriptions, teaching observation checklist.

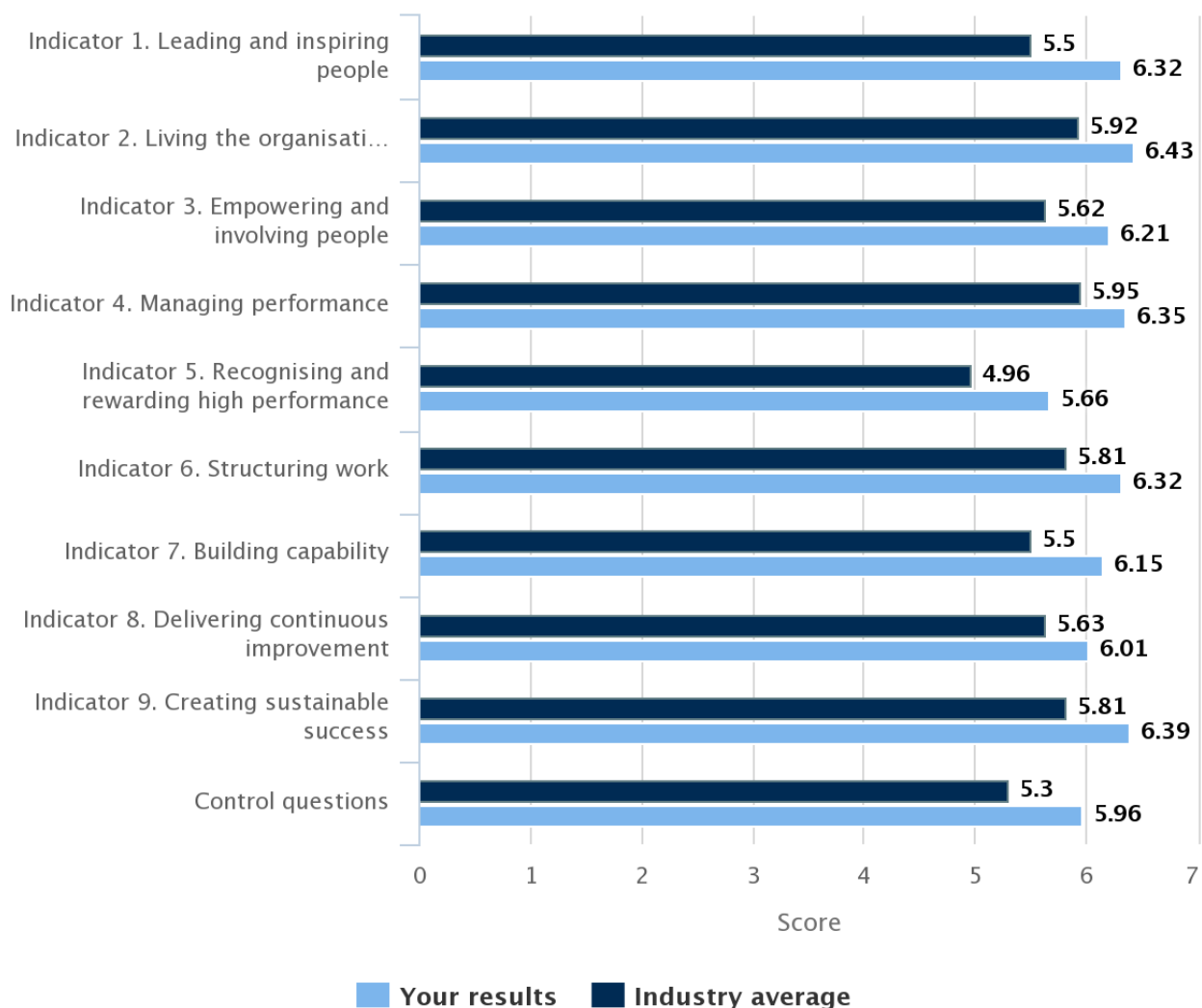
Assessment Findings

This section provides a detailed analysis of the organisation, Springfield School, assessment against the IIP framework. The table in Annex 2 shows the assessed maturity level for each of the 27 themes within the IIP framework. For the purposes of establishing an industry benchmark, data collected from the Education sector has been used as a benchmark, and is shown below.

The online assessment covers all 9 indicators of the standard and each of the questions asked the respondent to rate agreement within the statement aligned to one of the indicators. The responses are categorised on a 7 point scale from strongly agree (7) to strongly disagree (1). This point scale is then used as a score of alignment against the standard. The highest alignment against the standard is 7, whereby an organisation demonstrates complete alignment against the standard, according to the responses collected in the online assessment.

In the cases for Springfield School the indicator with the greatest alignment is Living the values closely followed by Creating sustainable success. It is also noteworthy that consistently the responses are markedly above the Education average. These results will be further explained and referenced later in this report.

Alignment summary

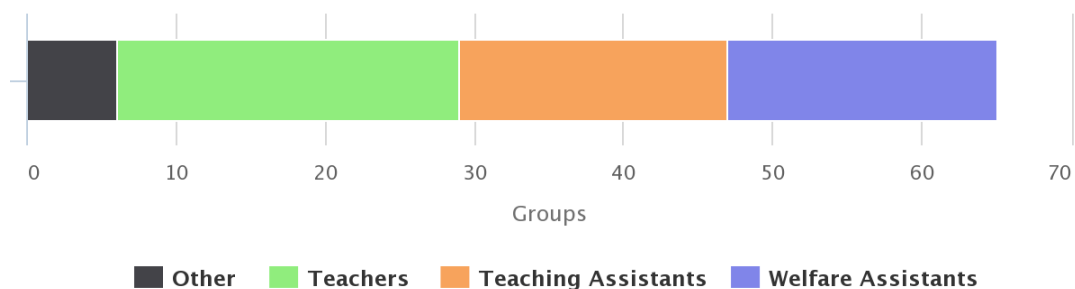


Overview of online assessment results

IIP Indicator	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Indicator 1. Leading and inspiring people	47.25% (123)	42.00% (109)	7.00% (18)	3.00% (8)	0.00% (0)	0.75% (2)	0.00% (0)
Indicator 2. Living the organisation's values and behaviours	52.50% (136)	40.50% (106)	5.25% (13)	0.75% (2)	0.75% (2)	0.25% (1)	0.00% (0)
Indicator 3. Empowering and involving people	42.00% (109)	40.75% (106)	13.75% (36)	2.50% (6)	0.50% (2)	0.00% (0)	0.50% (1)
Indicator 4. Managing performance	47.75% (124)	44.00% (114)	6.00% (15)	1.00% (3)	0.00% (0)	0.75% (3)	0.50% (1)
Indicator 5. Recognising and rewarding high performance	24.25% (63)	39.50% (102)	23.50% (61)	7.00% (18)	1.75% (5)	3.25% (8)	0.75% (3)
Indicator 6. Structuring work	47.25% (122)	39.50% (103)	11.25% (29)	1.25% (4)	0.50% (1)	0.25% (1)	0.00% (0)
Indicator 7. Building capability	35.50% (92)	49.25% (128)	11.50% (30)	1.75% (5)	1.25% (3)	0.50% (1)	0.25% (1)
Indicator 8. Delivering continuous improvement	33.25% (87)	44.25% (115)	15.25% (40)	5.25% (14)	0.50% (1)	1.00% (2)	0.50% (1)
Indicator 9. Creating sustainable success	46.50% (121)	47.75% (124)	3.50% (9)	1.25% (4)	1.00% (2)	0.00% (0)	0.00% (0)
Control questions	31.25% (81)	46.00% (120)	15.25% (40)	3.75% (9)	2.00% (5)	1.75% (5)	0.00% (0)

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

Responses by group



The tables above gives the overall summary of how people responded across Springfield School and on the next page the summary results for each of the groups which were reported on.

It is interesting to note that the themes of Living the values and managing performance are consistent across all groups as being stronger. With Recognition and reward highlighted for all the groups as an area for attention.

The welfare assistant group responded more toward the strongly agree in most areas and with teaching assistants were predominantly positive responses. The teachers table indicates a mostly positive response with a small group who disagreed to a number of elements. A neutral response potentially could be an area for future influence as people who do not have strong views one way or the other at this stage potentially can move in the future.

Overview of online assessment results

IIP Indicator	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Indicator 1. Leading and inspiring people	55.75% (51)	31.50% (29)	8.50% (8)	2.25% (2)	0.00% (0)	2.00% (2)	0.00% (0)
Indicator 2. Living the organisation's values and behaviours	49.00% (45)	42.50% (39)	6.50% (6)	1.00% (1)	1.00% (1)	0.00% (0)	0.00% (0)
Indicator 3. Empowering and involving people	40.00% (37)	48.00% (44)	11.00% (10)	0.00% (0)	0.00% (0)	0.00% (0)	1.00% (1)
Indicator 4. Managing performance	68.50% (63)	25.25% (23)	2.25% (2)	0.00% (0)	0.00% (0)	3.00% (3)	1.00% (1)
Indicator 5. Recognising and rewarding high performance	24.00% (22)	41.50% (38)	25.25% (23)	3.25% (3)	2.00% (2)	1.00% (1)	3.00% (3)
Indicator 6. Structuring work	50.25% (46)	37.00% (34)	9.75% (9)	2.00% (2)	1.00% (1)	0.00% (0)	0.00% (0)
Indicator 7. Building capability	38.25% (35)	49.00% (45)	9.75% (9)	0.00% (0)	2.00% (2)	0.00% (0)	1.00% (1)
Indicator 8. Delivering continuous improvement	42.75% (39)	42.25% (39)	12.00% (11)	1.00% (1)	0.00% (0)	1.00% (1)	1.00% (1)
Indicator 9. Creating sustainable success	56.75% (52)	41.25% (38)	1.00% (1)	1.00% (1)	0.00% (0)	0.00% (0)	0.00% (0)
Control questions	41.25% (38)	36.00% (33)	18.75% (17)	1.00% (1)	0.00% (0)	3.00% (3)	0.00% (0)

Teachers

Overview of online assessment results

IIP Indicator	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Indicator 1. Leading and inspiring people	34.75% (25)	53.00% (38)	8.25% (6)	4.00% (3)	0.00% (0)	0.00% (0)	0.00% (0)
Indicator 2. Living the organisation's values and behaviours	44.50% (32)	45.75% (33)	7.00% (5)	1.25% (1)	0.00% (0)	1.50% (1)	0.00% (0)
Indicator 3. Empowering and involving people	38.50% (28)	36.00% (26)	18.00% (13)	6.00% (4)	1.50% (1)	0.00% (0)	0.00% (0)
Indicator 4. Managing performance	27.75% (20)	62.50% (45)	9.75% (7)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)
Indicator 5. Recognising and rewarding high performance	11.00% (8)	41.75% (30)	34.75% (25)	7.00% (5)	2.50% (2)	3.00% (2)	0.00% (0)
Indicator 6. Structuring work	34.75% (25)	47.50% (34)	16.50% (12)	1.25% (1)	0.00% (0)	0.00% (0)	0.00% (0)
Indicator 7. Building capability	25.00% (18)	52.75% (38)	19.50% (14)	2.75% (2)	0.00% (0)	0.00% (0)	0.00% (0)
Indicator 8. Delivering continuous improvement	16.75% (12)	56.75% (41)	22.25% (16)	4.25% (3)	0.00% (0)	0.00% (0)	0.00% (0)
Indicator 9. Creating sustainable success	29.00% (21)	64.00% (46)	7.00% (5)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)
Control questions	13.75% (10)	58.25% (42)	23.75% (17)	2.75% (2)	1.50% (1)	0.00% (0)	0.00% (0)

Teaching assistants

Overview of online assessment results

IIP Indicator	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Indicator 1. Leading and inspiring people	53.00% (38)	37.50% (27)	5.25% (4)	4.25% (3)	0.00% (0)	0.00% (0)	0.00% (0)
Indicator 2. Living the organisation's values and behaviours	64.00% (46)	32.00% (23)	2.75% (2)	0.00% (0)	1.25% (1)	0.00% (0)	0.00% (0)
Indicator 3. Empowering and involving people	47.00% (34)	32.00% (23)	16.75% (12)	2.75% (2)	1.50% (1)	0.00% (0)	0.00% (0)
Indicator 4. Managing performance	45.75% (33)	48.50% (35)	4.50% (3)	1.25% (1)	0.00% (0)	0.00% (0)	0.00% (0)
Indicator 5. Recognising and rewarding high performance	34.50% (25)	36.25% (26)	11.25% (8)	11.00% (8)	1.25% (1)	5.75% (4)	0.00% (0)
Indicator 6. Structuring work	54.25% (39)	36.00% (26)	7.00% (5)	1.25% (1)	0.00% (0)	1.50% (1)	0.00% (0)
Indicator 7. Building capability	44.50% (32)	41.50% (30)	6.75% (5)	4.25% (3)	1.50% (1)	1.50% (1)	0.00% (0)
Indicator 8. Delivering continuous improvement	37.25% (27)	34.50% (25)	12.75% (9)	12.75% (9)	1.50% (1)	1.25% (1)	0.00% (0)
Indicator 9. Creating sustainable success	47.25% (34)	42.75% (31)	2.75% (2)	4.25% (3)	3.00% (2)	0.00% (0)	0.00% (0)
Control questions	36.50% (26)	41.50% (30)	6.75% (5)	7.00% (5)	5.50% (4)	2.75% (2)	0.00% (0)

Welfare Assistants

Principle 1: Leading

The summary within this principle covers the following Investors in People indicators:

- Leading and Inspiring People
- Living the organisation's values and behaviours
- Empowering and Involving People

Data captured from the online assessment suggests that there is a strong alignment with people across the three indicators and the school's engagement surveys with pupils and parents and the annual class review survey.

89% of people strongly agree, agree and somewhat agree they trust the leaders at Springfield (Indicator 1, question 1) and 94% strongly agree, agree to leaders clearly communicate the School's vision and objectives (Indicator 1, question 3). This is supported by the School's inset days and performance management where the School updates the direction and key priorities.

Springfield's school leadership team recognises that effective communication is essential in being able to achieve their ambition; and communication is always timely, accurate and delivered using a variety of methods to ensure inclusion regardless of hours or days worked. The School believes that communication is everyone's responsibility and individuals are encouraged to interact through available methods and provide feedback and input as required. Communication and feedback measures are captured by using the following metrics; annual class review survey; career progression; attendance and participation; weekly briefings, team meetings, inset days, twilight sessions, utilisation of E-schools communications.

97% of people strongly agree, agree and somewhat agree that they share the same values as Springfield (Indicator 2, question 5), similarly, 100% of people of people strongly agree, agree and somewhat agree that their day-to-day behaviour reflects the School's values (Indicator 2, question 6). This was demonstrated via the weekly participation in meetings and the level of contribution to communications.

98% of people of people strongly agree, agree and somewhat agree that they are encouraged to take the initiative in their roles (Indicator 3, question 9) and empowered to make decisions and act on them (Indicator 3, question 11). People confirmed during the interviews that they are encouraged to contribute to all areas of the School including staff for meetings, class reviews and drop-in sessions, as well as knowing there is an open-door policy for managers and the Head Teacher.

Areas for development

The below suggested actions should be considered as future areas for development as Springfield School works towards becoming a 'High Performing' school, and are captured in Annex 4 – Continuous Improvement Plan.

1. Leaders can demonstrate how they have inspired people to go above and beyond to achieve great results, whilst people can give examples of when their leaders have motivated them to achieve their full potential and go the extra mile. Leaders can show how they define current and future skills and the qualities leaders need, in line with the School's vision and values; and can demonstrate how they are involved in defining the current and future capabilities they may need.
2. Decisions should be based on values rather than self-interest where people can give examples of decisions and actions making a difference in more than one department within

the school. Leaders can provide examples of resourcing decisions which are made in the best interest of the school; values are clearly communicated to all stakeholders and upheld throughout the school; and people feel comfortable in challenging behaviours that are not in line with the schools values and people are held to account when behaviour and actions are not in line.

3. Provide demonstrated examples of how people are empowered to challenge the status quo to improve the School's performance; demonstrated examples of participation, collaboration, teamwork and shared responsibility as an integrated part of the School's culture; and demonstrated examples where people have used their initiative to support the delivery of the business ambition and in achieving positive outcomes.
4. Continue to capture and measure metrics with aim of year on year improvement.

Based on the evidence presented throughout the assessment Springfield School has met the criterion for Leading and Inspiring People, Living the Organisations Values and Behaviours and Empowering and Involving People at the 'Advanced' level.

Principle 2: Supporting

The summary within this principle covers the following Investors in People indicators:

- Managing Performance
- Recognising and Rewarding High Performance
- Structuring Work

Data captured from the online assessment suggests that there is a strong alignment with people across the three indicators and the School's engagement surveys with pupils and parents and the annual class review survey.

The online data noted that 99% of people strongly agree, agree and somewhat agree that they are encouraged to achieve high performance (Indicator 4, question 13), and 99% of people strongly agree, agree and somewhat agree that the company's success is reliant on people achieving their individual objectives (Indicator 4, question 15).

This was further explored during the face-to-face interviews and it was apparent that people are clear with what is expected of them and their objectives are aligned with the School objectives and behaviours aligned with the School values and the professional standards in place for teachers and teaching assistants and integrated within people's annual performance management discussions.

88% of people strongly agree, agree and somewhat agree that they are consistently recognised when exceeding expectations (Indicator 5, question 18). However, only 74% of people strongly agree, agree and somewhat agree that they or their team receives high levels of recognition and reward for the higher levels of performance (Indicator 5, question 19). This was explored further during the interview process and people did confirm that they are recognised and rewarded through a variety of avenues and include thank you's, team events, promotion opportunities, development opportunities, and flexibility to change working patterns. People were aware of what was required in order to be rewarded and recognised. This was backed up by interviewees saying they would not work anywhere else because the team always pulled together and the positive ethos of the school was what made it a great place to work where it was one big family.

99% of people strongly agreed, agreed, and a somewhat agreed with the statement that their roles are structured to enable them to work well together (Indicator 6, question 22), whilst 99% of people strongly agree, agree and somewhat agreed to the fact that their work is interesting and uses their skills and capabilities (Indicator 6, question 24). During the face-to-face interviews people confirmed that clear understanding of their roles, how they are aware that they have the sole responsibility to act, how they add value to Springfield School and understand what part they play in support of the Schools progress and development and confirmed that there is a collaborative approach in place to help people share knowledge and ideas across projects and departments. This is in line with pupil and parent surveys 58/59 responded positively to being kept well informed and 48/59 to the school taking into account their views and concerns.

Areas for development

The below suggested actions should be considered as future areas for development as Springfield School works towards becoming a 'High Performing' School, and are captured in Annex 4 – Continuous Improvement Plan.

1. Involve people in designing the Schools approach to reward and recognition; instil a culture of appreciation where people feel valued and recognised for their efforts and performance; and ensure that high performing individuals receive greater financial or non-financial recognition and rewards.
2. Design roles to meet the changing needs of communities, markets and organisational strategies; regularly review and improve policies and practices to speed up decision-making and increase individual ownership; and design the organisational structure to continue the

encouragement of people to create formal and informal networks in order to maximise collaboration.

3. Allow people to take ownership of their learning and development to effectively support Springfield's objectives; embed continuous learning as part of the culture; and continually look to the future to identify and plan the capabilities people would need to deliver continued success.
4. Continue to capture and measure metrics with aim of year on year improvement.

Based on the evidence presented throughout the assessment in the judgement of the liP Practitioner, the school has met the criterion for Managing Performance and Structuring Work at the 'Advanced' level. , Recognising and Rewarding High Performance, has met the criterion at the Established level.

Principle 3: Improving

The summary within this principle covers the following Investors in People indicators:

- Building Capability
- Delivering Continuous Improvement
- Creating Sustainable Success

Data captured from the online assessment suggests that there is a strong alignment with people across the three indicators.

The online data noted that 100% of people strongly agree, agree and somewhat agree that Springfield School believes it is important that people's capabilities are developed (Indicator 7, question 27), which is demonstrated through the Schools approach to succession planning and its future workforce and confirmed during the interview process where it was explained how people's capabilities are developed through the investment of junior staff, the School's pay and grading structure ensures a flexible workforce allows for the movement of people between areas of the School to gain relevant experience.

99% of people strongly agree, agree and somewhat agree that they are always seeking new ways to improve (Indicator 8, question 32); and 99% of people strongly agree, agree and somewhat agree that they look for ideas internal and external to the School that will help improve their ways of working (Indicator 8, question 31). However, only 90% of people strongly agree, agree and somewhat agree with the fact that they could experiment without feeling worried about making mistakes. This was explored further during the face-to-face interviews and it became apparent that contrary to this, continuous improvement is a collaborative experience and people are encouraged to identify and improve their performance and ways of working across classes and departments sharing knowledge and ideas. This was supported by the high levels of the staff engagement in the weekly meetings and the voluntary school activities as in the Christmas fair where 80% of the workforce attended and the 54% response rate to the investors in people online survey.

100% of people believe that Springfield School has a plan for the future to ensure their continued success (Indicator 9, question 35) whilst 98% of people strongly agree, agree and somewhat agree with the fact that a positive relationship with the community is key to the Schools continued success (Indicator 9, question 33). During the context meeting the Head Teacher confirmed that they communicate current and future goals, plans, targets and financial performance with all staff at Inset days, briefings and monthly communications. This was confirmed by people during the face-to-face interviews. It was further noted that people at all levels understand and have an appreciation of the stakeholders, communities and markets within which the School operates which can be demonstrated through the School's approach to corporate social responsibility. It was also noted that due to the very nature of the school and its children, change is part of the Schools DNA and Springfield constantly needs to adapt to meet change with respect to delivering services and attracting and retaining employees and staff.

Areas for development

The below suggested actions should be considered as future areas for development as Springfield School works towards becoming a 'High Performing' organisation, are captured in Annex 4 – Continuous Improvement Plan.

1. Leaders should ensure and people should believe there is a culture that encourages continuous learning and promotes the development of skills and knowledge at every level; and leaders continually look to the future to identify and plan the capabilities people would need to deliver success.
2. Leaders should provide an environment for people to take responsibility for continuous improvement by looking to the world around them and to new ideas and innovation that can deliver change; nurture innovation and quickly act in response to new ideas and opportunities and deliver positive outcomes for the school.

3. Leaders should be aware of future challenges for the school and consciously develop their own capabilities and partner with external bodies to respond to challenges facing the School; and change is viewed as business as usual when mistakes are accepted and valued and used as an opportunity for learning and improvement.
4. Continue to capture and measure metrics with aim of year on year improvement.

Based on the evidence presented throughout the assessment in the judgement of the liP Practitioner, Springfield School has met the criterion for Building Capability and Creating Sustainable Success at an 'Advanced' level and Delivering Continuous Improvement at an 'Established' level. It is important to note that there are 'Advanced' elements within Indicator 8 – Delivering Continuous Improvement.

Recommendations

The following recommendations for the leadership team are based on the professional judgement and assessment of Springfield School undertaken by Heather Beattie.

The conclusion of this assessment is that Springfield School has met the requirements of the Investors in People VI generation framework at an Advanced level and as a result is accredited with prestigious Gold Investors in People standard for three years. Springfield School does many things well. Of particular note are how people across the School act in line with the Schools values at all times and have the courage and support to challenge inconsistent behaviours; roles are designed to deliver organisational objectives create interesting work for people, while encouraging collaborative ways of working; and people's capabilities are actively managed and developed thereby allowing people to realise their full potential and ensuring the School has the right people at the right time for the right roles.

The improvement suggestions made within this report, and summarised in Annex 4 – Continuous Improvement Plan, relate to recommended activities which Springfield School should consider as the School works to becoming 'High Performing and continuing to be an outstanding school in Ofsted terms. These include support and create opportunities for people to take reasonable risks when trying new and innovative approaches; and continue to collect, measure and act on the varied metric information currently in operation with the aim of improving results year on year.

The school is at an 'Established' level in Delivering Continuous Improvement and Recognising and rewarding high performance. In order to maximise the schools potential, based on the "to be" heat map, the Continuous Improvement Plan (Annex 4) identifies areas required for development and in some cases only minor improvements would result in positive change.

I would also like to draw your attention to relevant Investors in People resources which are designed to help you to build on the benefits of using Investors in People as an organisational development tool. You can access a range of downloads, best practice hints and tips, as well as other resources to inform and educate as you progress on your Investors in People journey. These can be found at <https://www.investorsinpeople.com/>.

Thanks are due to everyone who participated in this process: the honesty and helpfulness of all online and face to face interviews was very much appreciated and it has been a privilege to work with Springfield's School.

Next Steps

The above findings and recommendations will be discussed at the Feedback Meeting scheduled for 11/01/2018 at 1.30pm. At this meeting, the following areas will be covered:

- Outcome of this Assessment
- Areas of strength and development and options for improvement.
- Scheduled date and format for the 12-Month Review

The key dates for the next stages of Springfield School. Investors in People journey are set out below:

Accreditation date	12-Month Review	24-Month Review	Accreditation Expiry
29/11/2017	29/11/2018	29/11/2019	29/11/2020

Springfield School has achieved Gold award level against the Investors in People Version 6 standard.

Annex 1 – On-line assessment data

Please refer to separate document.

Annex 2 – Assessment outcome table

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

Annex 3 – Evidence Summary

Indicator	Theme	Evidence Summary	Performance level
1. Leading and inspiring people	Creating transparency and trust	<ul style="list-style-type: none"> • The Head Teacher explained their purpose and vision for pupils, staff and school stakeholders to “exceed expectations and achieve excellence through effort” • Interviews – good explanation of school purpose by all interviewees “we are here to support the pupils and their families to achieve to the best of their ability.” • Observation of the weekly briefing started with a 4 Makaton signings, an overview of the week’s activities, gave teams the opportunity to update colleagues and reinforced vigilance in safeguarding in e-safety after a police update. • Managers and staff described how the internal communications worked with inset days, team meetings, weekly briefings, class meetings, and performance management, E-schools (internal email and record storage.) • 95% online assessment indicated positively to they trusted their leaders. • Observation – each classroom had a summary copy on display of the school improvement priorities, and self-evaluation alongside the weekly planning for the teams to work from. 	A
	Motivating people to deliver the organisation’s objectives	<ul style="list-style-type: none"> • Staff are well established in the roles and have engaged with the Springfield School ethos including the more recent joiners who have become an integral part of their individual teams. People described that they wanted to do a good job so that their children are well supported, happy and able to learn at the most appropriate level for them which would improve their opportunities in the future. • Desktop review shows there is a clear school improvement plan in place which links to job role responsibilities and accountabilities. The SIP also links to performance management priorities and these are distributed throughout the different levels and areas of the school. • “My job is to ensure that our children are able to access work experience opportunities and have the skills for independence in order to be able to move on to some level of paid employment afterwards. 	A

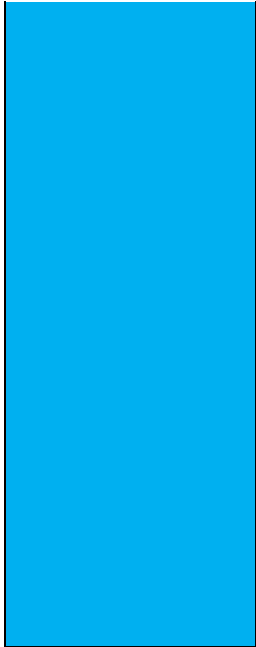
		<ul style="list-style-type: none"> • 100% online assessment indicated positively to leaders clearly communicate vision and objectives • The managers were described as helpful and enabled people to play to their strengths whilst ensuring individual knowledge and skills were focused on meeting the organisation's needs. Coaching is used in a very structured way to support development of new skills and underperformance and tracked through development discussions. • "My manager is great, he/she is always open to new ideas, is always supportive and will listen to any concerns I need to talk through" "in our class meetings we will discuss what went well and what we could try differently to get a better impact for the children, it's a very open and level discussion with everyone's views being appreciated" • Interviews - All indicated they felt supported by their manager and were passionate about delivering the best possible support for the pupils. However, some indicated that they understood their managers to be incredibly busy and added there is always someone who can help or point us in the right direction. 	
	Developing leadership capability	<ul style="list-style-type: none"> • Springfield School has a reporting structure in which there is a cascade of accountability through class teams to class teachers to senior leadership team to Head and Governors. In terms of how people work it is a very flat structure in terms of the team working together in order to best meet the needs of the children. • There are opportunities to identify and develop potential leaders within a recognised framework. This is supported by team arrangements that enable people to speak openly and take responsibility for their actions and as a result develop leadership qualities. There were a number of examples given in interview where people were involved in projects where they had opportunities to develop leadership skills and this extended beyond the teachers, including teaching assistants leading on therapies, or after school clubs and outreach. • Desktop review- There is a route map for welfare assistants, teaching assistants to progress through the development of knowledge and skills towards teaching and this is supported by clear person specifications, professional standards • People are confident about the leadership and management style they expect from more senior staff members and that support is provided to build individual capability on the job. During performance management and in the end of year review staff are asked to reflect back and suggest improvements, including the leadership activities. This is tracked in the SEF and improvements are built into next School development plan. The 	A

		<p>introduction of class teachers performance managing their own class teams is a good example of this.</p> <ul style="list-style-type: none"> • Through both interviews and observations it become clear that there is an open door policy in place at Springfield School which keeps communication and relationships strong between staff, managers, and other stakeholders • On line assessment 91% responded positively that Springfield School developed great leaders. • Desktop review – competencies are used within the professional standards and teaching standards and as part of pay progression there is a clear criteria for people to meet balanced on achieving outstanding observations, expected pupil progress and achievement of performance management objectives which will include a whole school element. This is tracked and reported to Governors. • Interview. “The managers are always asking for ways to improve things and constantly ask us for ideas and suggestions. There are lots of things which have been introduced as a result of our discussions and the new iPad method of recording and tracking pupil progress has been great in terms of reducing paperwork, and saving time so we can focus on the children more.” 	
<p>2. Living the organisation’s values and behaviours</p>	<p>Operating in line with the values</p>	<ul style="list-style-type: none"> • One line assessment 92% strongly agreed, agreed that they shared the same values as Springfield School. • Desk top review -The values are clearly defined within the induction programme, integrated within systems and procedures and discussed within the range of communication meetings and inset training events. • In interviews people were able to discuss what the values were about and typically described how it was about understanding the child in order to find the best way for them to learn and make good progress. About being positive and having high expectations for all to achieve and learn. • Online assessment 95% strongly agreed, agree that my organisation values guide the way we operate and make decision. • In interview, all without exception, talked about how the whole team modelled behaviours and attitudes in the way they did their work, operated transparently and were expected to deliver on the job. 	<p>A</p>

		<ul style="list-style-type: none"> • Context meeting – managers have integrated the values within a number of other processes and they are always on the agenda for meetings. The management of performance is based on measuring an individual’s performance on how they carry out their roles and in how they apply the values to their jobs. • In interview staff all indicated that the values informed decisions that were taken with everyone reflecting the sentiment of “decisions in this school are always about the children and improving the impact on their learning” 	
	Adopting the values	<ul style="list-style-type: none"> • Interviews – everyone, without exception, was able to describe the values and explained how they form part of the code of conduct, informed systems and procedures and this was reinforced in the performance management discussions. • Online assessment- 97% strongly agreed, agreed that my day to day behaviour reflects the organisations values • Context meeting. / Desk top review. The personal development and performance management discussion is designed to support discussions around how people apply the values within their roles. This is monitored in terms of Ofsted ratings as a school and for each classroom and will contribute toward pay progression or the opportunity to apply for a higher level job when a vacancy arises. • The values of the school are used as a basis for the performance management and structured to be able to measure the connection to the individuals, team and school objectives. During recruitment candidates are asked to share examples of when they have demonstrated the values. An example of a tough decision based on values being consistently applied relates to where additional resources have been allocated, procedures updated and changes made to further improve the safeguarding of children in responding to personal care. 	A
	Living the values	<ul style="list-style-type: none"> • Interviews -The way the organisation operates is guided by the values and most people confirmed they challenge behaviours that were not in line with the values. A recent incident was described to the practitioner where team members were able to flag the issue within the team and to the leadership team for action in a way which sensitive and constructive to those involved. This challenge of behaviours has led to further discussions and changes to promote improvements. • Context meeting The Head and senior leaders talked about how they would never ask someone to do something that they wouldn’t do themselves and recognised specialist 	A

		<p>skills and experience. A key strength of the team was considered to be the collective expertise and mutual support between team members.</p> <ul style="list-style-type: none"> • People throughout Springfield School understand what the values mean in terms of how they are expected to behave, with everyone explaining how they need to put the needs and interests of the children at the heart of decisions and actions taken. • On line assessment 88% strongly agreed, agreed that they challenge behaviours that are not in line with the organisations values. • Observation -people interacting with each other was open and supportive with a great deal of respect for other people’s perspectives 	
<p>3. Empowering and involving people</p>	<p>Empowering people</p>	<ul style="list-style-type: none"> • Desktop review of the policies and procedures, job descriptions and performance management documents indicated that staff had access to the knowledge and information needed for people to do their jobs well. • Interviews – people referred to the e schools network as a source of information or a guide to supporting them in their jobs. Staff meetings and teams meetings run weekly to discuss suggestions and reflect on key areas of progress and any changes taking place. • Interviews “we have a lot of autonomy in the role and with working on our own team its left to us to get on with things as long as we deliver the best outcomes for the children. Twilights, insets and team meetings are very much used for involving us in discussions which will lead to improved ways of working” • Everyone agreed to some extent that they were encouraged to take the initiative in their role. A number of interviews described how they had taken a lead on initiatives and this had developed their skills to lead on projects. One interview described how she had been appointed into an acting up position and given the opportunity to work with the wider school and this was expanding their knowledge and understanding of activities outside of their department, another employee described how their skills of contracting with other schools, monitoring progress and understanding the impact had improved with the development of new role. • Online assessment 79% strongly agreed and agreed that they felt empowered to make decisions and act on them. • Stakeholder survey carried out in school for 2017 indicated 58/59 responded positively to being kept well informed and 48/59 responded positively to how the school took on 	<p>A</p>

		<p>board their suggestions and concerns.</p> <ul style="list-style-type: none"> • Internal communication arrangements such as emails, team meetings, shared drivers/folders and templates provide people with the ability to learn and operate with some confidence in an environment which has a fast pace. • There was a confidence in staff when they talked about their objectives and how they were empowered to determined what needed to be done, how, etc. and trusted to deliver the required outcomes or outputs because of their experience and previous performance. • Context meeting, the leadership team described how it was important to get ideas and solutions from the team and would use, team meetings, twilights and observations as a tool to create the environment to encourage ideas. 	
	Participating and collaborating	<ul style="list-style-type: none"> • Online assessment 80% strongly agreed and agreed that they participate in decision making. • During team meetings, weekly briefings, and twilight sessions, people are consulted about decisions regarding new projects which are coming on stream, especially around resourcing and material issues. Two of the senior leadership team attended an awards ceremony and on return considered developing a fresh approach to reward and recognition. A number of proposals were discussed with staff (outlines were shared with the practitioner). No changes were made as a result. • Desktop review of the performance management documentation indicates that the discussion and agreement of targets is structured to ensure a collaborative approach with agreement from both parties and a playing to individual strengths and development needs. • Though the introduction of teacher’s performance managing their class teams it was supported greater levels of ownership for decisions that affect the performance of their class and their contribution to the school as a whole. • Interview people indicated they were involved in decisions about projects they were working on. While onsite some of the 6th form staff referred to having seen the plans the previous evening for the planned new build which is due to start in the next holiday. 	A
	Making decisions	<ul style="list-style-type: none"> • People described feeling trusted and supported to make a decision in line with their level of responsibility. They further described how they would have the ability to make 	A



<p>decisions within their areas with the option to discuss with managers where necessary.</p> <ul style="list-style-type: none">• One line assessment 83% strongly agreed, agreed that they were trusted to make decisions in their role”• Desktop review of the staff Handbook and the observation of the intranet systems showed a range of procedures which people could refer to for support in making decisions• Context discussion – decisions making is defined within job descriptions and supported within the range of policies and professional standards in place for teachers and teaching assistants. In some of the teams as the work is tailored to the needs of the Children decisions will be supported by prior experience or referenced to others who can support and guide. Behaviour strategies being an example for the pupils on the Autism spectrum.• People related how information was openly shared and available through a range of mediums to support them making the right decisions. Examples included the behaviour specialists who people would refer to to help develop the best strategy for dealing with certain children.	
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Indicator	Theme	Evidence Summary	Performance level
4. Managing performance	Setting objectives	<ul style="list-style-type: none"> • The SIP is discussed and confirmed at the end of the academic year ready for the next year starting. Individual objectives are discussed and agreed for teachers at the start of the autumn term and for other staff following this in a cascade. This year an inset was dedicated to the performance management discussions and supported their more timely completion this year. A change for this year is that teachers have also completed the reviews for their class teams and this spreads the load more evenly and created more of a distributed leadership model. • Progress against these objectives is measured and discussed within termly reviews and pupil progress updates which feed through the schools programme for monitoring and evaluating progress and performance. • Interviews people explained their own targets and how they linked to the whole school plan and were monitored. With the exception of two interviewees people indicated they had received a review and had clear objectives in place. • “Using the iPad we can now track and monitor the performance of the children in my class and this updates the schools tracking system which feeds into the schools self-evaluation programme.” • Observation- staff shared how their team shared information so they were informed on progress on where they were up to and how they tracked their progress to targets weekly and half termly. • Online assessment 91% Strongly agree/ agree that their objectives are set with their line manager • Context meeting – managers described how the termly tracking would inform changes and updates to peoples objectives and ensure each individual was working toward the wider organisational performance measures • Desktop review of the SEF – exert to demonstrate links to wider school improved performance include pupils consistently achieving progress in the upper quartile as measured against Progression Guidance data sets. (Evidence; Pupil Progress headline data). Introduction of the Prime / Specific Curriculum. This has ensured the delivery of appropriate, relevant and challenging curriculum to all learners: and Significant improvements in pupil literacy skills across the key stages and subjects, 	A

		<p>which include the use of highly effective interventions, for example, Jolly Phonics and Read Write. (Evidence: KS 2 Read Write evaluation.)</p> <ul style="list-style-type: none"> • Ofsted report “performance management is rigorous with a clear link between pay and performance. There are very clear and well established systems for checking the quality of teaching and learning. Staff are very positive about the opportunities provided to develop their skills by their involvement in excellent professional development.” 	
	<p>Encouraging high performance</p>	<ul style="list-style-type: none"> • All staff confirmed that they were expected to achieve high performance and understood that success was reliant on their individual performance as part of the team effort. Admin staff related how with the increasing profile of safeguarding they had new procedures in place for visitors and that as the first point of contact it was important they gave the appropriate information to uphold the school’s expectations. • Interviews- “we have termly tracking of progress, team meeting, and open access to our manager to discuss or check out anything which comes up in relation to our job roles.” • All staff teaching and non-teaching have an initial review within 4 weeks of starting which is used as an opportunity to discuss current levels of working, career aims and objectives and this is followed up at 2 , 4 and 6 months. Newly qualified teachers have monthly meetings with an allocated mentor throughout their first year to support them achieving the criteria set for them within the teaching standards and this is signed off at agreed milestones. • The leadership team undertake a review of performance for each team which is based on teaching/ learning observations, work scrutiny. Wider school impact, attendance, and achievement of performance management objectives. The overall judgement is put into Ofsted categories of outstanding, good and requires improvement. For RI a development plan will be put in place to support the individual to improve their performance. • “xxxxx is a great manager. You can talk to him/her about anything and he/she will listen, take on board, offer suggestions, and point us in the right direction. It’s a very open and honest discussion” • Context meeting – the senior team, following feedback from staff about the different 	<p>A</p>

		<p>systems for tracking progress and the time implications decided to look into alternative ways of carrying this out. The iPad programme was trialled in a few areas of the school for a year and based on their feedback the whole school has now moved over to it.</p> <ul style="list-style-type: none"> • Online assessment- 97% of responses were strongly agree, agree to I am encouraged to achieve high performance. 	
	<p>Measuring and assessing performance</p>	<ul style="list-style-type: none"> • Everyone in the team confirmed that they have their performance regularly reviewed.in appraisals and termly updates. Teaching and Welfare assistants also added that when a teaching observation was carried out for the teachers that they would also receive feedback as part of the class team. • Organisational performance is monitored by the senior leadership team on an ongoing basis and this updates the termly school tracking to target. Judgements are made on standard of teaching/ observation, work scrutiny, wider school impact, attendance and performance management evidence. This delivers an overall judgement linked to the Ofsted criteria and will be used by the leadership team to inform decisions, support, recognition etc. For non-teaching staff their performance management requires them to rate themselves 1-5 on their performance towards the achievement of the aims of the school. • People gave the example of team meetings, twilights and inset days as a forum for receiving feedback where the whole team will review new initiatives or things which need to be improved. • Online assessment - 85% strongly agree, agree to my performance is reviewed regularly. • The leadership team will review the people performance documents and staff survey results to identify any trends, issues or areas for attention and these will be discussed with the Head, Governors as part of the termly governance review. • Desktop review of data and report to Governors it was identified that there was a gap in how science was supported in school. This has led to a change in structure for how science is applied within school and there is now a weekly programme in place so all classes cover the same topic at the same time at a level appropriate to their class. <p>Metrics included</p> <p>Annual pupil and parent survey to provide regular feedback on their views of the level of</p>	<p>A</p>

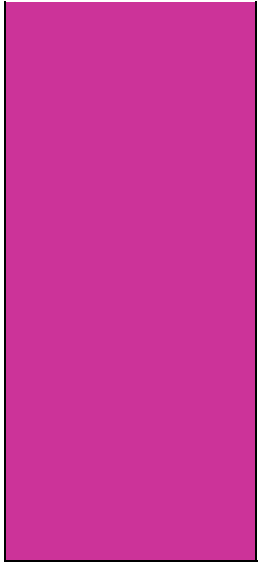
		<p>education and support given. Results are put on the schools website</p> <p>Annual end of year class review to gather information on how the team have been effective and their understanding of the impact they have all made to the whole school</p> <p>Progress over time carried out termly to gain an overview of effectiveness and used to inform decisions on pay review and promotions</p> <p>Number of performance management reviews carried out</p>	
<p>5. Recognising and rewarding high performance</p>	<p>Designing an approach to recognition and reward</p>	<ul style="list-style-type: none"> • The reward and recognition practices described in interview, demonstrate a clear link to Springfield School’s ambitions by recognising and rewarding individuals for contribution to achieving those goals. The approach is refreshed on an ongoing basis and last year an Oscars style awards event was tried out. • Desk top review of the staff handbook. Induction documents and professional standards indicate a criteria and structure for how people qualify and are awarded pay increments for their contributions to the achievement of targets at Springfield School. Evidence was present to show how the approach had been extended to teaching assistants in an attempt to clarify the stages for non-teaching staff. • Emails, a verbal “thank you”, staff meeting mentions and feedback at Governors meetings, were all aspects of recognition used. • Online assessment 83% responded strongly agree, agree to feeling appreciated for the work they do. Only two respondents indicated disagree which suggests there is an understanding of the limitations placed on the school in terms of how money is spent. • Interviews- investigating the above result people responded that they were motivated by doing the right thing for their children and were constantly being told by colleagues, leaders, the children and their parents that they were doing a great job. The exception to this is where staff work more independently which had limitations due to the low level of support network. 	<p>E</p>
	<p>Adopting a culture of recognition</p>	<ul style="list-style-type: none"> • Context meeting - wages are benchmarked and set by the local authority to reflect a consistent approach and market rates. Each job role has either a set pay rate or a salary range and the awarding of additional pay is based on meeting, predefined expectations as set out in the performance management guidelines. • In terms of recognising people there are promotion opportunities based on capability, 	<p>E</p>

		<p>development opportunities, flexible working. Emails. Letters and Good news circular to highlight where people have gone above and beyond.</p> <ul style="list-style-type: none"> • In discussions with the Head teacher and verified in interviews there were numerous examples where circumstances had changed for people and the school had made changes or amended hours or days of work to retain people. This is supported by the online assessment where 43% of the respondents had over 5 years' service. • In interview all staff related to the above activities and said they felt respected and valued for the work they did by their immediate team because they were thanked personally by colleagues, families, line manager and the Leadership team. • Online assessment 22% strongly agree, 40% agree, 26% somewhat agreed with 3 people being neutral and a further 5 disagreeing with the statement they/ team are consistently recognised when we exceed expectations. 	
	Recognising and rewarding people	<ul style="list-style-type: none"> • Context meeting – managers were able to describe all the methods used for how staff at Springfield School are recognised and rewarded, including competitive pay rates, , feedback in meetings, opportunities for development and progression, emails, flexible working etc. • Everyone could explain the reward and recognition practices in place and the types of behaviour and performance which trigger them. • On line assessment 43% strongly agreed, agreed to I/ my team receive higher levels of recognition and reward for higher levels of performance.17% neutral and 9% negative responses. • Observations of the website, class notices and the weekly briefing highlighting updates and progress and thanking a list of people involved in the projects. • The employee feedback through performance management and informally is linked to the values consistently discussed with all staff to support the improving of impact on the performance of the pupils. 	E
6. Structuring work	Designing roles	<ul style="list-style-type: none"> • People have a clear understanding of their roles, how they are aware that they have the sole responsibility to act, how they add value to Springfield School and understand what part they play in support of the School's progress and development. This is provided to all people through the School's qualification route map for teaching assistants and performance management framework for teachers which is 	A

tailored to personal career objectives and aspirations. For example, people have the autonomy in their curriculum areas that help the School to “be proactive in understanding the often demanding and flexible requirements of the pupils”.

- Everyone agreed that the structure of the School enables everyone to work together and that job descriptions were clear on accountabilities specific to their roles. Person specifications included the skills and aptitudes (behaviours) to deliver the job and this is something which could be streamlined to reflect the values of the School.
- The design of roles was felt generally to provide interesting work and to make best use of individual skills and capabilities.
- There are job descriptions for each role, although there is flexibility across the team so that everyone can cover for each other in case of absences, time out of the school, etc. The qualification route map for non-teaching staff gives a build of skills and responsibilities through the job grades so people can see what they need to do to progress and what they would be expected to do at the next level. A number of interviewees related how they had started as a Welfare assistant and progressed when opportunities and vacancies arose resulting in a workforce with a high proportion of long servicing staff.
- The performance management guidance and the professional standards in place for teachers and teaching assistants delivers a clear expectation of what good looks like and delivers a clear route to support career progression.
- Interviewees confirmed that they understand the organisation structure and how they fit, the reporting lines are clear and the link to the priorities
- Context meeting – managers described how team meetings, departmental meetings, inset days and twilight sessions were used to make sure knowledge and learning is shared across Springfield School and encourages people to work together.
- Online assessment 94% strongly agree, agree to my work is interesting and uses my skills and capabilities. With 88% strongly agree / agree that their role allows them to develop the skills needed to progress.
- Interviews – staff related to a variety of ways communications were used to ensure they were effective and open including the surveys, weekly briefings, team meetings open door policy etc.

	<p>Creating autonomy in roles</p>	<ul style="list-style-type: none"> • People generally agreed that they were able to develop the skills they need within their role and that there was a lot of autonomy within their role. • People described how they are accountable for the delivery of specific objectives, projects, financial targets and trusted to deliver whilst recognising that support and advice was always available. • People related to being clear on their role and what decisions they would need to make and had policies on the system if they needed to check in addition to always being able to contact one of the Leadership team or recognised experts for higher level decisions. • All staff described that they had autonomy to plan their work in line with the needs of the school and their roles gave them scope to vary their routines around the needs of their customers. • Online assessment 82% response strongly agree, agree to my role is structured to allow me responsibility. • Teachers carry out an end of year review with their class team. The questions are structured to capture how they plan their work, decision making in the role and support for making the best decision. This is monitored and reviewed by the Head to inform changes for the following year. Support staff contribute to policy and practice review through a planned calendared programme of policy monitoring and through being included in team meetings where changes are reviewed, discussed and agreed. 	<p>A</p>
	<p>Enabling collaborative working</p>	<ul style="list-style-type: none"> • Team meetings allow people to work together to develop ideas and plan action that will help them to achieve the School's objectives. Interviewees described how team meetings are a collaborative environment in which they can air any issues they are facing and the whole team will offer ideas as a potential solution. The majority of time staff are class focused and despite this they all interacted with each other on a regular basis promoting strong collaboration across the 3 stages of the School. • Interviews typically said "group training events bring us all together so we learn about other parts of the School and network with other colleagues we do not always come into contact with", and in relation to tools to support collaboration, "there is an openness you are able to take to others and get on with it, and a big part is that there is a bigger network behind us. I know who I can contact and where I can access 	<p>A</p>



information to support me in my job to achieve the best outcomes for the children”.

- Context meeting – the Head described how Springfield School works within the local schools network and special schools consortium to get crossover within the groups and to benefit from shared learning and experiences. The School benefits from accessing local authority development activities and management training and these events create opportunities for staff to network with colleagues across the sector. . The development of the professional standards for teaching assistants was the outcome of joint working between the Crewe and Nantwich schools.
- Online assessment 83% strongly agree, agree their role is structured to enable them to work well together.
- A number of roles also have links to external organisations and elements of outreach where local schools can assess advice, support and guidance for a wider network of children. The Cheshire special schools consortium and the Crewe schools network are two forums used to support communication on a wider level

Indicator	Theme	Evidence Summary	Performance level
7. Building capability	Understanding people's potential	<ul style="list-style-type: none"> • Context meeting, the Head explained how the performance management and termly monitoring reviews provided a formal opportunity for development discussions. However, these would also occur on an informal basis as part of the professional dialogue on a day to day basis. They also described how the needs and personalities of the team members were matched to allocate responsibilities and teams to achieve a balance between delivering the School's objectives and career develop opportunities for the staff. From a review of the training needs analysis post performance management discussions a calendar of Twilight sessions had been circulated for staff. In interviews the teaching and welfare assistants referred to this list and which ones they intended to attend. • Staff described how they had been given opportunities to develop new skills and knowledge through the allocation of new responsibilities or changes to the job role in addition to training they or the school had identified. They felt their current abilities and potential capabilities were understood as a result of discussions and close working within the team. • Observation of a creative approach to learning was in the morning briefing. – to reinforce the use and application of Makaton throughout the school the lead person does 5 Makaton signs and encourages everyone to repeat it back. Building knowledge, expertise and confidence in using Makaton. • Online assessment 94% strongly agree, agree to being about to develop their capabilities to reach their full potential. • Context meeting- The Head described a range of methods used for development of people's potential from workshops, sharing of good practice, team discussions, research, shadowing, mentoring. They also indicated they needed to be creative about how development was achieved within such a niche area of education and with reducing finances. 	A
	Supporting learning and development	<ul style="list-style-type: none"> • Context meeting. The development of new skills and knowledge has been primarily achieved through inset training, local authority training, on the job learning, self-directed research, shared knowledge and expertise between team members. The achievement of their objectives (which includes completion of development activities) is linked to an 	A

		<p>element of pay progression as part of the reward strategy.</p> <ul style="list-style-type: none"> • The qualification route map for teaching assistants which is supported through the person specifications and professional standards delivers transparency in what people needs to be able to achieve in order to progress. The Head referenced a number of staff who had progressed from welfare assistant to teaching assistant and through those grades and more recently of two staff who had progressed this to teaching status. • “My development will support me in doing the best job I can to deliver the care and support to our pupils so they can better access learning to improve the outcomes for them in the future” • Interviews – people described how they would suggest training ideas within the open communication forums and these were always taken on board and sourced. One interviewee indicated they were “going to Belfast for a congress shortly and having asked about improving my own area of knowledge was put on a program for growth. This has covered selling, how to develop the School, what we can do to be better in the job. It has been very useful, showed me a lot and gave me an oversight of the whole of genus.” • 80% of those interviewed related how their career had been progressed at the School and all described how they were always given opportunities to put their learning into practice, to build on their skills and how it would contribute to improving the impact and outcomes for the pupils in the School. • Online assessment 80% strongly agree, agree they have the opportunity to grow their capabilities to be the best they can be. .This is supported in one of the control questions were 88% strongly agree/ agree to my organisation achieves positive outcomes because it invests in people. 	
	<p>Deploying the right people at the right time</p>	<ul style="list-style-type: none"> • Roles were described as ‘evolving’ as required, particularly as priorities within Springfield School change and people’s responsibilities may flex as appropriate to meet the needs of the School. The team described their willingness to adapt and apply their skills appropriately or develop new knowledge and skills if necessary. • Context discussion – The Head and Chair of Governors described consistently what they looked for in new staff to Springfield School and the recruitment process. The School applies the local authority approach to recruitment which is focused on a question bank and scoring systems used by a panel so appointment decisions are a 	<p>A</p>

		<p>balanced group decision.</p> <ul style="list-style-type: none"> • Online assessment - 68% strongly agree, agree that people are selected for roles based on their proven capability. • Context meeting – The Head and Chair of Governors related how they review staff levels in line with the needs of the School and the structured process in place for authorising and commissioning the recruitment activities in place. For example following a review of Safeguarding within the School has led to a change in policy meaning there will be two people present for attending to certain personal needs of children. The result of this is an increase in the welfare assistant hours so the School has created a new role of a welfare assistant who will work across a number of classes rather than be linked to a set class. • Succession planning is supported by the performance management discussions and the personal development objectives which have been set as part of that. The School views succession planning as a key in providing a flexible workforce by allowing movement of people between areas of the School to gain relevant experience. A recent example is where, to cover a maternity leave and a long term absence, opportunities have been created for teachers to step into a leadership team role on a temporary basis to develop their skill and expertise. • Interviews new to roles described how they would have training lined up for them to attend related to the new role and that someone would be informally allocated as their mentor or go to person. One welfare assistant stated that they shadowed an experienced member of staff and was not left to do things on their own until they were confident in their role. They knew there was a time allocated for this and felt supported to learn and develop their knowledge and skills to the required standard. 	
8. Delivering continuous improvement	Improving through internal and external sources	<ul style="list-style-type: none"> • The Head explained that investment in the team can be evaluated through the improvements in School performance. Citing the achievement of Ofsted outstanding and the more recent data used for monitoring which continue to be consistent with an outstanding rating. A Self-evaluation form is undertaken annually where a continuing checking of how the School is delivering its ambition. This is underpinned by a number of related activities which link to the rating given. (including performance management outcomes, grading performance over time, pupil progress, etc) The class/ subject /project reviews carried out by the teams feed into the whole school review to inform the judgements. . 	A

	<ul style="list-style-type: none"> • Desktop review of the performance management and end of year class reviews shows a number of questions are included to gather information on management style and improvements which could be made to support individuals in their role. This lead to the changes class teams and whole school project accountabilities. • Following all training, people are provided with a training evaluation form in order to analyse any feedback, which is captured in a separate to do list and used to improve training when needed. Similarly, staff, parents and pupils provide feedback in an annual survey providing the School with an insight into pupil needs and requirements, which is then used towards continuous improvement. Interviewees confirmed that feedback from, staff, parents, pupils, stakeholders, and school improvement partners are all used to make future improvements. • Springfield School encourages people to work collaboratively across projects and departments sharing knowledge and ideas with the aim to continuously improve at a strategic or individual level. The leadership team as well as key staff will attend networking forum on different aspects of the School to network and understand new developments or changes within the curriculum, .additionally this allows people to identify good practice and to consult on issues impacting the sector. • Ofsted report “there is a very challenging and honest approach to the ongoing evaluation of the Schools strengths and areas for development. The middle leaders make a signification contribution to the Schools improvement in combination with the great expertise provided by the senior leaders.” • Context meeting, managers described external sources are used to enhance the Schools performance including previous Investors in People assessments, Ofsted inspections and local authority visits to inform their continuous improvement journey. • Online assessment 86% strongly agree/ agree that they could look for improvement ideas from within and external to the organisation. • The parent survey indicated that 58/59 to being kept well informed and 48/59 to the School taking into account their suggestions and concerns. 	
Creating a culture of continuous improvements	<ul style="list-style-type: none"> • People at all levels are aware of how they can contribute to improving their performance and ways of working within the School which is supported by one of the core values “have high expectation for pupils to learn and achieve”, where people are comfortable to suggest and raise ideas. An example was provided where teachers were discussing their current challenges with evidencing learning within a range of ways for the children. 	E

		<p>This led to the investigation of tools to support the collation of evidence and the evidence for learning iPad programme was trialled. The outcome has now been its adoption across the school, less paper records required and a streamlining of evidence which the whole class team can contribute toward.</p> <ul style="list-style-type: none"> • People are encouraged to try new approaches and learn from their efforts mistakes and successes, for example in the end of day discussions and team meetings highlight lessons learnt based on what went well, what didn't, what can be used going forward and developed as good practice and what can be implemented going forward. Findings are also presented to the School through weekly briefing or team meetings. • In interview everyone confirmed that the team was always seeking new ways of improving what gets done and that most people were up for change as long as it would be an improvement and have a positive impact on the pupils. "if you have an idea they will be open to it, discuss it with the team & if it will make a difference we will all agree to try it out" • There is an acceptance that the team cannot know everything about everything so need to be self-aware of their limitations and work to address them which they take personal responsibility for. • Online assessment 67% Strongly agree/ agree that they could experiment without feeling worried about making mistakes. 	
	Encouraging innovation	<ul style="list-style-type: none"> • People described how the team worked and the accessibility of the manager and colleagues provided an environment in which ideas and suggestions are welcomed. • Interviews "at team meeting we all discuss ideas and problems and ways to overcome them. We will agree a course of action which could be anything from putting it into place, to putting a case together for the leadership team to consider" "Our weekly team meetings are where we will discuss new ideas and updates". • Within performance management discussions people are asked about any ideas or suggestions which would improve their performance or that of their team and School. In interview people related to always discussing new ideas and how they would be openly received and supported with a view to expanding the range of ways to support the learners to access learning tailored to their individual abilities. • An example of people working together to develop new thinking and ideas is the teachers who work in the autism units and have a recognised expertise in dealing with 	E

		<p>behaviour issues. They will regularly be consulted, involved in discussion on ways to improve the communications or understanding of other pupils across the School. The Head related to a pupil in recent days struggling with changes in the School in the lead up to Christmas. The child was observed by one of the experts and gave some constructive challenges which lead to a change in approach to the morning routine. Resulting in a reduction in time to calm the child ready for learning.</p> <ul style="list-style-type: none"> • Online assessment responses to the question I am responsible for improving the way we do things was mixed with 66% strongly agreeing, agreeing , 	
<p>9. Creating sustainable success</p>	<p>Focusing on the future</p>	<ul style="list-style-type: none"> • In order for the School to achieve its ambitions the leadership team have briefed people throughout the School in order to have a clear understanding of the objectives and priorities. The School works across primary, secondary and sixth form “to support its ability to continually make progress in the pupil’s performance, deliver a positive change and to achieve impact on the development of the pupils”. People confirmed that the School is a great place to work “Springfield School feels like an extended family and people are encouraged to participate, not just as an employee”; there was great confidence regarding the organisation’s plan for the future to ensure continued success which is reflected in the online assessment results. • In support of the School’s ambition the school development plan is under pinned by department and subject plans where a range of targets are set for the academic year. • The leadership team undertake a review of performance of each team which is based on teaching/ learning observations, work scrutiny. Wider school impact, attendance, and achievement of performance management objectives. The overall judgement is put into Ofsted categories of outstanding, good and requires improvement. For RI a development plan will be put in place to support the individual to improve their performance and the continuing improvement of the school. • Interview- all staff described how they were involved in medium term planning as part of the team targets and projects with people referencing class targets or individual pupil targets etc. • The School has identified a number of experts in different areas. This has been an organic approach as people have shown interest or expressed desire to develop their knowledge and skills in certain areas. These people cover areas of behaviour, subject resources, IT skills, sporting activities etc. and they are listed on projects for wider school impact. 	<p>A</p>

		<ul style="list-style-type: none"> • Online assessment - 94% strongly agree/ agree with the statement my organisation is a great place to work and has a bright future.97% strongly agreeing, agreeing that my organisation has a plan for the future to ensure our continued success. 	
	Embracing change	<ul style="list-style-type: none"> • The culture of change is part of the School due to educational changes nationally to reflect the changing needs of the society we live in. People within Springfield School embrace change “it is something that employees get excited about when they join the School and when they are involved in the change”. The School constantly needs to adapt to meet change with respect to delivering impact and attracting and retaining staff. The School has identified three key change areas being strategic, class based and individual. Examples were provided: strategic – The introduction of Evidence for learning to streamline collection and reporting of learning and impact to reduce paper work and time for recording; Class based – move to a distributed leadership model where teachers have more accountability within their own class areas and individually – to flex and adopt strategies to suit the individual needs of the children to get improved outcomes. These changes are now deeply embedded and successful and now form part of the next step of the School’s development plan and ambition to increase provision for children in the area. • Context meeting - management described how sustainability of the School was critical and with the changes seen over the recent years with children with special educational needs there is a great need for more provision in the area and for additional support for those on the autism spectrum as the numbers have increased significantly in recent years • Interviews – all staff were able to relate to updates on the new developments and the options which are under consideration. Many relating to the recent changes with the new evidence for learning programme. Where staff have been kept informed of the trail and the progress. Those people involved in the trail have since become the ambassadors/ experts and are now supporting colleagues who were not involved in the trail. Initial feedback shows some staff are reluctant to use the technology and indicated a development need for IT support. This has now been actioned and a number of twilight options arranged for those who need additional support. • Online assessment - 92% responded strongly agree, agree to my organisation embraces change to create a sustainable future 	A
	Understanding the external context	<ul style="list-style-type: none"> • The School has a very clear view of their contribution to and impact on the local 	A

community and works with a number of organisations in order to have impact on a wider network of children and for mutual benefit. The reception area of the School has a number of posters and leaflets for charities or support groups which access the School's facilities outside of school hours, and there are letters of thank you for funds raised by the School for a number of local charity groups.

- Everyone agreed that sustaining a positive relationship with the community is key to the organisation's success. The sixth form staff related to a joint project with Manchester University to support work placements and this has extended to a network of local employers who are open to and have supported work experience, which has led to employment opportunities for some of the more able Pupils.
- All employees, pupils, parents, NHS partners and other partner organisations are seen as the key stakeholders and it was explained that they are at the heart of all decision making and school planning which takes place. The School is also host to a joint health care team including a nursing team, speech therapist and physio therapist.
- Stakeholders' views are gathered in a range of ways. Parents are surveyed annually, educational visits are invited as part of the recommendations through the local authority's school improvement partner, Ofsted reports or other statutory bodies. There is also a schedule of performance reviews which are carried out annually and termly. Following a section 8 inspection visit and the termly review of safeguarding the school invited an independent safeguarding children's consultant to undertake a full review of the school. The following recommendations have been considered with a number being actioned to improve the school's provision.
- Observation- Diversity is very much valued within the team, staff have a wide range of prior experience & backgrounds with a number of those interviewed having personal experience of disabilities or caring for children with additional needs at different levels.
- Online assessment 94% strongly agree, agree to a positive relationship within the community is key to my organisations continued success.

Annex 4 – Continuous Improvement Plan

Area for improvement What	Suggested actions How	Potential benefits / impact of taking no action Why	Suggested priority level When	Potential solutions / support available
1. Leading and inspiring people	Leaders can demonstrate how they have inspired people to go above and beyond to achieve great results whilst people can give examples of when and their leaders have motivated them to achieve their full potential and go the extra mile; leaders can show how they define current and future skills and qualities leaders need in line with the School's vision and values; and can demonstrate how they are involved in defining the current and future capabilities they may need.	Motivate and inspire people to achieve results above and beyond what is expected of them and collectively work towards achieving the school's goals.		
2. living the organisations values and behaviours	Decisions should be based on values rather than self-interest where people can give examples of decisions and actions making a difference in more than one department within the School; leaders can provide examples of resourcing decisions which are made in the best interest of the school; values are clearly communicated to all stakeholders and upheld throughout the supply chain; and people feel comfortable in challenging behaviours that are not in line with the School's values and people are held to account when behaviour and actions are not in line with these values.	Promotes ownership, responsibility and pride. Will empower people to make capable, confident, informed and profitable decisions.		

<p>3. Empowering and involving people</p>	<p>Provide demonstrated examples of how people are empowered to challenge the status quo to improve the school's performance; demonstrated examples of participation, collaboration, teamwork and shared responsibility as an integrated part of the school's culture; and demonstrated examples where people have used their initiative to support the delivery of the School's ambition and in achieving positive outcomes</p>	<p>Encourages a culture of trust and ownership in the school where people feel empowered to make decisions and act upon them.</p>		
<p>4. Managing performance</p>	<p>Develop stretching individual and team objectives, which are aligned to the School's objectives and performance measures; and line managers are highly effective and consistent at supporting high performance and addressing underperformance.</p>	<p>Align organisational objectives. People's performance is measured and feedback is provided.</p>		
<p>5. Recognising and rewarding high performance</p>	<p>Involve people in designing Springfield's approach to reward and recognition; instil a culture of appreciation where people feel valued and recognised for their efforts and performance; and ensure that high performing individuals receive greater financial or non-financial recognition and rewards.</p>	<p>Enable Springfield school to reward and recognise contributions based on merit and create a culture of appreciation where people are motivated to perform at their best.</p>		

<p>6. Structuring work</p>	<p>Design roles to meet the changing needs of communities, markets and organisational strategies; regularly review and improve policies and practices to speed up decision-making and increase individual ownership; and design the organisational structure to continue the encouragement of people to create formal and informal networks in order to maximise collaboration.</p>	<p>Deliver the schools objectives whilst creating an interesting, collaborative and challenging work environment for people</p>		
<p>7. Building capability</p>	<p>Allow people to take ownership of their learning and development to effectively support Springfield School objectives; embed continuous learning is part of the culture; and continually look to the future to identify and plan the capabilities people would need to deliver continued success.</p>	<p>Ensure that people's capabilities are actively managed and developed and their full potential realised whilst making sure the school has the right people at the right time for the right roles as the school develops</p>		

<p>8. Delivering continuous improvement</p>	<p>Leaders should provide an environment for people to take responsibility for continuous improvement by looking to the world around them and to new ideas and innovation that can deliver change; nurture innovation and quickly act in response to new ideas and opportunities and deliver positive outcomes for the school.</p>	<p>Improve the management and development of people and create a culture of continuous improvement where people's different needs are recognised and access to support and learning is provided.</p>		
<p>9. Creating sustainable success</p>	<p>Leaders should be aware of future challenges for the school and consciously develop their own capabilities and partner with external bodies to respond to challenges facing the school; and change is viewed as business as usual when mistakes are accepted and valued and used as an opportunity for learning and improvement.</p>	<p>Ensures Springfield's schools has a focus on the future and is responsive to change, whilst providing leadership with a clear understanding of the external environment and the associated impact on the company.</p>		

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