



# Insights & Health and Wellbeing Assessment Report

## REDBRIDGE COMMUNITY SCHOOL

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## Acknowledgements

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## Executive Summary

This report details the result of the combined Investors in People (IIP) and Health and Wellbeing assessment carried out by Cath Parish, Investors in People Practitioner, in March 2019. This is Redbridge Community School's first assessment against the Sixth Generation IIP Framework, previously achieving IIP Gold accreditation in 2016.

86% of the 125 staff completed the On Line IIP Assessment (OLA) prior to the onsite interviews, providing an outstanding overall IIP benchmark score of 825 out of 900. This compares to 724 for all other similar sized IIP assessed organisations and 742 for all Secondary Education establishments. As a result, Redbridge Community School ranked 5th out of 89 Secondary Education establishments and 32nd out of 1,473 other similar sized IIP organisations.

A truly excellent outcome, and fully confirmed during the onsite interviews. Following the evidence gathered during this assessment against the IIP Framework and Health and Wellbeing Award Framework, the Practitioner has no hesitation in congratulating Redbridge Community School in achieving the **Investors in People Platinum accreditation and the Health and Wellbeing Award**.

The Leadership Team took the decision to embrace the 'stretch' element of the revised IIP Framework, fully embracing the opportunities for it to help the school benchmark and develop its practices so that they are fit for the future. It was clear from the actions taken following the 2016 IIP assessment, that the Leadership Team are extremely committed to using the Framework to its full potential – with the understanding that it is vital to have a fully engaged, happy and healthy team of staff in order for the school to achieve its ambitions.

Over the past five years Redbridge Community School has been on a journey of continuous improvement – focused on staff, students and the school as a whole. It is difficult to put into words the scale of the transformation and the skilful and thoughtful way in which this has been led and managed by the Head, Governors and the Leadership Team. Redbridge Community School falls within the national bracket of 10% of schools where students are in deprivation. Out of the 1009 students registered with the school, 51% are acknowledged as deprived. Another frightening figure is that 80% of the entrants come with below the expected baseline skills in reading and maths. This highlights some of the challenges the school faces. Five years ago, the Head took the brave decision, backed by the Governors, to change the curriculum from vocational to academic. This decision was based on the school's Values of *'Aspiration, Respect, Opportunity and Excellence'* and the school's Mission to *'raise the aspirations and the life chances of every student by providing first class learning opportunities'*. With this in mind, the change in curriculum was agreed to ensure students have an equal opportunity to attend university, college or employment when leaving Redbridge. This was deemed necessary *'to meet the needs and wants of the community'* irrespective of the repercussions on Ofsted inspection results or other external comments in the press.

Back in 2016, the IIP assessment followed an Ofsted inspection grading the school as 'Requires improvement', against several previous 'Outstanding' grades. This was due to lack of time for the academic GCSE results to move up to the required levels. The Practitioner expected morale in the school to be low, but it could not have been more different; morale was high and staff extremely motivated; there was a feeling of 'one team' and camaraderie about the school.

In 2019, three years later, this is still the case, and in fact, this IIP and Health and Wellbeing assessment found the 'one team' culture had increased in strength. Staff all agreed the leadership within the school is 'inspirational'. The trust between staff and the Leadership Team is stunning.

With the mission of the school to give equal opportunities for learning to all students, the Head is extremely reluctant to exclude students. Instead, a separate behavioural unit has been set up named Edu-K8 where more specific attention can be provided for these students. They have the opportunity for alternative study towards the English Baccalaureate (EBacc), together with a strategy of improving behaviour through reward and recognition rather than punishment. The success of this unit has prompted national applause, including a reference by the Secretary of State for Education in a recent speech in Parliament. Within the City of Southampton, other schools are sending difficult students to Redbridge, and the Head has been asked to join various steering groups and to work on a consultancy basis aligned to behaviour management.

In 2018 another Ofsted Inspection took place and the school was graded as 'Good'. The Ofsted report confirmed that most of the staff were still working in the school since the last inspection. They also congratulated the Leadership Team on its work to ensure staff receive good quality, helpful, and developmental professional learning. The report confirmed that *'students' outcomes are improving so that they now do as well as pupils with similar starting points in other schools'*. In addition – *many 'disadvantaged students do even better than their classmates and are 'catching up with other pupils nationally' and '..... in 2014, 2015 and 2016, the school met the DfE's definition of a 'coasting' school. Results in 2017 were much better and this definition no longer applies'*.

Although there had been a significant improvement in results, the GCSE examination results of the students in Edu-K8 were included in the school's overall GCSE results. This brought the overall results down below the standard for the 'Outstanding' grading as the good results they received in EBacc were not taken into account. During this assessment an article in the national press highlighted the numbers of exclusions and taking students 'off roll' that schools were making to ensure good results. The Redbridge Leadership Team were determined not to do this as part of their ethos and Values.

Throughout this combined IIP and Health and Wellbeing assessment, it was clear the welfare of staff is paramount within the school. In 2017, following a suggestion in the 2016 IIP assessment report, a clear strategy for Health and Wellbeing was developed through input from staff. This highlights clear actions and desired outcomes. The focus has been on work life balance – especially around cutting down on data input, report writing, simplifying policies and procedure and providing time for physical, psychological and social wellbeing. Through consultation with staff, time is set aside specifically for wellbeing within school hours – much to the delight of the teaching staff. Although invited, it is difficult for administrative staff, TAs and technicians to attend these sessions. It is, however, acknowledged that many already attend a fitness session one evening a week in the school and use the gym when this is available.

As a consequence of the previous IIP assessment report, a new DART software programme was developed internally to cut down on data entry and to provide parents with data on their child's progress three times a year. This has done away with report writing and resulted in a significant saving of time and energy for staff. In addition, the 2016 IIP report highlighted the high usage and cost of supply teachers linked to the over flexible agreement for time off for personal reasons. Since then a new return-to-work interview system has been implemented, and three Teaching Assistants have been trained as Cover Supervisors. These staff are used to cover teaching where necessary rather than using external supply cover. This has saved the school £59,774 so far this year. For their wellbeing, teachers are not asked to cover during their PPA time.

Support for the mental health and resilience for both staff and students has been tested to the full over the past year. Following the murder of one of their students, external professional help was provided as well as internal support. Staff were extremely positive regarding the support and empathy they and the students received during this difficult time. A City-led Mental Health First Aid workshop was held in Redbridge School for neighbouring schools, and as a result three staff from Redbridge were trained to support and cascade their learning to the rest of the staff during a twilight session.

The Leadership style evolves around reward and recognition for both students and staff. Staff described how the Head has led by example a culture of praise and recognition that includes 'the little things' that make a big impact on staff feeling valued. This includes letters of thanks sent to their homes; flexibility for time off for family events and health issues; opportunities for career development and encouragement to take on 'stretch' roles and responsibilities. 'Stretch' opportunities are often linked to extra Teaching and Learning Responsibilities (TLRs); encouragement to research, innovate and take ownership for new ideas and ways of working. The benchmark of the results for the on-line IIP survey showed Redbridge Community School to be well above the average for both other IIP organisations and Secondary Schools in its strategies for reward and recognition.

Collaboration is extremely strong throughout the school. Quartets of Excellence have been set up to support new projects throughout the school. These are selected members of staff from all aspects of the school. Lead Practitioners have been nominated aligned to their expertise, and these staff are used to support individual staff and to lead on the development in teaching and learning. There has been a conscious effort, as part of CPD, to develop internal experts in learning and development and for this expertise to be cascaded down to the rest of the staff. In many schools, staff have looked upon this as 'just saving money' however, there was nothing but praise for the twilight sessions and staff INSET as well as ongoing support as required. Having said this, there were many examples where staff had received professional external development where this was seen as relevant for their career progression and also linked to the school's ambition.

The school is very aware of its stakeholders, as well as its commitment to the local community. As part of this the school has joined a HOPE foodbank initiative for the community. Every week a local supermarket delivers surplus food to the school to distribute to needy families in the community. The IIP Practitioner was surprised to see large refrigerators in reception full of food instead of the previous trophy cabinets. Parents are invited to take food they need on a weekly basis. There were also examples where individual families were identified by teachers as needing help although too proud to own up to this. In these situations, boxes of food were delivered to them confidentially.

There is no doubt that the school has progressed considerably over the past three years. This is not only in the students' academic progress, but also in the way it supports and develops staff. This has been the result of excellent leadership. The IIP on-line survey showed a striking 100% of staff agreed 'Redbridge Community School is a 'great place to work'. This was further confirmed through interviews with staff - an excellent result considering all of the changes that have been taking place over the past three years.

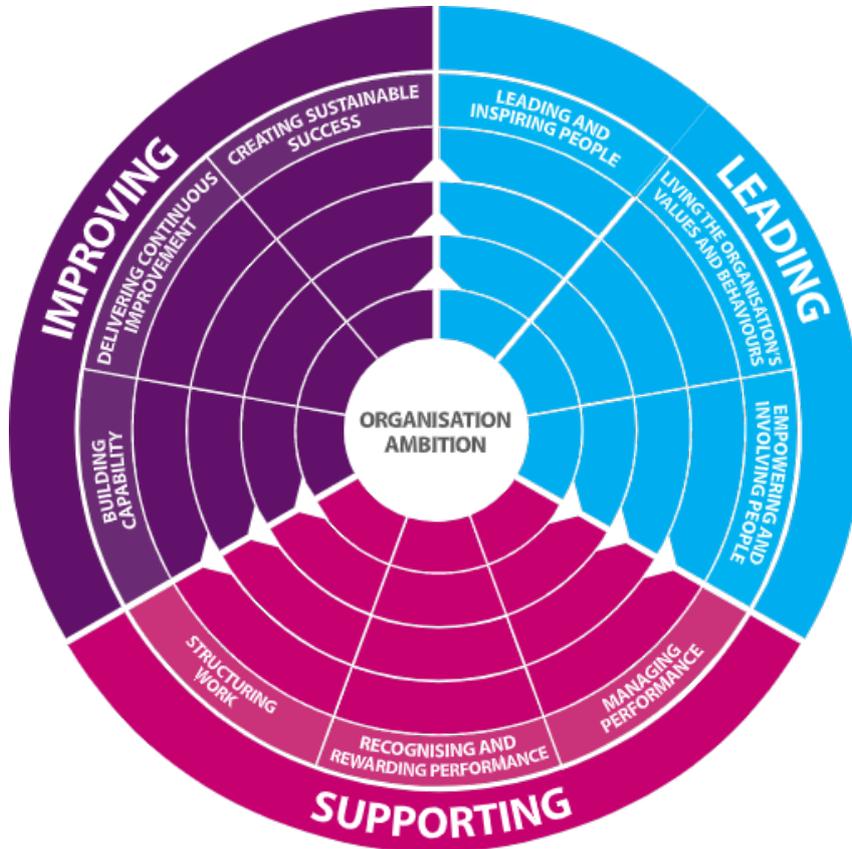
Congratulations on achieving the **Investors in People Platinum accreditation and Health and Wellbeing Award**. This is well deserved and I very much look forward to working with you again in the future.

A handwritten signature in blue ink that reads "Cath Parish". The signature is written in a cursive, flowing style.

Cath Parish

Investors in People Practitioner

## IIP Assessment Outcome



## Final IIP Award Outcome



## Health and Wellbeing Assessment Outcome

<b>Themes</b>	<i>Developed In place and understood</i>	<i>Established Engaging and activating</i>	<i>Advanced Creating positive outcomes</i>	<i>High performing Embedded and always improving</i>
<b>Physical wellbeing</b>	✓	✓	✓	
<b>Psychological wellbeing</b>	✓	✓	✓	
<b>Social wellbeing</b>	✓	✓	✓	



## Organisational context

This is a first-time combined assessment against the Investors in People (IIP) Sixth Generation Standard and the IIP Health and Wellbeing Award. The previous IIP assessment was against the fifth generation Standard and Redbridge Community School gained the Gold accreditation. The Leadership Team have always been totally committed to using the IIP Framework as a route map for continual improvement. They are fully aware that sixth generation Standard is more stretching than the previous fifth generation Standard and are keen to gain further insights as to how they can use this Framework as part of the continuous improvement programme. There is a clear understand amongst the Leadership Team as to the impact excellent staff engagement has on the progress and wellbeing of the students, and ultimately on the achievement of the school's ambition. Discussions with the Leadership Team during the context meeting confirmed Redbridge Community School falls within the national bracket of 10% of schools where children are in deprivation. This accounts for 51% out of the 1,009 students on the school register. On entering the school 80% are below the baseline for reading and maths. This gives a strong picture of some of the challenges for staff working within the school.

In order to facilitate clear lines of communication, the line management structure within the school has been reviewed to ensure transparency in the flow of information and knowledge to all staff.

Since the last IIP assessment in 2016 there has been a strong focus on staff wellbeing – especially around work life balance and support for staff and students' psychological wellbeing including mental health. A comprehensive Health and Wellbeing Strategy was developed in 2017 with clear measurable objectives. With this in mind, the Leadership Team has used the IIP Health and Wellbeing Framework as a guide and once again are keen to benchmark the school's progress and to identify any improvements they can make in this area. A considerable amount of metrics have already been recorded that show improvements aligned to the objectives. However, it will be necessary for three years of metrics to be collected to support the high performing level for the health and wellbeing indicator.

# The School's Ambition and Strategies for Achievement

## Strategy

### Long term Vision

- To achieve 'Outstanding' under the new Ofsted framework by 2023
- To continue to narrow the literacy gap
- To continue to raise GCSE results (New GCSEs) 4+ 55% - 60%, EBacc - all departments up 20%
- To reduce NEET figures (Not in Education, Employment or Training)
- To be recognised as excellent for Alternative Provision
- To continue to develop first class training for all staff
- To reduce staff absence
- To maintain excellent staff retention

### Short term ambitions (2016-2019)

- To get basics to 50%
- Embed the 'Magic 3' as our key driver

### Staff

- To continue to offer first class CPD
- Continue with the middle leadership/senior leader programmes in house
- Upgrade Westfield Head
- Retention/reward payments
- Use budget to enhance the pay of all staff
- Continue with peer to peer reviews
- Develop placements at other schools and at Redbridge
- DFE visits
- SEF network group
- Recognise excellent in SEN work

### Strengths

- The school is recognised as a centre of excellence for behaviour management (Head's DFE work and publications)
- SEN and Alternative Provision seen as excellent and used as models in other schools
- Redbridge is supporting schools with behaviour management within the City
- Peer to Peer learning walks with other schools

## Metrics used

- Questionnaires – parents/staff/students
- Wellbeing Survey
- Budget tracking – reduced staff costs e.g. supply
- Absence rates for staff
- Development of careers – use of TLRs and RR
- School data tracking (2018 were record results)

## Redbridge Community School Self-diagnostic

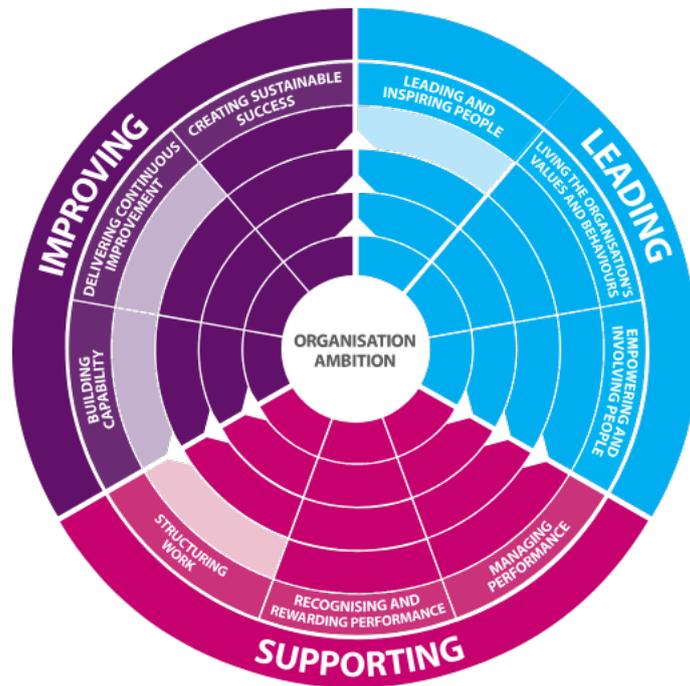
Having carefully considered the Investors in People (IIP) Framework, Redbridge Community School believe that they are Advanced or High Performing. The school's ambition is to gain the IIP Platinum accreditation and the Health and Wellbeing Award. With this in mind the Leadership Team have worked hard to maintain high staff engagement and made a real focus on supporting staff wellbeing. The transition to academic GCSEs resulted in higher workloads for staff, including increased marking and data entry and every effort has been made to reduce this where possible.

The Leadership Team have been very conservative in their self-assessment for effective leadership and trust, establishing this at the **Advanced** performance level. However, trust in the Leadership Team was confirmed as a strength through the OLA as well as interviews with staff. All feel the Leadership Team are great role models and very brave in the decisions they make to ensure excellent learning opportunities for all students. These decisions are underpinned by the school's Values rather than worrying about external pressures such as Ofsted. The school is "overstaffed" to ensure flexibility around staff development as well as releasing staff from supply cover in the PPA time. Second in Command positions have been put in place as part of succession planning and additional teaching and learning responsibilities (TLRs) are agreed in order to stretch and keep staff interested.

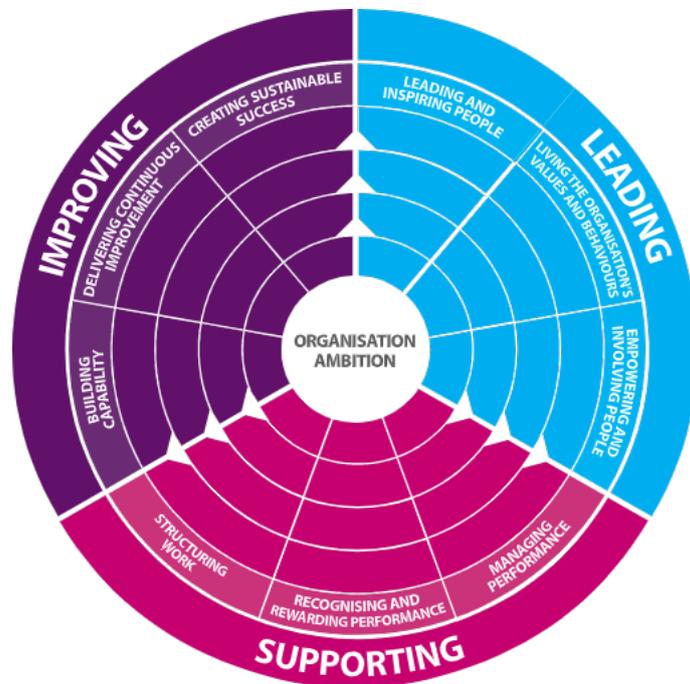
Once again the Leadership Team graded both themes of '*motivating staff to deliver objectives*' and '*developing leadership capability*' at the **Advanced** performance level. Reward and recognition for both staff and students in commendable – showing +1.0 in the OLA when benchmarked against other IIP organisations and Secondary Schools. The OLA confirmed **High Performing** in virtually all areas of the Framework and this was reflected in internal staff surveys, the Ofsted report and interviews with staff. Metrics of progress have been kept and produced as evidence over the past three academic years as well as people metrics aligned to the objectives in the Health and Wellbeing Strategy. These are discussed throughout this report.

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

'As Is' heat map (self-assessment)



Aspiration or 'To-be' heat map



## Assessment Approach

During the initial Context discussion with the Head and Assistant Head for Redbridge Community School, details of the school's self-analysis were elicited. This was the result of consultation with all the Leadership Team at a prior meeting. Following the Context meeting, Redbridge Community School was assessed primarily using the OLA and interviews. Staff were informed of the IIP Assessment and Accreditation process by the Assistant Head, when they were asked to take part in completing the OLA and a possible interview. This gave time to deal with any questions or issues that staff raised. The school reported that there were no material issues and that staff were more than happy to be involved. As a medium sized organisation with 125 members of staff, all staff were asked to complete the OLA. 108 staff responded (86%), indicating a good level of engagement by staff. Responses to the OLA represented all functions and levels of Redbridge Community School.

Key themes and issues from the OLA were used as one basis on which interviews were designed and administered. Semi-structured interviews were carried out with respondents from all functions and levels, selected purposively because they were ideally placed to discuss IIP related issues. Each was interviewed either in pairs or on a one-to-one basis. Confidentiality was assured and the 30 interviews took place in a private room. The number of interviews was above the norm to take into account the variety of roles and responsibilities of staff as well as to gather data around the Health and Wellbeing Award. A folder of relevant information and metrics was provided aligned to evidence for both the IIP and Health and Wellbeing assessments.

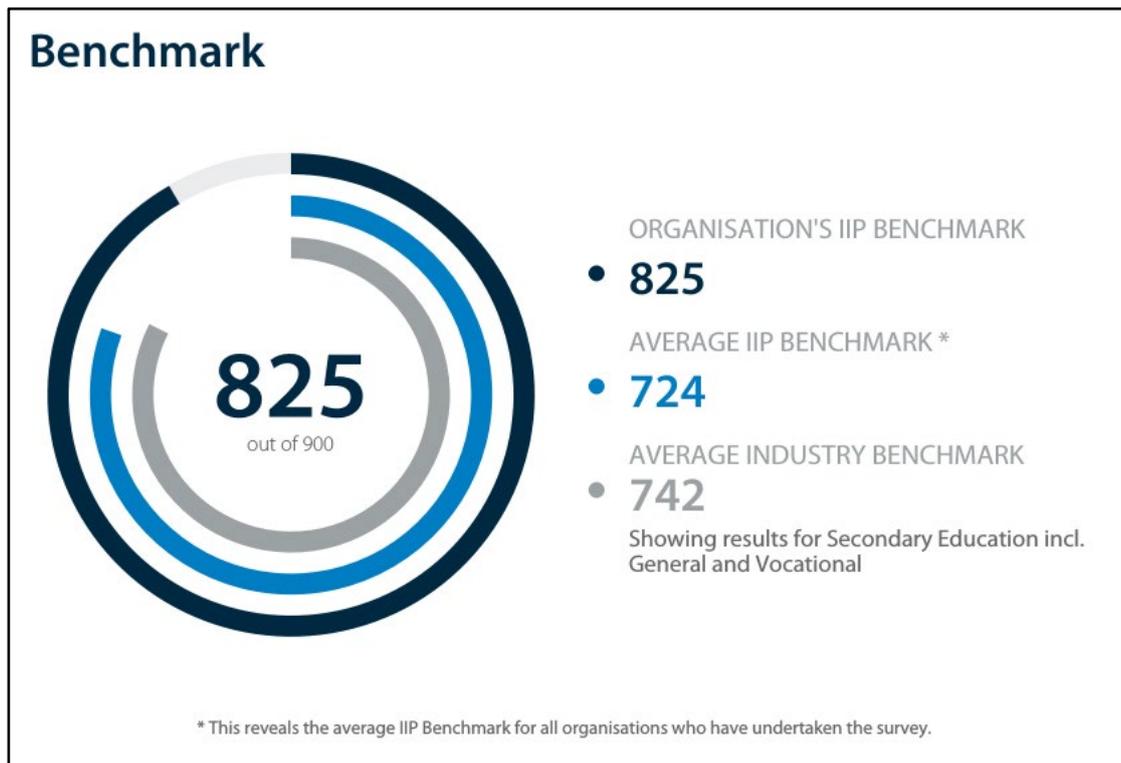
## How Redbridge Community School was assessed

	<p>The OLA was deployed to 125 employees with responses from 108 (86%). This was above the international Investors in People guidelines and therefore the sample is considered statistically significant.</p>
	<p>Based on the findings from the OLA, the IIP and Health and Wellbeing Practitioner interviewed 30 employees from across the organisation.</p>
	<p>The Practitioner observed the Leadership Team in action during the Discovery meeting. Other observations included situations in reception when dealing with parents and students; classroom observations; the Hope Food Bank in reception; extensive motivational posters throughout the whole school, including corridors, classrooms, staff rooms and Head's room; VIP lounge for staff and nominated students as a reward - including opportunities to relax, play snooker etc.</p>
	<p>Various sources of information were reviewed to give the IIP Practitioner some background knowledge about the school, its staff processes and approaches and progress since the previous assessment in 2016. A separate folder of Health and Wellbeing information was provided. This included the Health and Wellbeing Strategy, wellbeing surveys with staff in 2017/8, programme of events throughout the year, and related metrics. The school website provided some helpful information along with the 2016 and 2018 Ofsted reports. The Bridge school newsletters were also very useful. These are just a few of the documents provided.</p>

## Detailed Assessment Outcome

### Redbridge Community School's IIP Benchmark

The IIP Benchmark below shows Redbridge Community School's overall performance for the OLA and compared to the IIP average Benchmark for all organisations (50 to 249 employees) and Secondary Education establishments completing the OLA. Please note this benchmark is based on live data and is correct as on 25 March 2019.



As can be seen, Redbridge Community School scored 825 in the online survey. This compares with an average score of 724 for all other IIP organisations (50-249 employees) and 742 for Secondary Education establishments.

Redbridge Community School ranked 5<sup>th</sup> out of 89 Secondary Education establishments and 32<sup>nd</sup> out of 1,473 other IIP organisations (50-249 employees).

This is an outstanding result.

## Overview of the Online Assessment (OLA) results

The table below shows how your employees responded to the OLA for each indicator of the IIP Standard (including the average per indicator and the difference from other organisations that have completed the OLA).

It is notable that the average scores for Redbridge Community School for each of the Indicators are well above the averages (*by one whole score point for Indicator 5*) for not only all Secondary Education establishments but also for all Organisations (50-249 employees) assessed against the IIP 6<sup>th</sup> generation framework.

Indicator summary										
	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Indicator Score	Difference from IIP Average	Industry
INDICATOR 1 Leading and inspiring people	63.0%	29.6%	4.9%	1.6%	0.2%	0.0%	0.7%	6.5	+0.9	+0.8
INDICATOR 2 Living the organisation's values and behaviours	65.7%	28.9%	3.3%	1.9%	0.0%	0.0%	0.2%	6.6	+0.7	+0.5
INDICATOR 3 Empowering and involving people	58.1%	28.5%	11.3%	0.7%	0.9%	0.5%	0.0%	6.4	+0.6	+0.6
INDICATOR 4 Managing performance	66.7%	24.8%	5.1%	2.8%	0.0%	0.7%	0.0%	6.5	+0.8	+0.6
INDICATOR 5 Recognising and rewarding high performance	42.4%	33.8%	16.2%	4.2%	3.0%	0.5%	0.0%	6.1	+1.0	+1.0
INDICATOR 6 Structuring work	62.3%	28.0%	6.7%	2.5%	0.2%	0.2%	0.0%	6.5	+0.6	+0.5
INDICATOR 7 Building capability	47.4%	37.2%	9.6%	4.4%	1.1%	0.2%	0.0%	6.3	+0.8	+0.7
INDICATOR 8 Delivering continuous improvement	49.5%	35.6%	10.0%	3.9%	0.9%	0.0%	0.0%	6.3	+0.7	+0.4
INDICATOR 9 Creating sustainable success	69.0%	24.8%	4.9%	1.4%	0.0%	0.0%	0.0%	6.6	+0.8	+0.7

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

More detailed information from the OLA is shown in Annex 6 of this report.

The next part of the report provides a detailed analysis of Redbridge Community School's assessment against the IIP Framework. The Assessment outcome table in the Annex 1 shows the performance level achieved for each of the 27 Themes within the IIP Framework.

## Indicator 1: Leading and Inspiring People

The average score in the on-line assessment (OLA) across the three themes in this indicator was 6.5 out of 7. This is +0.9 above the average for all other IIP organisations and +0.8 above the average for other IIP Secondary Education Organisations. This is an excellent result.

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Indicator Score	Difference from IIP Average
INDICATOR 1 Leading and inspiring people	63.0%	29.6%	4.9%	1.6%	0.2%	0.0%	0.7%	6.5	+0.9
THEME Creating transparency and trust	69.9%	26.4%	1.4%	0.9%	0.5%	0.0%	0.9%	6.6	+0.9
THEME Motivating people to deliver the organisations objectives	64.8%	25.0%	6.5%	2.8%	0.0%	0.0%	0.9%	6.5	+0.9
THEME Developing leadership capability	47.2%	40.7%	10.2%	1.9%	0.0%	0.0%	0.0%	6.3	+1.1

### Creating transparency and trust

This was one of the highest scoring themes in the OLA with an overall score of 6.6 out of 7. Benchmarking indicated this was +0.9 above the average for all other IIP organisations and +0.7 above other IIP Secondary Schools. Interviews with staff confirmed there was no doubt in the clarity around the vision, objectives and Values of the school. The beginning of the school year INSET day had been used to discuss these with the whole school, including teaching and support staff. When questioned, staff were very aware of the Mission of the school and agreed this and the Values are the key drivers behind all the decisions made at every level by the staff. The Mission Statement states:

- Redbridge Community School is committed to raising the aspirations and the life chances of every student by providing first class learning opportunities.
- The school community will recognise and celebrate students of all abilities. Relationships between all will be based on mutual respect.
- The school will be ambitious in delivering learning excellence for all within its community.

The OLA showed a 98.2% positive response to the statement '*Management communicates the organisation's ambition*'. Aligned to clarity, the main priorities in the School Plan have been 'slimmed down' under the 'Magic 3' headings of:

- Assessment – knowledge, skills and understanding
- Literacy – to improve disadvantaged outcomes
- Shine – challenge for the 'shine' and 'more able' students

The Plan started in 2016 and the strategy for its implementation can be found in Annex 4.

Comments from the SMT included:

*'Clarity of priorities is so important. New specifications came from outside, and we gave staff time in their teams to do the planning.'*

Staff highlighted one of the main strengths within the school is the fact it functions as 'one team'. This is led through the open, inclusive and highly motivated style of leadership throughout the school. There was a 97.2% positive response in the OLA to the statement '*I trust the leaders of my organisation*'. Comments included:

*'The Head and Deputy have made important changes to improve our children's knowledge. They always listen to us and take on our feedback. The Senior Leadership Team are on our side. There is no 'them and us.'*

*'I have every faith in the Head. We are on a flight path and a long journey and are not being swayed by outside pressures. We put the kids at the heart of what we do.'*

This was echoed in the 2018 Ofsted report:

*'Redbridge Community School is led with skill, care and compassion. Leadership is characterised by passion and dedication. The Headteacher sets the tone, and others willingly follow his lead'.*

The trust is also underpinned by the steady progress in examination results made by the school over the past three years. It also illustrates the strength of leadership in the school and its impact on the school's performance. Examples of attainment results:

English/Maths Grade C      2015-16: 36.9% - 2017-18: 50%

Science Grade C      2015-16 – 37.9% - 2017-2018 – 44.6%

EBacc (English Baccalaureate) – 5<sup>th</sup> highest in the City      2016 – 15 – 2018 - 17

Throughout Redbridge Community School there is a clear line management structure designed to guarantee clear two-way communication. Weekly briefings keep everyone up-to-date; line management meetings are agreed and shared; twilight sessions are used to discuss and share new ideas and ways of working. Staff at all levels commented on the 'real' open door policy of the Head and agreed they could go to him and any other members of the Senior Management Team (SMT) if they had a suggestion for improvement or an issue.

*'I would have no problem at all in going to the Head to discuss any problem. His door really is always open. He knows all of the staff as well as all of the children by name'.*

*'I think there is a supportive culture among staff and the SMT are highly visible which makes the school feel like a team'.*

*'Over the recent years we as a school have taken a battering! Everyone on every level in the school have supported each other'.*

Feedback is openly encouraged through surveys to parents, students and staff. The Practitioner was provided with results of the surveys over the past three years culminating with the following example results:

Staff well-being survey – 2016/2017 – 98.5% responded positively to '*Redbridge is a great place to work* – the 2019 IIP OLA showed an increase to 100% to the same statement

All staff interviewed were extremely complimentary regarding the way the Leadership Team act as role models and are trusted by them. They described how the Leadership Team and SMT are open about any problems they themselves are experiencing and this encourages staff to do the same. Comments from the SMT and staff included:

*'We often get a letter of thanks or recognition from the Head. This gives us an example and we do the same. We then model what we want our middle leaders to do'.*

*'Inspirational leadership starts with the Head and Deputy modelling the ethos of support and encouragement. We all pull together and want the school to succeed'.*

## Motivating people to deliver the organisation's objectives

All staff interviewed agreed they were clear regarding the Magic 3 priorities in the School Plan. They discussed how these were linked to their own objectives/targets agreed during their appraisal. The OLA confirmed this through the 6.7 out of 7 score for this theme – showing it to be +0.9 above the average for other IIP organisations.

There were very complimentary comments from staff regarding the support they receive from their line managers aligned to achieving these targets. The OLA showed 96.3% of staff responded positively to the statement *'My manager motivates me to achieve my best'*.

*'We are driven towards benchmarks, but not worried about them. Every student matters and progress in exams is not the first measure of success'*.

Throughout this assessment the staffs' enthusiasm to do their best for the students shone through. There was an air of excitement in the progress the students are making in their attainment scores. This has been seen as a team effort with everyone – including all the support staff - supporting and sharing skills and knowledge. Teaching staff described how the TAs are so motivated and want to do their best - start work well before the classes begin to make sure they are well-prepared.

Comments included:

*'The children are in the lowest percentile for literacy and numeracy when they arrive. We have the most talented teachers, support staff and managers in this school I have ever worked with. We all want to exceed expectations and muck in to help to make sure the children succeed beyond their dreams'*.

*'There is no threat where observations are concerned. The SMT want to see you at your best and give good constructive feedback that spurs you on to improve'*.

*'We introduce things that are going to help staff and give them a structure that has a direct impact on them. Our support always needs to be relevant to supporting them and the children to achieve'*.

There was a strong feeling of inspirational leadership throughout the school. Comments included:

*'I have had first-hand experience of how inspirational our Head is. I hadn't seen him talk to young people and was really amazed when I did. He spoke City-wide on how he was one of those children on the cusp. He relates to past experience and his own childhood. He makes you feel you want to be here and to do your best'*.

*'Our Deputy Head is so skilled and experienced. If she says something will work, I know it will for me'*.

The 2018 Ofsted report confirmed the exemplar passion and active role models found within the Leadership Team. Comments included:

*'Redbridge Community School is led with skill, care and compassion. Leadership is characterised by passion and dedication. The Headteacher sets the tone, and others willingly follow his lead.'*

*'Leaders are highly ambitious for the school and are committed to securing the very best outcomes for pupils through their well-motivated and skilled staff'*.

Discussions with staff during the assessment indicated the majority of them had added responsibilities aligned to achieving the Magic 3 elements of the School Plan. These ideas they had put forward themselves as part of their appraisal targets.

Staff all agreed they felt valued and appreciated. This was confirmed by the OLA where 96.3% positive response to *'I feel appreciated for the work I do'*. Staff highlighted they are paid well, have paid time off for personal events; are able to try out innovative ideas; encouraged to develop their careers and are constantly praised by the Head and SMT.

## Developing Leadership capability

The OLA results in this theme far exceeded the results of other organisations assessed by the IIP Practitioner and showed a score of 6.3 which was +1.1 above other IIP organisations. This is the highest differential shown when benchmarking. Staff agreed the Leadership Team, led by the Head, are all exemplar role models of behaviour and skills expected of - not only senior and middle leaders - but also all staff as they are all credited as leaders in their own right. This was highlighted by the striking 98.1% positive response to the statement *'My organisation develops great leaders'*.

Following an annual visit by the Southampton School Improvement Officer in 2019, the report stated:

*'This has been an extraordinarily demanding year for the school. The death of a student, in very distressing circumstances, rocked the whole community. The headteacher and his team have managed this trauma with skill and compassion.'*

A period of absence due to the illness of the headteacher was managed well, which is as much a tribute to the systems and structures he has established as to the quality of his team'.

As discussed before in this report, there is a clear line management structure within the school and all staff are expected to be leaders in their jobs. Additional Teaching and Learning Responsibilities (TLRs) are created and implemented to give staff opportunities to develop their experiences in leadership. A good example is the creation of Redbridge Lead Practitioners (RLPs) role to share their expertise and to mentor/support teaching staff. Other examples include research, projects, taking on Second in Command roles. These are working very effectively.

Managers are reviewed against the National Standards as part of the performance management system. Staff described how they are encouraged to give feedback on the effectiveness of their line managers through the staff survey as well as ongoing one-to-one conversations. There is also a section on the appraisal documentation for them to add their comments regarding any further support they would like from their line manager.

Discussions confirmed middle leadership breakfast meetings take place six times a year – led by the SMT. These are part of developing relevant staff into Senior Teachers or Senior Management roles. Here middle leaders present the outcomes of their projects and discuss how their findings could help to support the priorities in the School Plan.

Those attending these meetings were very complimentary about their effectiveness.

*'As members of the SMT we model what we want our middle leaders to do. Last year we had a programme of 'Inspiring Middle Leaders' where we shared our jobs and what they need to do to move upwards. All of them did a project that impacted on the literacy department – part of the School Plan. We make sure everything we do has a purpose'*.

*'The middle leaders' meetings allow us to do both external and internal training for ourselves. We each created our own initiative – both leading it and measuring the outcomes'*.

*'We try to find new ways of developing leadership opportunities. At the moment we are advertising internally for a new TLR post to lead and support the mental health wellbeing of the children'*.

Another good example of developing leadership skill is linked to the SMT's PA being given the opportunity to become the school Business Manager – supported by attendance on a Business Management Diploma Programme. She is now in charge of the budget.

As highlighted in the first theme in this indicator, there is no doubt in the confidence of staff in the leadership and management capabilities within Redbridge. This not only relates to the academic success of the school, but also the financial management.

The school has a budget surplus plus a large reserve. This is down to the excellent leadership of the school, including the challenging Governors who constantly want to ensure the school is receiving 'value for money'. Comments from them included:

*'We monitor the budget carefully and question/challenge to make sure we get value for money. We took the decision early to make long term redundancies. This was a difficult decision to make, but it has enabled us to do so much more for the staff and children.'*

The Leadership Team are always updating their skills and knowledge through research, board membership of relevant organisations such as the National Forum for Teach First, consultancy in other schools. These including peer to peer reviews, NPQH development; writing national discussion papers, working closely with Ofsted/advisors.

*'I am doing the NPQH development programme. This is at the cutting edge of what is happening in the future and I am able to pass this on to the SMT and middle managers.'*

*'The new Ofsted data has been presented during the middle leaders' meetings to make sure we are all kept up-to-date on future skills we need.'*

The Head has trained as an Ofsted inspector, and has a good knowledge of what is expected of schools now and in the future. This has been reflected in the transformation of the school over the past five years, especially where the curriculum is concerned. He discussed with the Practitioner how the new Ofsted Framework starting in September 2019 is going to focus on staff wellbeing. It is hoped that Redbridge Community School's forward-thinking Health and Wellbeing Strategy and achievement of the IIP Health and Wellbeing Award will stand it in good stead where this is concerned.

#### Development may be considered as follows:

The National Standards are used effectively as part of leadership and management reviews together with a framework used for pay increments/awards. This framework needs to be reviewed regularly to make sure it clearly identifies the capabilities required to ensure the school has the ability to continue to surmount future challenges.

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

The average score in the on-line assessment (OLA) across the three themes in this indicator was 6.6 out of 7. This is +0.7 above the average for all other IIP organisations and +0.5 above the average for other IIP Secondary Education Organisations. This is an excellent result and one of the highest scoring indicators.

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Indicator Score	Difference from IIP Average
INDICATOR 2 Living the organisation's values and behaviours	65.7%	28.9%	3.3%	1.9%	0.0%	0.0%	0.2%	6.6	+0.7
THEME Operating in line with the values	62.0%	33.3%	4.6%	0.0%	0.0%	0.0%	0.0%	6.6	+0.8
THEME Adopting the values	70.8%	25.5%	3.2%	0.5%	0.0%	0.0%	0.0%	6.7	+0.6
THEME Living the values	62.5%	30.1%	2.8%	4.2%	0.0%	0.0%	0.5%	6.5	+0.7

### Operating in line with the values

Walking around the corridors in the school, the Practitioner observed the Values on posters and other relevant displays. These have been well-communicated and branded as:

- **Aspiration; Respect; Opportunity; and Excellence**

The values are described in detail in the school's 'Little Book of Big Values', (see Annex 5) which is given to every member of staff. The booklet opens with a page that says "Welcome to a school that believes in YOU! You matter; Our students matter; We are the magic". It contains sections on "Our Beliefs; Our Values; and Our Culture and closes with "At Redbridge – We Care" - "By walking together hand in hand with mutual respect we work hard and play hard resulting in contagious magic."

Discussions with all of the staff interviewed confirmed the Values are truly embedded within the ethos of the school. This was clearly reflected in the striking OLA results where 100% of staff responded positively to the statement 'The values at my organisation guide the way we work'. This is an excellent result and as shown by the above score table, this theme scored 6.6 out of 7 – being +0.8 above the average for other IIP organisations.

Specific care is taken during the recruitment process to check that candidates are able to operate successfully within the Values and have the same ethical beliefs. This is done through asking open questions during the interviews and using scenarios to challenge the Values. The Values appear on the website; on school documentation, including recruitment literature; and are regularly discussed as part of whole school and departmental/team meetings. They are also used for discussion during appraisal and performance review meetings.

The 2018 Ofsted inspection report stated:

*'Senior leaders base all their actions on an admirable set of Values' ... 'The Governing body are fully committed to the values-driven approach of the headteacher and his senior team'.*

The above statements really sum up very well the passion and drive to operate in line with the Values as witnessed by the IIP Practitioner during this assessment. Comments included:

‘The change in the Ofsted category upset the Head rather than the Governors. The report in 2016 was good, however this last one in 2018 is outstanding. We are more intent on sticking to our Values and doing the right thing for the children rather than Ofsted’.

‘Decisions are made here in line with the Values and these are based on our Mission. The Head stood up and said ‘I might get criticised, but this is why I’m making this decision’. We all trust he will do the right thing for us and the kids.’

The above comments were echoed by the OLA with 100% responding positively to the statement ‘*share my organisation’s Values*’. This is further reflected in the passion and motivation of staff to do their best for the students. It is also highlighted in the average years of service being around 8.85 years - with the SMT averaging 10.4 years and administrative staff 9.54.

Exit interview data showed a variety of reasons for leaving Redbridge, although none have left because they were dissatisfied with the school. Over the past three years a total of 15 staff have left for promotion in different schools – all of which should be looked upon as a success for Redbridge. An analysis of why others have left included logistical reasons, young members taking up offers to work abroad and retirements. A full breakdown of the past three years is in Appendix 7. This highlights the year 2017/2018 as the lowest for the three years at 13%.

A breakdown of individual sickness revealed that depression/anxiety accounts for only 9.32% of the overall absence figure and none of this was work-related. Staff interviews confirmed very forcibly that the Values are definitely deep rooted in the culture of the school and drive the way they work together and support one another. The strength in the ‘one team’ has made the staff extremely resilient and they put this down to the way the school is values-led from the top.

‘Everything we do is in line with the Values. This not only applies to the way we work with the children, but also amongst the staff. We treat one another with respect, are always striving for excellence and have aspirations to do the best we can for the children’.

The Little Book of Big Values states:

- Our Values underpin everything we do at Redbridge. We use these every day to inspire and motivate people
- Our Values guide us each day in defining how we behave and communicate to each other
- We ask our staff and students for feedback so we can continually improve – constructive feedback is welcomed
- We are the ‘haven of aspiration’ that our community demands from us
- We love the fact that everyone in our school is different. Differences are respected

As part of the suggestions for development in the previous IIP assessment in 2016, a review was carried regarding staff absenteeism. The Practitioner pointed out that return to work interviews were not being completed by line managers consistently across the school with the result that a few staff had intimated there could be undue pressure put on them to cover colleagues – not always fitting with the Value of Respect. This was reviewed, and a new system put in place whereby HR record individual absences on a card and carry out all of the interviews. In the event that staff have had more than expected absences, the Assistant Head carries out the interview. As a further part of the review, it was decided to employ/train three cover supervisors who are trusted members of the teaching assistant team. These now cover teaching where required rather than employing agency supply. This has not only provided career development for the cover supervisors, but also reduced the cost of cover from £145,615 to £74,787 - a saving of £59,774.00 so far this year.

## Adopting the values

The OLA once again showed 100% positive response by staff to the statement *'My organisation has clear Values'*. Discussions with staff confirmed the Values drive the way the way in which the school works, both culturally and ethically. The score for this theme was an excellent 6.7 out of 7 – showing it to be +0.6 above the average for other IIP organisations. Comments included:

*'How I teach fits with the ethos of the school. Redbridge is not the easiest of schools to work in, but we can prove what we do is good. We have done the right thing by our children. It is brave putting students first'*.

*'Our mission is to give every child an opportunity to learn and to be able to get a job after school. It's not only about exams, but developing them as a person'*.

The Values underpin staff commitment to the students rather than self-interest.

Staff talked about the inspirational leadership that spurs them on to go the extra mile for the students. The majority of staff interviewed had extra responsibilities over and above their main jobs and willingly give up their time to give opportunities of extra-curricular support to the students. Examples given included - a technician travelling to Rome with a group of children; TAs taking on the responsibility of providing breakfast for the children; administrative staff being in charge of the HOPE food bank as well as washing lost property clothing and distributing these to needy families. Other extra curricula activities included: trips to overseas countries; the Rock Challenge; School Performances; Duke of Edinburgh Awards. The Values underpin staff commitment to the students rather than self-interest.

*'We put kids at the heart of everything we do'*.

The change to the academic curriculum was a huge example of where the Head, Senior Leadership Team and Governors made the decision to change in order to give the students the best opportunity to equip themselves to go on to College, University or to gain jobs. This was certainly not the easiest thing or most convenient as it caused a lot of extra work for staff as well as external criticism in the press when the school was put into 'requires improvement' by Ofsted. However, as confirmed by the progress of the students outlined in the 2018 Ofsted report, and parent/student surveys, this was the right thing to do for them.

The Head is determined to give all students the opportunity to learn, and with this in mind is averse to excluding students or taking them off roll. This has led to the school being punished because of its Phase 8 students (in Edu-K8), who do not always fit into the academic world – hence bringing down the overall GCSE statistics. Edu-K8 enables these students to have more individual structured teaching and support aligned to the school's mission and Values. Comments included:

*'The Values are what the school does. It is not trying to cheat or play games with results. If we didn't have Edu-K8 our results would look better. The Head is here to do the best for the students and Edu-K8 is the cherry on the cake'*.

*'There is not another school like it. They are not worried what they look like to the outside world – just want to help children learn. This is our purpose and Values'*.

## Living the values

Staff from all areas of the school described how the behaviours aligned to the Values are role modelled by the Leadership Team and SMT.

*'This is the only kind of school I want to work with – led from the top. It has a genuine moral purpose. Everyone gets it and knows the situation in which we work. The school is the only constant many of these children have in their lives. The Values totally underpin the way we work and what we are about'*.

The ongoing monitoring enables SMT to have opportunities to observe staff working with the students and to assess their behaviour. This is also discussed during performance management meetings. The OLA showed a 98.1% positive response to the statement *'My behaviour reflects the organisation's Values'*.

Administrative staff talked about the *respectful* way they communicate with and support the parents on an ongoing basis. This is not always easy as they can often become agitated and stressed as demonstrated following the murder of one of the students.

Teaching assistants explained how they are always encouraging students to aspire and to do be the best they can – especially as many come from such deprived backgrounds.

Staff commented on the 'no blame' culture within the school – led from the top. Openness and trust are encouraged by rigid line management and other tracking systems. In addition, feedback on staff behaviour is also gained through student and parent surveys. Examples of positive responses in the parent surveys for 2017 and 2019 include:

- My child is well looked after – 2017 – 97.7% and in 2019 – 98.2%
- My child is happy at Redbridge – 2017 – 97.4% and in 2019 – 98.2%

Choices in behaviour which detract from the 'values driven' ethos of the school are challenged and measures taken accordingly. This is particularly the case where observations are concerned with NQTs or new staff. Comments included:

*'We challenge NQTs if they are not meeting the standards or behaving in accordance with the Redbridge Values. We make the challenges supportive and make them accountable'*.

Staff interviews confirmed:

*'The whole staff are included in celebrations and training – encouraging everyone to feel valued; treating them with respect and also affording opportunities to develop their aspirations'*.

The Practitioner questioned staff about the 92.5% with 6.5% neither agreeing nor disagreeing response to the OLA statement *'I challenge behaviours which don't match the organisation's values.'* The response was that this rarely happens, as everyone is in tune with the Redbridge way or working. If there is any problem at all, the SMT deal with it. They would, however, challenge student behaviour that is not in line with the Values and would have the full support of everyone to do so.

*'The SMT are very busy, but they are always around if we need them to give support if there are behaviour problems with the children'*.

**Development may be considered as follows:**

Continue to communicate and live the Values. The Little Book of Big Values is a gem.

## Indicator 3: Empowering and involving people

The average score in the OLA across the three themes in this indicator was 6.4 out of 7. This is +0.6 above the average for all other IIP organisations and +0.6 above the average for other IIP Secondary Education Organisations.

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Indicator Score	Difference from IIP Average
INDICATOR 3 Empowering and involving people	58.1%	28.5%	11.3%	0.7%	0.9%	0.5%	0.0%	6.4	+0.6
THEME Empowering people	59.7%	30.1%	8.8%	0.5%	0.9%	0.0%	0.0%	6.5	+0.6
THEME Participating and collaborating	47.2%	30.6%	16.7%	1.9%	1.9%	1.9%	0.0%	6.1	+0.6
THEME Making decisions	65.7%	23.1%	11.1%	0.0%	0.0%	0.0%	0.0%	6.6	+0.6

### Empowering People

Discussions with staff throughout this assessment confirmed staff look on empowerment and autonomy as a strength within the school. This was highlighted by the OLA score of 6.5 out of 7 – showing this to be +0.6 above the average for other IIP organisations. All staff agreed they feel trusted to do their jobs, and this is led through the open and consultative leadership style of the Head and Senior Management Team.

In order to facilitate clear lines of communication and ensuing knowledge needed by staff, the line management structure within the school is carefully considered and transparent. Meetings have been slimmed down to encourage and support staff work life balance. Effective communication is encouraged through Monday staff briefings, daily SMT briefings, regular departmental meetings/reviews, e-mails and one-to-one meetings between staff and managers. Staff all agreed that communication works very effectively as shown by the excellent 99% positive response in the OLA to the statement *'I have all the information I need to do my job well'*.

Discussions with staff highlighted they are given the freedom to carry out their roles to suit their own styles of working. Comments from a technician and an NQT included:

*'I am allowed a free reign in the prep room. They let me run with things without being micro-managed. I feel trusted and they come to me for advice which makes me feel really valued'*.

*'I have been given the responsibility for lower ability sets. This is really important and I am really pleased to be given this trust. I am trusted to teach how I want. I feel I can make a contribution and feel empowered to make changes to improve what I'm doing in line with the students' needs. Everything is built on relationships here'*.

The creation of 'Quartets of Excellence' allows for the dissemination of expertise across the curriculum as well as enabling less experienced members of staff to feel nurtured in a closer environment. These groups are led by a Lead Practitioner; come from different curriculum areas, and provide opportunities to research new ideas and ways of working to support teaching staff. Alongside these, Redbridge Leading Practitioners (RLPs) have been identified as a result of their proven skills in mentoring.

The RLPs take the lead in providing bespoke training to individuals as well as leading INSET and model exemplary practice. They are the first port of call for staff when seeking consultation and guidance on teaching and learning issues. Over the past 3 years, a total of 82.8% of teaching staff have been supported by the RLPs. Some of this being in large groups and others on an individual basis. This has proven to be a far more cost-effective and more relevant solution to staff development and has reduced the training budget considerably over the past three years as follows: 2015-2016 - £145,000

2017-2018 - £75,000

Throughout the school there is a real commitment to encouraging staff to take the lead in areas of work in which they are interested. This is often made possible through TLRs as shown in the roles of RLPs and Quartets of Excellence; promotion to Second in Command; middle leaders and SMT. Metrics provided to the IIP Practitioner highlighted 49% of staff have been promoted into new roles or taken on TLRs over the past three years. There was evidence of staff starting as NQTs and now in leadership positions.

*'I haven't had to leave as I have been given more responsibility and challenge. I have been here 18 years and throughout that time I have been encouraged to go for new positions including leadership roles.'*

Other examples given of opportunities to develop leadership skills included: middle leaders designated to run the school in the absence of SMT at away days; in 2018 the Head was away from school for several months following an operation and SMT ran the school very effectively; the Head gives other members of SMT the opportunity to attend meetings on his behalf.

The fact students enter with below the baseline for English, literacy is integrated into every part of the curriculum. Comments included:

*'We have all become leaders of literacy to close the gap in their skills and knowledge of language.'*

*'As a TA I am always aware of the language I use with the students. We are all responsible for improving this.'*

*'I'm responsible for my job and have autonomy and trust. We can all be flexible but guided through SMT. That gives us some security.'*

The OLA had an excellent 98.2% positive response from staff to the statement *'I am encouraged to use my initiative in my role'*. There is encouragement to make innovative changes and to use staff knowledge and expertise throughout all levels and roles within the school. Continuous improvement is paramount for Redbridge School to achieve its ambitions. This has been recognised through the research and projects carried out by the Quartets of Excellence; the autonomy given to staff to try out new ways of working and encouragement for all staff staff to identify and take on 'stretch' objectives often linked to research to improve areas in which they have an interest.

*'During my appraisal I came up with my own areas of development that interest me. I carried out some experiments on single sex teaching in English to see how they would perform. I tried different things and measured the success – feeding this back to the department. I was given a lot of opportunity to be creative and this is being pursued. We are able to do research and try out new ideas.'*

## Participating and collaborating

Collaboration and participation are underpinned by the open and transparent leadership style within Redbridge. There were many examples given by staff of where they had been consulted about decisions that have an impact on them – including the changes to the curriculum, School Plan and School Improvement Plan following Ofsted. Consultation often takes place during whole school INSET days or twilight sessions as well as staff surveys.

The staff health and wellbeing survey is an excellent example of gaining staff input into the Health and Wellbeing Strategy. Further examples of specific consultations and actions included: calendar changes; attendance at twilight sessions instead of INSET days in order to give staff the ability to finish the summer term 2 days early; the introduction of 15 wellbeing paid meetings instead of staff meetings; upgrading of the Westfield Health Cover to include MRI scans and 24/7 GP cover; the reduction of meeting time and the reduction of data drops from 6 to 3.

As described in indicator 2 of this report, parent and student surveys are also carried out to gain their perceptions and suggestions for improvement on the way the school is run.

The OLA showed a 94.5% positive response to the statement '*I have a say in decisions that affect my role*'. An analysis highlighted the TAs to have the lowest score, however, throughout the interviews with TAs and the rest of the staff, there was no indication as to why this was not 100% as everyone was extremely positive regarding the amount of collaboration and participation taking place. All of the support staff and teaching staff agreed the INSET days are not just information giving sessions, but also a time in which they are asked for their input regarding improvements and change. They described how they were even asked if they would like food provided as part of INSET days, and the reply was a resounding 'yes' as it brought everyone together socially as well as it being a fun experience. It also made them feel valued as there is always thought put into what should be served e.g. a hog roast, Indian meal etc.

'We shape the plan and certain things that the school has to do. We are always asked for our suggestions and they are listened to'.

Discussions confirmed the Performance Management system was developed through collaboration with staff. Staff agreed this was fair and there was good collaboration between them and their line managers when discussing targets and achievements. Technicians were not convinced that they needed to have the same performance management system as the rest of the staff, and this is an area for discussion with them.

The Quartets of Excellence groups and RLPs are particularly involved in identifying good practice and passing this on to other relevant staff. They also participate in putting forward ideas for new working practices following research, involvement in projects and observing good practice throughout the school. This is passed on through twilight sessions.

Other examples of collaboration/participation were described as:

- Regular Departmental working days
- Team meetings – including TA meetings with the SENCO and Administrative staff with the Business Manager
- Middle leaders' development meetings with SMT
- SMT/middle leader involvement within the governing body – presenting at Governor meetings
- SMT conferences
- Questionnaires and surveys
- Open door policy

*'The Head sent a letter to parents and asked Progress Leaders' advice before sending it. As a result, he made changes to the letter before he sent it'.*

## Making decisions

The IIP Practitioner concluded, as a result of interviewing staff, that the amount of trust given to staff to make decisions and to do their job well is commendable. This was confirmed in the OLA with 100% positive response to the statement *'I am trusted to make decisions in my role'*. Staff all agreed they are given information and examples of good practice however non-prescriptive procedures allow them to shape areas of their work so that it best fits their working style and that of the students.

The OLA score for this theme was 6.6 out of 7 – showing this to be +0.6 above the average for other IIP organisations. Comments included:

*'We are given information and examples of good practice and then allowed to use it as we think fit'*.

*'I have changed the examining body as it didn't suit our children. Exams don't suite a lot of our children. We are trying to get them to go to College after they leave, and to think what they want to do. As long as you have explained why you have made the decision to change, that is fine'*.

This has been reflected in the 100% positive response to the OLA statement regarding Redbridge being a *'great place to work'*. The trust, collaboration and participation has supported good staff engagement and a high morale amongst the staff. This has shown itself in the good retention of staff, reduced staff absenteeism and increased progress in student results. Comments included: *'There is no 'them and us'. We are all part of the team. The Head is transparent in all the decisions being made in the school and we are involved in shaping them'*.

The robust line management system encourages and gives staff opportunities to challenge the status quo in order to improve the school. The two-way flow of communication works extremely effectively. Staff described how they talk to their line managers constantly, and would have no hesitation in going to the Head if there was a problem. Examples given by technicians and teaching staff included:

*'I feel I can always talk to my HOD if I want to question or challenge anything. I know the difference between friendship and work'*.

*'The Head firmed up the curriculum and wanted to make the school more academic. We knew this wouldn't work in our department and he listened to our HOD. The music GCSE just didn't fit so we do Rock School where we can have graded guitar and vocational courses. This is ideal for us'*.

*'The Pastoral reviews were changed through our input'*.

Discussions with the SMT outlined how onerous areas of work had been slimmed down to allow all members of staff time to work on new initiatives. An excellent example of this is the DART system that has been designed and developed internally. This now gives a data only report to parents and avoids staff having to write long reports themselves. This was implemented through collaboration and discussion with staff and parents. The system gives clear information on the progress of each student – making it easier for staff and Leadership Team to see the areas of improvement needed – and provides a good basis for decision making. The programme is still being developed refined to ensure it is effective for all departmental needs especially where Science is concerned.

## Development may be considered as follows:

It is understood the DART programme is continuously evolving and being refined. This may be particularly relevant where the Science department is concerned.

## Indicator 4: Managing performance

The average score in the on-line assessment (OLA) across the three themes in this indicator was 6.45 out of 7. This is +0.8 above the average for all other IIP organisations and +0.6 above the average for other IIP Secondary Education Organisations.

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Indicator Score	Difference from IIP Average
INDICATOR 4 Managing performance	66.7%	24.8%	5.1%	2.8%	0.0%	0.7%	0.0%	6.5	+0.8
THEME Setting objectives	69.4%	23.1%	4.6%	1.9%	0.0%	0.9%	0.0%	6.6	+0.8
THEME Encouraging high performance	65.3%	25.9%	6.0%	2.8%	0.0%	0.0%	0.0%	6.5	+0.7
THEME Measuring and assessing performance	66.7%	24.1%	3.7%	3.7%	0.0%	1.9%	0.0%	6.5	+0.8

### Setting Objectives

As described in indicator 1 of this report, the School Plan was simplified in 2016 and now has three main priorities – the Magic 3: Assessment, Literacy and Shine. A clear strategy for the implementation of the Plan was developed and this is shown in Annex 4 of this report.

Throughout this assessment there was no doubt that staff understood what was expected of them. They described how three of their targets linked directly to the Magic 3 areas in the School Plan and the other target they could choose aligned to their own interest/development - linked to improving/supporting the school's ambition. This theme scored one of the highest scores with 6.6 out of 7 in the OLA. When benchmarked, that score was +0.8 above other IIP organisations.

The appraisal meetings take place annually in order to agree the targets. Teaching staff and their line managers are able to monitor their performance through the progress of students' data on DART. Data is input into the system three times an academic year. This was changed from the original six times a year in 2016 following the IIP assessment report highlighting that staff were overwhelmed by the amount of data entry they had throughout the year. It was also linked to improving staff work life balance as part of the Health and Wellbeing Strategy.

Staff are further supported through observations and monitoring. The clear management structure allows managers to develop a comprehensive knowledge of the strengths and development needs of individuals in their team. Staff described how they are keen to be observed and to receive feedback – especially if it is going to help them improve.

*'The DART highlights any students who are underperforming and we can concentrate on them immediately. This enables me to monitor my targets easily'.*

97.1% of staff responded positively in the OLA highlighted to the statement *'I have agreed my objectives with my line manager within the last 12 months'*. All staff interviewed confirmed they had had an appraisal. Technicians indicated their appraisal was ongoing and wondered if the main school appraisal was relevant to them. This is an area to consider for review.

Stretching individual objectives are the norm within Redbridge School, with the majority of staff identifying these themselves with a view to having extra responsibilities in line with their job role. This often includes TLRs that are linked to extra pay. Over the past three years 145 staff have received TLRs. These are also used to help staff gain new experiences that will strengthen their career development or make their jobs more interesting. A good example being the RLPs and members of the Quartets of Excellence. At the time of this assessment there were 17 Quartets of Excellence from across the whole school and 12 RLPs. Comments included:

*'Stretch targets are realistic but tough. For my stretch target I asked to do assemblies. It is the 50<sup>th</sup> anniversary of a man landing on the moon and that is an interest of mine. The students don't get this at home. We get to know what the school needs – its gaps – and try to fill them with our stretch targets'*

*'Stretch objectives are embedded. We are always thinking of other things to do. We are all keen to do that little bit extra to make sure the students and the school succeed. As part of my stretch objectives I put myself forward to look after the Duke of Edinburgh Award'*

### Encouraging High Performance

There is a clear performance management process set out in the Staff Guide together with a published structure of line management. The performance management system is working really effectively as staff feel it is carried out in a respectful and fair way. This was highlighted by the 6.5 score out of 7 – showing this to be +0.7 above the average for IIP organisations. Comments included:

*'If you can prove you are actively progressing on your targets then it is OK. This is really important to us as it give us a tiny bit of flexibility'*

The OLA highlighted 96.3% positive response to the statement *'My manager helps me improve my performance'*. During the assessment there were nothing but good comments from staff regarding the support they gain through their managers.

*'I am able to teach in my own style and get good feedback when I'm observed. It's not all rigid and there is room for us to adapt our style to get the right outcomes from the students'*

Staff talked about the open and honest conversations that take place with their line managers as well as the SMT. Examples were given where staff had applied for promotions and not been successful. However, they were given excellent feedback and support to develop their skills and knowledge in order to apply again. In some other instances, staff had applied for a role, not been successful, but had been offered another role that was more suitable for their skills and knowledge.

*'I went for Progress Leader job and although I didn't get it at the time, I was given targets to get the job next time. My line manager knows what I need to do and is giving me a lot of support'*

*'I applied to be on the SMT and didn't get the job, but was given this one instead. I have been invited to SMT meetings to talk about behaviour and getting experience at that level'*

Line management meetings are driven by student performance and gaining feedback from staff regarding their wellbeing. Meetings between the SMT and middle leaders take place fortnightly and minutes of these are taken and circulated. Where performance is a cause of concern, conversations take place with members of staff. These are documented and appropriate support mechanisms put in place. Metrics produced for the IIP Practitioner indicated there have been only 2 occasions over the past 3 years where this has not been effective, and staff have left accordingly.

One of the strengths within Redbridge School is its culture of reward and recognition. This is led by the Head and filters down throughout the school. Staff talked about the fact they feel valued for the work they do. This not only relates to the impact they can see they make on student progress and development, but also through the constant recognition they receive for the work they do.

This was highlighted by the 96.3% positive response to the OLA statement *'I get appropriate recognition for the work I do'* and *'I feel appreciated for the work I do'*. Discussions with staff confirmed this is a real motivator for them to do their best. The Head is very aware of individual staff's good performance or where they have done something exceptional and personally sends letters of recognition plus small gifts such as a pen - and even pamper packs of tea and biscuits to teams. This culture of recognition has been modelled by the Head and cascaded down throughout the whole school.

### Measuring and assessing performance

Individual staff and students' performance is regularly measured and assessed through the DART system. This enables staff to monitor their own performance linked to the progress of individual students. This is also visible to the Leadership Team and line managers. Support staff, such as TAs and cover supervisors, also input data and can measure their performance with individual students. Ultimately, the impact is measured through the examination results – although the ability for students to get a job or go on to College is also a priority for Redbridge School. Enrichment is all part of the Year 11 curriculum and this was praised by parents in their 2017/19 surveys – *'We are very pleased with the school and all the staff. Enrichment in Year 11 is very good. It really helps the pupils.'*

Data provided to the IIP Practitioner showed some excellent results for Edu-K8 for 2018: out of the 20 students leaving the school, 11 went to College, 5 got jobs and 2 gained apprenticeships.

The school runs a range of monitoring initiatives throughout the academic year including an annual review of each department. Staff described how teachers are observed twice and the HOD provides a data analysis of their area. Following this, there is a one-to-one meeting with the Deputy Headteacher. Progress teams also have a review and all tutors are observed once in tutor time. Although this might sound onerous, discussions with all levels of staff agreed the reviews are seen as positive, as they gain beneficial and constructive feedback. The OLA confirmed this with a 98.1% positive response to the statement *'I feel encouraged to perform to the best of my abilities'*.

All staff described how they compile a bank of evidence which regularly measures their progress against individual targets. This is reviewed on a six-monthly basis. Members of the teaching staff submit the folders to the Head in order to determine whether a pay increase is warranted in line with the school's individualised pay structure. The OLA showed a 94.5% positive response to the statement *'I have discussed my performance with my manager in the last six months'*, however during the IIP assessment interviews with staff, the Practitioner could not find anyone who hadn't had continuous discussions with their line managers about their performance or progress.

Throughout the monitoring and performance management process, the behaviours of staff are assessed against the school's Values. They are also measured through student and parent surveys. A recent parent survey showed a striking 99.5% of parents answered positively to *'My child is taught well at Redbridge'* and 98.2% confirmed *'My child makes good progress at Redbridge'*. This is a real accolade and reflected in the skills and excellent behaviour throughout all the staff.

Data related to Safeguarding is also critical to the school and CPOMS is the software application for monitoring child protection and safeguarding concerns. Every member of staff has an obligation to report any concerns which they may have. The information is recorded centrally and relevant people alerted immediately. Data collected from staff return to work interviews with the HR Manager over the past three years confirmed the health and wellbeing support strategies are working effectively – especially around reducing pressure and stress at work:

- One female teacher was off because of stress (not work related) in May 2016
- One female teacher was off because of stress at work in November 2017
- One male trainee was off with anxiety and depression in March 2019 (he had a history of mental health difficulties)

Data related to staff turnover for the past three years is set out in Annex 8.

Coaching and mentoring are common place within Redbridge and part of the day-to-day running of the school. RLPs were set up in 2012 to recognise exemplary teachers. This role was implemented in order to help promote the school's teaching and learning agenda and to offer support to colleagues to enhance their lessons. Over the past three years metrics confirm 82.8% of teaching staff have had support from the RLPs. There are now 12 RLPs and their updated job descriptions include:

- Leading a School Improvement Group (SIG) that draws on the expertise of the lead practitioners
- Being buddied up with another member of staff as directed by the SMT to support that member of staff in moving their teaching forward
- Offering expertise/support in a particular area to any staff who is in need

Results aligned to the Magic 3 priorities, produced as part of the RLP Training in 2017-2018, confirmed good progress in the review cycle linked to their mentoring contribution:

- *Shine*: an increase of +29% - *Shine assessment*: an increase of +10%
- *Literacy*: an increase of +26% - *Literacy assessment*: an increase of +4%

In addition, the Leadership Team act as coaches as part of their monitoring and review responsibilities – one of the Assistant Heads specialising in mentoring staff where marking is concerned. This works extremely well. The Head is also an NLP practitioner and uses this knowledge and skill to support staff as required throughout the school. He has also received external coaching on reward and recognition strategies – all of which has been used to the benefit of motivating both staff and students.

#### Development may be considered as follows;

The performance management process is understood and working effectively for the majority of staff. There would, however, be a benefit in having discussions with the technicians to see if the system could become more relevant for them.

## Indicator 5: Recognising and rewarding high performance

The average score in the OLA across the three themes in this indicator was 6.1 out of 7. This is +1.0 above the average for all other IIP organisations and +1.0 above the average for other IIP Secondary Education Organisations. An excellent result, especially as there are so many different roles across the school and the school has gone through a difficult time over the past 3 years.

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Indicator Score	Difference from IIP Average
INDICATOR 5 Recognising and rewarding high performance ^	42.4%	33.8%	16.2%	4.2%	3.0%	0.5%	0.0%	6.1	+1.0
THEME Designing an approach to recognition and reward v	38.9%	34.3%	16.7%	7.4%	1.9%	0.9%	0.0%	6	+1.0
THEME Adopting a culture of recognition v	52.8%	35.2%	8.3%	0.9%	2.8%	0.0%	0.0%	6.3	+0.9
THEME Recognising and rewarding people v	38.9%	32.9%	19.9%	4.2%	3.7%	0.5%	0.0%	6	+1.0

### Designing an approach to recognition and reward

During this and the previous IIP assessment there was a tremendous amount of evidence to show there is a real focus on reward and recognition throughout the whole of the school – not only for students but also staff. This has been influenced and led by the Head and cascaded down to everyone. The effectiveness of this was shown in the 6 out of 7 score in the OLA – showing a staggering +1.0 score above the other IIP organisations.

There is no doubt that the reward and recognition strategy is having a profoundly positive affect on staff retention, motivation and their health and wellbeing. This is evidenced through the long service of staff (averaging at 8.85 years) and the passion they have to ‘go the extra mile’ in order to ensure the students get the most out of their time in the school. The Leadership Team are constantly reviewing and consulting with staff about how the school recognises and rewards staff. This is often through staff surveys, meetings, during INSET or talking to staff on a one-to-one basis.

As part of the suggestion for improvement put forward in the last IIP report in 2016, a Health and Wellbeing Strategy was developed in 2017 in consultation with a staff working group and the Leadership Team. Details of the strategy can be seen in the Health and Wellbeing Assessment Report starting on page 57 of this report.

In 2017-2018 the staff survey gained 98.5% positive response to the question ‘*I feel my contribution is valued at Redbridge*’. The survey also asked staff to comment on the value of the various benefits afforded to them and to give suggestions for improvements. At that time Westfield Health Care Service had been in place for a year, and 67.7% of staff had put it into practice. The main use being dentistry (27 staff), optician (14 staff), physio (7 staff), medical/operation (5). Since then there has been further consultation with staff and its was unanimous that the scheme was worthwhile with an increase in use to 78% of staff. The Head even took advantage of this for a back operation in 2018. This year the scheme was extended to include 24-hour access to a GP and MRI scans.

*‘The HR manager sends us letters to make sure we know what Westfield Health covers.’*

A health and wellbeing survey was conducted in 2016/17. The outcomes influenced the strategy for the focus on work life balance that has been implemented very effectively over the past 2 years.

The 2018 staff survey showed a 96.9% positive response from staff to the question '*Do you feel the school promotes a healthy work life balance?*' Listed below are some of the changes made as a result of the Health and Wellbeing survey:

- Meetings have been limited to one hour and are always on a Monday
- No pressure to stay at work unless necessary. Opportunities to work from home
- E-mails cut back
- Monday briefings keep staff up-to-date
- 15 wellbeing sessions throughout the school year on a Monday during school time
- VIP lounge available for staff to chill out/socialise
- No pressure or expectation regarding marking
- Food to be provided during INSET to support staff to socialise across the school
- Data drops reduced from 6 to 3 times a year.

Examples of other benefits described by staff included:

- Counselling
- Cycle to work scheme
- Childcare voucher scheme
- Paid time off for family events and child care where needed
- Return to work interviews
- Opportunities to receive Occupational Health services
- Sabbaticals
- Career development opportunities
- Work Life Balance – opportunities to work from home if required/part-time hours to suit fit with other responsibilities
- Flu vaccinations

This year the school suffered from a rare strain of flu and the Head closed the school for deep cleansing. In the past, the school has paid for individuals to have the vaccinations following the production of a receipt – leaving it to staff if they had the vaccination. As a result of this serious flu episode, the school will now be making flu vaccinations available during INSET at the beginning of the September term.

As described in indicator 4 of this report, School Plan was simplified in 2016 and based around the Magic 3 priorities. This has encouraged more clarity around targets/objectives agreed during performance management meetings. The school has devised its own performance management system that sets out transparent criteria and expectations in a competency framework – relative to the stage in individual careers. This is reflected in performance related pay. Discussions with staff confirmed that they were clear as to how the pay scales are used and consider the way in which it is implemented to be '*fair with a bit of flexibility*'. This was further highlighted by the OLA when 92.6% of staff gave a positive response to the statement '*I get appropriate recognition for the work I do*'.

The TAs showed the lowest score in the OLA for '*I am rewarded in ways that match my motivations*', and this may benefit from further discussion to see if there is anything in particular that can be done to improve this perception. Having said this, there were examples where TAs had been given opportunities to take on extra responsibilities such as becoming Cover Supervisors, or helping out with extra hours e.g. with the students' breakfasts.

In addition, 7 TAs have been given the opportunity to become unqualified/qualified teachers over the past 3 years. Administrative staff described how they are paid for any extra hours they work and felt they receive appropriate recognition for the work they carry out.

Discussions with the SMT highlighted 'the quality of the evidence packs provided to the Head and Deputy for the purpose of evidencing pay increases demonstrates the pride that individuals take in their work and their desire to further develop their careers'. During discussions regarding staff retention, it was confirmed that Recognition and Retention (R&R) allowances are paid to retain critical/valuable staff. Approximately 25 staff have received Recognition and Retention awards in each of the past three years – a total of 75 awards. (These allowances are individually awarded and are confidential).

TLRs are used to supplement pay aligned to specific tasks or responsibilities; and discretionary payments are made annually. This provides a flexible reward system – apart from the other benefits and recognition mechanisms in place. There are currently 48 members of staff with TLRs, similar to the previous two years.

Staff all described how the Head is extremely family orientated and flexible about paid time off for family events/issues and child care. This is a particular benefit that is coveted by all of the staff and there were many examples where staff had appreciated this care. Many agreed that it had been reflected in their long service within the school and they would not have been able to continue to work full-time without these concessions.

*'I have been managing cancer and been told to take off whatever time I need. It takes the pressure off. I haven't had a departmental review yet. The Head said to miss it this year'.*

*'We do everything I would want where recognition is concerned. As a part-time teacher we could easily be disregarded, but I'm still given just the same opportunities to take on extra responsibilities. That makes me feel wanted and motivates me to do my best'.*

*'I took on the role of TA when my children were small and I was on my own. I couldn't have done it without being given time to support my children when they were sick. I've been here 19 years and love it'.*

The Leadership Team, including the Governors, are clear regarding the correlation between supporting the health and wellbeing of staff, flexible and meaningful reward and recognition including career development opportunities – and staff engagement and motivation to do their best. They are well-read and researched in this area, and referred to NFER research showing the five top factors to stay in post as:

- Job satisfaction
- Being proud to work as the school
- Having adequate resources
- Being well supported and valued by school management
- Time over money

All of these have been drivers for the way in which the school has been moving over the past three years – culminating so far in: a saving of £59,774 in supply costs; 100% of staff agreeing the school is a 'great place to work'; a full complement of staff; increased progress in examination results.

## Adopting a culture of recognition

Throughout this assessment, there was no doubt in the culture of recognition throughout the school – underpinned by the Values. This was confirmed by the 6.3 score out of 7 in the OLA – +0.9 above the other IIP organisations.

There is an appropriate and clear approach to recognition and reward, set out in the staff handbook. As discussed in the theme above, pay awards are related to performance for teaching staff, with R&R awards or discretionary awards given where appropriate. Support staff are not in quite the same position although administrative staff agreed they are paid overtime. TAs are given opportunities to have TLRs and there may be a benefit in asking the TAs about any other forms of recognition that could be implemented to recognise their good performance that would satisfy their motivations more effectively.

All staff agreed they feel valued and there is positive recognition through the benefits they receive as well as fun events such as:

- The annual gifting of hot chocolate and a school mug to staff every Christmas by the Leadership Team
- Opportunities to take part in Activity Days on the school field
- Annual Pudding Race
- Catering for staff during INSET days and parents' evenings
- Annual Governors' Tea Party
- *Under the Bridge* – staff newsletter – containing staff celebrations
- Celebration parties for Ofsted (even though the school did not gain 'Outstanding')
- Annual firework displays for the school/neighbourhood
- Opportunities to visit other countries with groups of students – e.g. China

An example of peer recognition found in the *Under the Bridge* newsletter included:

*'We sorely missed xxx during her absence. She is a big cog in our small team in the office and we have really enjoyed having her back.'*

The *Under the Bridge* newsletter is beautifully produced on a termly basis. It is full of colourful pictures, and used extremely effectively to give recognition throughout the school. The OLA highlighted a 96.3% positive response to the statement *'I feel appreciated for the work I do'*. This is an excellent result especially as the school has been through some difficult times over the past three years.

The Head certainly leads the culture of reward and recognition throughout the school – having received external mentoring and coaching himself when he first became Head of Redbridge. A good example of this was the development of the VIP lounge to be used to recognise and reward students' high performance (not just academic) and also to provide a great environment for staff to unwind or use for reading or PP time. The Head helped to fund this room through contributing the fee he had received as part his external Ofsted work. He also personally signs letters of recognition and praise for both staff and students.

## Recognising and rewarding people

Getting the strategy right for reward and recognition is always difficult in a complex organisation such as Redbridge School. However, this appears to be working effectively as shown by the score of 6 out of 7 in the OLA for this theme – once again showing a stunning +1.0 score above the average.

The criteria for pay awards is transparent and linked to Government Standards, with the result that staff agreed it is fair with flexibility where appropriate. This also relates back to the simplicity of the objectives in the School Plan and subsequent targets/objectives for the departments and individual members of the teams. Staff all agreed they knew exactly what was expected of them and the standards to which they should work.

*'We are all very clear of the Standards and know what we need to do to achieve our targets. If we can show we are working hard towards the targets that is OK and gives a little bit of flexibility.'*

The Values are embedded within the culture of the school – especially Respect. Discussions with staff confirmed this is high profile within the school, not only with staff but students. There is a tremendous amount of peer support and respect for expertise – all of which underpins the culture of recognition that is led from the top. Comments included:

*'Members of staff observed the receptionist when she was dealing with a parent in a difficult situation. They were really amazed at her skill in doing this and wrote to the HOD and Head to give her praise.'*

This example resulted in the Head writing a personal letter to the receptionist to congratulate her for her expertise and empathy.

Staff were extremely enthusiastic in highlighting the culture of praise and recognition rather than criticism used with both staff and students. This was confirmed by the 96.3% positive response in the OLA to the statement *'I get appropriate recognition for the work I do'*. Staff across the school were very keen to discuss the praise and recognition they had received. This included cards from the students to give recognition for help they had received not only in the classroom, but also from the administrative staff. Comments from TAs and Administrative staff included:

*'I feel valued, especially by the teachers. At the end of exams, I received a letter of thanks and a pen. The teachers also got students to write a thank you card to me.'*

*'I received a letter and a pen from the Head thanking me for my 100% attendance. That was a real surprise.'*

*'We each received a letter from the Head thanking us for our help and saying how proud he was of us as a team. It is that kind of thing that keeps me here and motivates me to do my best.'*

Staff commented how the Head is really good at recognising 'little things' that make a big impact and inspire them to perform at their best. Examples included:

*'It's the little things that count. The SMT have kids themselves and realise how important it is for us to be able to attend our kid's plays etc.'*

The Head is reasonable about things. When we were going through all the roadworks around here, he encouraged us to finish our staff meetings fifteen minutes early. He even arranged for us to have up-to-date traffic information'.

*'There is only a certain amount of money we can earn because of the Government scales. To get around this the Head offers lots of TLRs. He also understands when we are flagging and gives us doughnuts, sends a van with bacon butties and hands out chocolates at the briefing meetings.'*

*'We do everything I would want where recognition is concerned. As a part-time teacher we could easily be disregarded, but I'm still given just the same opportunities to take on extra responsibilities. That makes me feel wanted and motivates me to do my best.'*

The school has been going through an extremely difficult time following the murder of one of its students. This had a profound effect on both staff and students. Staff went out of their way to describe the empathy and fantastic support they and the students received and are still receiving through both internal and external counselling including professional emotional support where needed.

The good progress in school examination results and recent excellent Ofsted report highlights staff motivation to perform at their best. Discussions confirmed high performing staff and teams received greater financial and non-financial recognition and rewards. These include:

- Discretionary payments made by the Head and Governors
- Recognition and retention (R&R) awards in order to encourage staff with outstanding expertise to stay at the school
- Money for teams to go out for dinner to recognise their exceptional performance
- Support and encouragement to develop career aspirations e.g. NPQH qualifications and teaching qualifications for TAs and unqualified teachers
- Sabbaticals – e.g. one of the Assistant Heads has a sabbatical this year for the responsibility of providing cover following a really difficult year. Two staff had sabbaticals in 2016/7 and another two in this current year 2018/9.

One of the Cover Supervisors described how the hard work in English carried out in her team had been rewarded with a 'pamper' basket of tea and biscuits for the team to celebrate their success together.

#### Development may be considered as follows:

- The culture of reward and recognition is embedded within Redbridge – linked to its Values. Staff retention is vitally important to creating a secure and sustainable future for students and staff at Redbridge Community School. It is noted that the Head already recognises good attendance of staff and students through his personal letters to them. Consideration should be given to implementing long service awards to further celebrate the exceptional service of staff.
- Consideration should be given to having a discussion with the TAs to highlight any further reward or recognition initiatives that could be tailored to meet their motivations.

## Indicator 6: Structuring Work

The average score in the OLA across the three themes in this indicator was 6.5 out of 7. This is +0.6 above the average for all other IIP organisations and +0.5 above the average for other IIP Secondary Education Organisations. An excellent result.

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Indicator Score	Difference from IIP Average
INDICATOR 6 Structuring work	62.3%	28.0%	6.7%	2.5%	0.2%	0.2%	0.0%	6.5	+0.6
THEME Designing roles	60.6%	27.3%	8.8%	2.8%	0.0%	0.5%	0.0%	6.4	+0.6
THEME Creating autonomy in roles	62.0%	31.5%	3.7%	1.9%	0.9%	0.0%	0.0%	6.5	+0.6
THEME Enabling collaborative working	65.7%	25.9%	5.6%	2.8%	0.0%	0.0%	0.0%	6.6	+0.7

### Designing roles

Discussions with the Leadership Team and staff described accountability measures have been clarified by simplifying the performance management targets as well as the targets within the review process.

Every member of staff has a clear job description with expected outcomes. The constant evolution of the curriculum to meet community needs, provides the opportunity for staff to extend their teaching experiences and to pursue their interests. An example being the introduction of horticulture and photography. Staff interviews across the school indicated no two days are the same within Redbridge and this challenge, variety and opportunity to change roles and responsibilities has maintained their interest. This was confirmed in the striking 100% positive response to the OLA statement *'My work is interesting'*. Comments from a TA included:

*'Doing cover brings interesting surprises every day. That's what has kept me here'*.

During the Departmental and whole school reviews often result in the creation of new roles. As part of the 2016 IIP assessment report, it was highlighted that staff were having an issue with the amount and duplication of data they needed to enter throughout the year as part of the new curriculum. The Head took this on board and decided to have a dedicated software program developed to simplify and cut down on data input. As a result, an internal member of staff was given this developmental role. This has resulted in the streamlined reporting system – DART – which negates the need for report writing and avoids duplication. This has saved teachers 1,040 hours of work per year.

Progress Leaders and Edu-K8 have the autonomy to deploy colleagues within the team according to their specialism to avoid unnecessary burden in areas of the curriculum that are not directly linked to their skill sets e.g. English teachers delivering literacy during tutor sessions and main stream teachers are often used to teach in Edu-K8. Alongside of this, TAs/support staff are fused with teaching staff. Examples were given where technicians and TAs had been given the opportunity to teach as unqualified teachers with the opportunity to train as teachers if this is what they want to do.

*'The TAs are unbelievable. They learn the work I'm teaching and communicate well with the students. The SENCO is really good and led a session where we found out the skills of the TAs. They are the experts and I enjoyed being able to discuss their jobs with them'*.

Comments from staff included:

*'The Head asks about our skills sets and then fits us into a role that uses our expertise'.*

Staff described how they had been asked to apply to complete research projects for a 0.5 TLR reward. The SMT carry out regular needs analysis across the school and this often results in the creation of different roles to fit specific needs – examples being an assistant Progress Leader role in year 6 and 3 TAs appointed as Cover Supervisors (saving the cost of supply teachers). Once again, this helps staff to develop their skills and knowledge aligned to career progression. The OLA received 94.5% positive responses with 4.6% neither agreeing nor disagreeing to the statement *'I am able to develop the skills I need to progress'*.

A review of the Pupil Premium students attending Redbridge School identified that 85% of them have low literacy entry; 87% have a reading age below their chronological age for entry and 63% come in below the related expectations of literacy. This puts pressure on the school to ensure the relevant curriculum continues to respond to the needs of the students. Literacy is one of the Magic 3 objectives in the School Plan, and with this in mind all staff have a target to support this in their roles.

*'As a TA I know that literacy is really important and I am very careful with the language I use with the students.'*

Money constraints inhibit many of the students from having access to trips, materials, uniform etc. To assist with this, a fund has been set up for staff and parents to request support for students who would benefit from help. An excellent example of this is the implementation of the HOPE foodbank, (see Annex 9) managed mainly through the administrative staff. Discussions with the Chairman of Governors confirmed this role is being taken over by a Catholic Priest on the school's Board during the holidays. Breakfast cereal is provided for students in the VIP lounge however some of the older students do not take up this opportunity. As a result, a new free bagel scheme is being implemented with two TAs have been given extra paid time to cook the bagels before school starts in the morning and to distribute these accordingly.

*'The Breakfast Club is in the library. This is part of our nurture life style. No child should go hungry'.*

The whole change in the curriculum in 2015-2016 was driven by the needs of the community and the desire to ensure all the students had the support to gain academic qualifications that will stand them in good stead when leaving the school. This has created new roles such as the RLPs, Quartets of Excellence and Progress Leaders. It has also highlighted the need for Seconds in Command to ensure cover when necessary; extending roles and responsibilities as well as supporting succession planning.

Cutbacks in social services has meant that support from outside agencies has diminished over the past years. This has put more responsibility on Redbridge School, especially located as it is within a deprived area. In response to this a new role has been created to support the mental health of students (Happy Heads) in addition to the welfare roles already in place through the support staff. Edu-K8 plays a role in supporting students with behaviour issues and keeping them within the school environment instead of them being expelled. Following Edu-K8's success in managing behaviour, other schools in the area are now off-loading their difficult students to Redbridge. This has been an added burden to the school, although it has taken these students on in the knowledge that *'otherwise many might end up in crime'*.

### Creating autonomy in roles

Each of the roles has clear decision-making authority. This is further linked to Indicator 3 in this report where it showed a 100% positive response to the OLA statement *'I am trusted to make decisions in my role'*. In line with this indicator 97.2% were positive with 1.9% neither agreeing nor disagreeing to the statement *'I have the right level of responsibility to do my job effectively'*.

Interviews with staff confirmed they enjoy the autonomy and responsibility linked to their roles. This gives them a feeling of value and motivates them to do their best.

Clear policies and procedures are set out in the Staff Guide. These support staff to make decisions quickly and accurately in their various roles. Whole school initiatives allow for area specific translation in order to best maximise practice. Examples of this being marking, literacy, guided learning and individualised intervention. Junior members of staff are offered specific support to help them make autonomous decisions. Mentoring and professional dialogue meetings are core to this, plus sharing of expertise during twilight meetings.

Discussions with Administrative staff highlighted a long list of changes that had been made by them to streamline procedures. An example was the new postal system they had implemented – saving a great deal of administration time. TAs described how they are not restricted in the way they support the teaching staff – being given the trust to adapt their support according to the needs of the students.

Technicians talked about the autonomy they have to make their own decisions

*'I am allowed a free reign in the prep room. They let me run with things without being micro-managed. I feel trusted and they come to me for advice which makes me feel really valued'.*

The DART system is an excellent example of assisting staff to take ownership of the necessary data and to act quickly and more effectively where reporting to parents is concerned. There has been a real focus on simplification of data and information. Changes include Child Protection records and Attendance data is now all in one place. Behaviour policies are linked to external agencies to ensure compliance.

*'We have a log of policies with a named person accountable for the review of each one'.*

The Quartets of Excellence and RLPs are all used to question and gain suggestions for improvement from staff across the whole school. This information is fed back to the Leadership Team as part of the Quality Review within the school. Simplification and clarity have been a focus for all the policies and procedures to ensure there are no 'silly rules or barriers' getting in the way of staff efficiency and effectiveness. Staff interviewed all agreed '*change is never made for the sake of change*' and that they are consulted regarding changes that take place. NQTs were particularly enthusiastic regarding the clarity of instructions and procedures. This is working well.

### Enabling collaborative working

Collaboration is encouraged throughout the school on a formal and informal basis. This was confirmed through the score of 6.6 out of 7 in the OLA – showing this to be +0.7 above the average.

Open communication and a culture of 'one team' is led through the Leadership Team and filters down throughout the whole school and also extends to external agencies and networks. This theme in the IIP Framework was one of the highest scoring with 6.6 out of 7 – making it +0.7 above the average for other IIP organisations.

The OLA showed a 97.2% positive response with 2.8% neither agreeing nor disagreeing to the statement '*My role enables me to work well with others*'. Examples include:

- TAs described how they share good practice during their team meetings with the SENCO.
- Administration described how they work with the parents, students as well as teaching staff
- Cover Supervisors work continuously with teaching staff as well as sharing good practice amongst themselves as a small team

The Quartets of Excellence initiative and whole school INSET sessions has encouraged all staff to have an insight into other practices going on within the school. This form of networking has been invaluable for sharing good practice and also enabling staff to move into completely new job situations.

These opportunities do not only relate to teaching staff, but support staff as well. The OLA showed a 94.5% positive response with 3.7% neither agreeing nor disagreeing to the statement *'I am able to develop the skills I need to progress'*.

Comments included:

*'During a twilight session we were put into Quartets of Excellence groups. I'm working with staff from maths, science and history and I'm English. It is brilliant to share ideas and they listen to me even though I'm an NQT. We are going to present our work soon.'*

The RLPs are another example of collaborative working – sharing their expertise and good practices through mentoring other teaching staff.

Discussions during the assessment highlighted the collaboration between main stream teachers and those within the Edu-K8 unit. This enables students to move between lessons according to their abilities and also encourages effective use of skills and expertise without duplication.

Attendance at Subject Network meetings have been reinstated for middle leaders. This gives them the opportunity to disseminate good practice with other schools Citywide.

The SMT are actively encouraged to work collaboratively with other schools/organisations - often carried out in a consultancy capacity. Examples include:

- Presentations to other schools on Redbridge behaviour strategies
- Peer-to-peer reviews with other City schools to build good relationships and share good practice
- Subject Network meeting for middle leaders to disseminate good practice with Citywide schools
- Plans in place to form a Teaching Alliance with other City schools
- Business Manager working with other Business Managers during the BM Diploma Course
- Covering the role of Deputy in another school

Redbridge School is at present supporting other schools in behaviour management. The school is recognised as a centre of excellence for behaviour management – made high profile through the Head's DfE work and publications as well as the school's excellent results. Special Education Needs (SEN) and Alternative Provision are seen as excellent and used as models for other schools.

There is a comprehensive programme of meetings set out at the beginning of the school year, all of which encourage open communication and enable staff at all levels to work collaboratively across the school. This list is extensive and includes daily briefings with SMT; weekly briefings for staff; middle leaders' meetings with SMT; regular team/department meetings; twilight and INSET sessions; Monday wellbeing meetings.

As discussed earlier in this report, the cutbacks within social services has put a greater pressure on the school to provide this support. This has meant the need to increase collaboration with outside agencies to ensure the students receive the assistance they need together with additional training for staff in areas such as mental health. The 2018 Ofsted report included:

*'Leaders are determined that pupils' wellbeing is catered for alongside their academic development. There is a wide range of services available to pupils to support their wellbeing. Some are supplied by the school and others through the effective partnerships that the school has built with service and charitable providers locally.'*

## Indicator 7: Building capability

The average score in the OLA across the three themes in this indicator was 6.3 out of 7. This is +0.8 above the average for all other IIP organisations and +0.7 above the average for other IIP Secondary Education Organisations. Once again, a good result.

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Indicator Score	Difference from IIP Average
INDICATOR 7 Building capability	47.4%	37.2%	9.6%	4.4%	1.1%	0.2%	0.0%	6.3	+0.8
THEME Understanding peoples' potential	47.7%	35.6%	11.1%	3.7%	1.4%	0.5%	0.0%	6.2	+0.7
THEME Supporting learning and development	47.7%	38.9%	7.9%	4.2%	1.4%	0.0%	0.0%	6.3	+0.6
THEME Deploying the right people at the right time	46.3%	37.0%	10.2%	6.5%	0.0%	0.0%	0.0%	6.2	+1.0

### Understanding people's potential

The performance management system involves line managers having professional development conversations with their staff on an ongoing basis as well as during appraisal meetings. This highlights any career aspirations and potential and is recorded within individual personal development plans – copies of which are collated by staff in their own developmental folders. This is set out clearly in the Staff Guide and confirmed through the 6.3 out of 7 score in the OLA - +0.8 above the average.

The DART software also identifies areas of development linked to student progress. This enables the line manager to have an insight into any specific support needed by individual staff aligned to their agreed targets.

The school has a range of flexible support including RLPs mentoring trainees and other staff according to their needs; Quartets of Excellence; coaching and monitoring through SMT; departmental reviews; INSET and twilight meetings. External support is also available through networking, professional qualifications, peer-to-peer reviews with other schools, writing papers and consultancy. As described in the previous indicator, collaboration is encouraged as part of the school's culture. The success of these interventions can be seen in the increased progress the school is making regarding GCSEs. It is also reflected in the excellent outcomes of the students in Edu-K8 as shown previously. The OLA highlighted a positive 91.7% with 6.5% neither agreeing nor disagreeing to the statement '*I know how my organisations invests in learning and development*'.

An example where staff potential had been realised include:

*'A teacher in my department went on long term sick and, as a TA, I covered her role. Following that a position came up in Edu-K8 and I was offered the role as an unqualified teacher. The school offered to pay for further qualifications for me, but I would need five or six years to become a fully qualified teacher and I am more than happy as I am.'*

*'I applied for a position on the SMT, but instead was offered to be HOD for xxx. I am invited to SMT meetings now to discuss and put my ideas forward regarding behaviour.'*

An analysis of the OLA questions for this theme showed the lowest score was for the Administration team to the OLA statement *'I make use of my organisation's learning and development opportunities'* – although they were more positive when responding to the statement *'I have opportunities to learn at work'*. When the Practitioner investigated this, it appeared that although they are invited, they do not attend many of the twilight sessions as these are mainly about teaching and learning. They were however very positive about the learning that takes place within the team through moving around the various roles and training/development during team meetings. The TAs also agreed they have very relevant training and development through their SENCO rather than making use of the twilights for their learning opportunities – hence the fairly low score from them in the OLA.

There were examples where staff had applied for promotion and not gained the position as it was not realistic. Where this had happened, staff described how the Head had had an open and honest discussion with them as to the reasons why their skills and knowledge did not fit with the role at present. Either a personal development plan was also identified to enable these skills to be achieved or another role offered that fitted with their potential. This had worked extremely well – especially where staff had desires on becoming part of the SMT.

Other examples of supporting potential include: a senior member of staff wanting to become a Deputy and was allowed time to cover this role in another school to gain experience; the Business Manager, who was previously the SMT's PA, has just completed the Business Manager Diploma programme; TAs becoming Cover Supervisors or unqualified teachers.

Discussions with staff gave evidence that staff take ownership for their own learning and development aligned to supporting the school's objectives. This is encouraged through the 'stretch' objective where they can identify research, projects or other development activities that not only satisfies their interests/career development, but also encourages innovation. Often these can be linked to TLRs and extra pay.

## Supporting learning and development

Development advice and guidance is communicated throughout the school by members of the SMT as well as HODs. The RLPs also play an important role in this area. In a CPD survey carried out by the school in 2017, 82.8% of staff agreed *'I have successfully used the expertise of an RLP during the last 2 years'*. The same survey also confirmed 98.3% of teachers agreed *'INSET and twilight sessions have an impact on my own teaching practice (either immediately or over time)'*. The survey in 2018 identified 94.1% of teachers agreed *'My own teaching has improved over the last 2 years'*. Interview comments included:

*'I can honestly say that my teaching has improved by 50% following the twilight sessions we have had and support from the Deputy'.*

Where funds allow, external training is granted. This is specifically the case when it is related to examination board training. However, internal training and development is not seen as 'cheap or second best'. Staff agreed the training and support within Redbridge School is *'second to none'*. They described how they are encouraged to *'show and tell'* their initiatives either within their own departments or as a whole school. Whole school INSET is not exclusively led by SMT as other members of staff are invited to research and lead various projects – an example put forward was *'Guided Learning'*. Twilight sessions are also used for this purpose.

*'Observations and monitoring are not a threat here. We look forward to them as a way of improving what we are doing'.*

*'We now have much more control of the budget for learning and development and can use it where we feel we gain most impact – linked to achieving our ambitions'.*

Metrics were provided to the Practitioner that showed 49% of staff had either been promoted or given the opportunity to move sideways as a result of learning and development opportunities over the past three years. This is an excellent result and was confirmed through the range of interviews carried out during this assessment. This is a useful metric to be used as part of recruitment and selection as well as internally to confirm the school's commitment to developing and supporting staff careers.

The OLA confirmed the good support given by line managers to the continuous development of skills and knowledge. This was shown in the 97.3% positive response to the statement '*My manager thinks it is important that I develop my skills*'. This is a very good result and highlights the consistency in the way line managers lead and develop their staff.

Staff described how the school has a culture of 'growing its own' staff and encouragement for continuous learning taking place. They said the main reason to leave the school as mainly logistical or young staff going to work abroad to receive tax free pay for a short period of time. This is reflected in the length of service of staff. There were many staff interviewed who had been with the school for over 20 years – one technician had been employed at the school for 43 years.

Metrics showed the average lengths of service as:

- Senior management team – 10.4 years
- Academic teaching staff/technicians – 8.65 years
- Administrative staff – 9.54 years
- Teaching assistants – 8.21 years
- Combined average years of all staff – 8.85 years

*'I have been here since 2001. Over that time, I have had challenges and encouragement to go for new positions. That's what has kept me here'*.

*'You are not left to stagnate here. Many of the staff in my department have been here a long time and they have moved around the various different roles to keep them interested and to develop their skills'*.

*'I have been here for 19 years and moved from TA to Cover Supervisor. I can hand on heart say I love working here. It has really kept my interest'*.

The 2018 Ofsted report commented on the excellent support for learning and development as follows:

'Most staff were working in the school at the time of the last inspection. They applaud leaders' work to ensure they receive good-quality, helpful, developmental professional learning. The deputy headteacher leads this aspect of the school's improvement expertly'.

### Deploying the right people at the right time

Discussions throughout this assessment indicated the recruitment and selection process is fair and fits with the school's objectives. The score from the OLA for this theme was 6.2 out of 7 – and the chart shows this is +1.0 above the average for other IIP organisations.

As can be seen from the information in the above theme, the school encourages internal promotions and opportunities to develop skills and knowledge in line with the Magic 3 priorities within the school (see Annex 4). This also fits with the ambition of the school as described in indicator 1 of this report.

Jobs are always advertised internally and the OLA confirmed selection is fair through the 93.5% positive response with 6.5% neither agreeing nor disagreeing to the statement '*People are selected for roles based on their skills and abilities*'. The panel for recruitments is chosen for their knowledge and expertise as well as HR.

The Practitioner was impressed by the following comments:

*'When I was promoted to Assistant Head, there was a pupil panel interviewing me as well as SMT'.*

*'I went for a Progress Leader's job and although I didn't get it, I was given targets to get the position next time. I was given feedback and my line manager knows what I need to do and is supporting me'.*

New roles and responsibilities are introduced in line with the school's ambitions eg the Quartets of Excellence, Second in Command posts and a new role described as Happy Heads to support students' mental health and oversee relationships with external social service agencies.

Resource planning is taken seriously and is ongoing. Discussions with the SMT and Business Manager confirmed careful budgeting and needs analysis take place to identify staffing needs both present and the future. Comments included:

*'Succession planning is a key part of our budget. More Second in Command positions have been implemented to ensure we have critical positions covered. This is particularly the case in timetabling, SENCO, Cover, Progress Leader roles and HOD roles. In the case of larger departments, an additional Second in Command has been put into place'.*

*'We take succession planning seriously and are adept at recognising and encouraging new talent. Our leadership programme includes developing 'Second in Command' staff for roles such as SENCO and leading/managing Edu-K8. We also support those aspiring to become part of the SMT team. Aspiration is one of our values and we coach and mentor staff accordingly'.*

The Leadership Team is always looking to the future to identify and plan capabilities staff will need to deliver the schools ambitions. Activities include:

Attendance at curriculum up-date and examination board meetings; board membership of organisations such as the National Forum for Teach First; NPQH development; working closely with Ofsted/City advisors (the Head is a trained Ofsted Inspector); building relationships with outside social service agencies; collaboration with other schools – peer to peer reviews; continuous research carried out by the Head, SMT and Quartets of Excellence; collaboration of Business Managers.

*'I am doing the NPQH – this is cutting edge of what is happening in the future. I am able to pass this back as part of our future planning'.*

*'Last year I was involved in the Leadership Programme. We each created our own initiative in line with future developments within the School. We led the initiative and measured its impact. These new ideas were used as part of the planning process for the future'.*

## Indicator 8: Delivering continuous improvement

The average score in the on-line assessment (OLA) across the three themes in this indicator was 6.3 out of 7. This is +0.7 above the average for all other IIP organisations and +0.4 above the average for other IIP Secondary Education Organisations. Once again, a good result.

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Indicator Score	Difference from IIP Average
INDICATOR 8 Delivering continuous improvement	49.5%	35.6%	10.0%	3.9%	0.9%	0.0%	0.0%	6.3	+0.7
THEME Improving through internal and external sources	59.3%	32.4%	6.5%	1.9%	0.0%	0.0%	0.0%	6.5	+0.6
THEME Creating a culture of continuous improvements	43.5%	36.1%	13.0%	6.0%	1.4%	0.0%	0.0%	6.1	+0.7
THEME Encouraging Innovation	51.9%	38.0%	7.4%	1.9%	0.9%	0.0%	0.0%	6.4	+1.0

### Improving through internal and external sources

A full evaluation of CPD/learning and development takes place following learning activities. Line managers follow up external development activities with their staff on a one-to-one basis as well as during team/departmental meetings. Internal and external CPD is evaluated through a questionnaire following each session as well as on an annual basis. In 2018, as a result of 96.1% of staff stating *'The initial SEND focus twilight was very useful'*, it was decided to repeat this annually and to include emerging issues such as mental health.

In February 2017 the CPD survey showed 98.3% of staff agreed *'Having a clear focus of the Magic 3 for CPD helps me to know the 'journey' of the school.* This increased to 100% agreement in 2018.

Following observations, an analysis of Teaching and Learning Grades between 2015-2018 highlighted the following progress in teaching as a result of the support mechanisms in place:

2015-2016 – Outstanding 51%; Good 38%; Requires Improvement 8%; Inadequate – 1%

2016-2017 – Outstanding 60%; Good 32%; Requires Improvement 7%; Inadequate – 0%

2017-2018 – Outstanding 64%; Good 28%; Requires Improvement 6%; Inadequate – 0%

There is no doubt that Redbridge School strives to improve the way it manages and develops staff through internal and external sources. These include:

- Peer to peer working with other Southampton schools
- External reviews e.g. Local authority and SEN reviews
- Staff, student and parental questionnaires
- Parents forum
- Student panels
- Learning walks from other professionals wanting to learn from Redbridge (especially regarding behaviour)
- School Improvement Officer inspections
- Investors in People assessment reports

- Ofsted inspection reports
- Membership on various external forums/committees
- Support from the various skills and knowledge of the Governing Body

As a direct consequence of the previous IIP assessment report in 2016, the following improvements were made:

- A Health and Wellbeing Strategy was developed – focused on staff wellbeing and work life balance. As a result, meetings were streamlined and cut down to one hour maximum. Staff meetings are held only on a Monday, and 15 of these per school year are devoted to staff wellbeing – including mental health training. Practices and procedures were reviewed and streamlined to avoid any ‘silly rules’ getting in the way. Absenteeism through stress at work has been almost eliminated over the past three years. The only incidence being one new member of staff who had a history of this before joining the school.
- An analysis of the workload of staff when inputting data resulted in the internal development of DART software. It was agreed that the input of data would take place three times a year instead of six, and that parents would be sent a copy of the data instead of written reports. This has saved each member of the teaching staff 1,040 hours of work per year.
- A more robust system of return to work interviews was implemented and a change made to covering absenteeism through 3 new Cover Supervisors instead of using supply. This has had the effect of saving £59,774 to date this year.

Sharing and supporting is integral to the culture of the school and this was confirmed through the 98.2% positive responses to the OLA statement ‘*I look for improvement ideas from my colleagues*’. This is an excellent result.

Staff are always looking for innovative ideas and improvements through external sources that can be implemented within the school. The Practitioner was given a list of projects and research being undertaken by the Quartets of Excellence - all of which link to the school’s Magic 3 (Annex 4) objectives including:

- How targets affect confidence and can we use assessment more effectively to make this a positive experience – linked to ‘*assessment*’
- Sparking Educational Curiosity – linked to ‘*shine*’
- Improving the reading ages and literacy skills of students in year 7 classes – linked to ‘*literacy*’

‘The Quartets of Excellence are our School Improvement Groups. Having done an analysis, we believe we should be focusing on Year 7 to make sure we have the foundations right rather than just working with Year 11 before the examinations. These groups are looking at research to see how we can improve our ways of working’.

### Creating a culture of continuous improvement

Staff are aware of how they can contribute to improving their performance and ways of working within the organisation. This stems back to the clear individual targets linked to the Magic 3 objectives in the School Plan and the autonomy and trust they are given to try out new ideas. This was confirmed by the OLA 97.3% positive response to the statement ‘*I am trusted to try new approaches in the way I work*’.

Staff talked about the ‘no-blame’ culture that prevails at Redbridge and how they are encouraged to build individual approaches to whole school initiatives which best fit their own working styles.

Comments from teaching and support staff included:

*'The Head and Deputy are not averse to taking risks. They encourage us to try out new things and to learn from any mistakes.'*

*'I did something catastrophic and had to rebuild some work. I didn't feel that I got into trouble. It was looked upon as a mistake.'*

It is clear that the Head and Leadership Team – including the Governors – are all keen to introduce innovative ideas and ways of working. Staff described how they are listened to if they have new ideas.

The Leadership Team are always open to creative ideas for supporting students' health and wellbeing – with the understanding that this will help them in their learning. A recent addition to the school has been the HOPE foodbank initiative - distributing excess food from a local supermarket to needy children and families. So far this has been a great success and much appreciated in the community.

Innovation is not confined to teaching as the Practitioner found through interviews during this assessment. In the Administration Team there have been many new and innovative ideas that have been suggested by them and implemented effectively. These include:

- *Parent mail – ability for parents to pay for lunches and trips on line*
- *The implementation of a finger print system to streamline signing in for school lunches*

The DART software system was a really effective internal innovation, and this was publicly applauded. As can be seen earlier in this indicator, it has saved a considerable amount of time for teachers (1,040 hours a year). Parents have also confirmed they are happy receiving the data reports for their children rather than written reports – in some cases supporting their lack of literacy skills.

The TAs explained how their meetings with the SENCO are used to share good practice and to discuss how new ways of working could be implemented. They also said they could try out new ideas in the classroom as they were not restricted in the way they support the staff – being given the trust to adapt their support according to the needs of the students.

## Encouraging innovation

Innovation is modelled from the top at Redbridge – with the Head and SMT leading by example. They are not afraid to try out new ways of working as long as it is aligned to achieving the school's ambition 'to give all of the students the opportunity to learn whatever their background'. The score from the OLA was 6.4 out of 7 for this theme – showing the school to be +1.0 above the average for other IIP organisations. This is a real achievement.

As discussed throughout this report, there has been considerable change over the past three or four years, including the complete change in the curriculum. Staff all agreed a strength has been the fact they have been able to be involved in suggesting and implementing new and innovative ways of working – giving them the feeling of autonomy and trust.

There is always public recognition for any innovative ideas. This can take the form of 'show and tell' sessions during twilight/INSET sessions where innovative ways of working are presented; letters from the Head to individuals; invitations to present at Governors' meetings; broadcast in the staff newsletter.

An excellent example in a recent newsletter:

*'xxx has just completed his first year at Redbridge and we want to say a massive thank you for the amazing work done in transforming our school canteen. From the incredible new menu to the new systems of service, to the wonderful catering which has been provided for staff and visitors.'*

*'We are always striving for innovative ideas and these are encouraged by public recognition by the Head. Some that appeared in the newsletter were for the DART software, new developments in teaching and learning and new ideas for managing behaviour through recognition.'*

The collaborative and one team approach within the school has encouraged staff to work together to generate new ideas. The Quartets of Excellence are a prime example together with cross curricula working groups put together to discuss specific topics for improvement; middle leader meetings with SMT; team and department meetings. The trust given to staff to be creative in their work has encouraged new and innovative ideas.

*'I run a School Improvement Group (SIG). We are doing some cross-curricula research for Year 7. We are looking at innovative ways of raising aspirations. It is really exciting and something we are passionate about'.*

*'When we simplified the Plan to the Magic 3, we had internal training on it, but not told how to do it. We were given time to collaborate and work out the best way of doing it to suit our teaching and the needs of the kids'.*

There have been some significant changes and new ideas that have delivered very positive outcomes for Redbridge School. Among these are:

- The complete change to the curriculum from vocational to academic examinations. This has raised the prospects for students moving on to university, college or gaining jobs when they leave. Progress in examination achievement has increased over the past 3 years, with Ofsted inspection grades moving from 'requires improvement' in 2016 to 'good' in 2018.
- The Edu-K8 unit has been held up as a model of good practice for managing behaviour – not only Citywide, but nationally - the nurture model of recognising and praising good behaviour instead of punishing poor behaviour having been implemented when this unit was set up. The Head's ethical stance of not permanently excluding students or taking them off roll to improve examination results for the school has paid off. This is highlighted by the Edu-K8 results for 2018, where out of 20 students leaving the school, 11 went to College, 5 got jobs and 2 gained apprenticeships. The school has the second lowest exclusion figures in the City of Southampton. This is a real success story considering that some of these students had been passed on from other schools as a 'failure'. Ofsted and DfE recognised the school as 'excellent' for behaviour innovation in recent inspection reports.
- A Health and Wellbeing Strategy has focused on staff work life balance through streamlining policies and procedures, cutting back on meeting time with all meetings on a Monday, meetings suspended during May during GCSE exams, departmental reviews suspended when staff have personal circumstances that are difficult etc. Records of staff absenteeism indicate there has only been one incidence of work-related stress over the past three years.
- The innovative DART software has saved teaching staff 1,040 hours a year as they not input date 3 times and year instead of 6 and do not have to write reports to parents.
- The HOPE foodbank initiative has supported families of students to ensure they do not go hungry. This is seen as a positive way in which to support students' learning.
- The change from using supply for teaching cover to appointment of more internal Cover Supervisors has saved the school £59,774 so far this year.

### Development may be considered

Continue to keep metrics such as reasons for absenteeism, work related stress, staff turnover, and career progression to measure the impact of the Health and Wellbeing Strategy. Having gathered these figures over three years, it would be worth setting more 'stretching' outcomes as part of continuous improvement.

## Indicator 9: Creating sustainable success

The average score in the OLA across the three themes in this indicator was 6.6 out of 7. This is +0.8 above the average for all other IIP organisations and +0.7 above the average for other IIP Secondary Education Organisations. Once again, an excellent result.

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Indicator Score	Difference from IIP Average
INDICATOR 9 Creating sustainable success	69.0%	24.8%	4.9%	1.4%	0.0%	0.0%	0.0%	6.6	+0.8
THEME Focusing on the future	69.4%	23.1%	5.1%	2.3%	0.0%	0.0%	0.0%	6.6	+0.8
THEME Embracing change	64.8%	29.6%	4.6%	0.9%	0.0%	0.0%	0.0%	6.6	+0.9
THEME Understanding the external context	72.2%	23.1%	4.6%	0.0%	0.0%	0.0%	0.0%	6.7	+0.8

### Focusing on the future

Staff were all clear regarding the future priorities for the school. These had been fully discussed during the September INSET day with all staff as well as ongoing twilight meetings and department/team meetings. They agreed they had been involved in consultations regarding the planning for both short and long-term goals and targets. As shown above, this theme gained a score of 6.6 out of 7. Following benchmarking, this was +0.8 above the average for other IIP organisations. In addition, there was a 95.5% positive response with 4.4% neither agreeing nor disagreeing to the statement 'My organisation has a plan for the future'. Comments from staff included:

*'The Magic 3 Plan was put together collaboratively. We shape the plan and there are things the school has to do. We all know we are working towards an 'Outstanding' Ofsted inspection, although the main purpose of the school is to give all our students the ability to get jobs or to continue their education when they leave us'.*

*'We are asked for feedback through surveys when developing the School Plan. Our ideas are always valued.'*

*'We have weekly meetings with the support teams to get their ideas for future school plans'.*

The OLA showed a resounding 100% positive response to the statement 'My organisation is a great place to work'. This is an increase from the staff survey carried out in 2017 when the positive response was 98.5%. The Leadership Team need to be applauded for this result, especially considering the difficult times the school has encountered through changing the curriculum, cutbacks in social services and also the tragic murder of one of the students.

Comments included:

*'Coming to work is exciting. Every day is different and both pupils and staff are a pleasure to work with'.*

*'This is by far the best job I have had. There is so much support here. I could walk into the Head's office for a chat at any time. After five years with the kids you can see them progress. It is so rewarding – you don't get that in other jobs. I can't wait to come back from the holidays.'*

*'This is the best place I've worked. There is so much comradery and you can build relationships with staff. I have never felt I don't want to come to work. My line manager is amazing and always there for you'.*

The recent Ofsted report commented on the way the Leaders are widely read, and continuously researching new ways to improve the progress of the school. The Head belongs to many steering groups and has worked in a consultancy capacity for the DfE and Teach First. He is also a trained Ofsted Inspector and NLP Practitioner. Other members of the SMT are also involved in local and national networks.

As part of the culture of continuous development, the school is now joining with six other schools in the area and forming its own Trust. The objective being to work collaboratively and to use the expertise in each of the schools rather than working in competition with one another. This is all part of planning for the future of the school and developing leadership capabilities. Another example is where the Head has agreed for a member of staff to 'try out' the role of deputy in another school. This will not only fill a gap for that school, but will also help to develop the leadership capabilities of this member of staff.

The school is also keen to keep up-to-date with Health and Wellbeing and has recently provided the venue for Mental Health First Aid training for local schools – with the advantage that three members of Redbridge could attend the workshop.

### Embracing change

There is no doubt that the school is not averse to 'risk taking' or making changes – irrespective of external pressures. Staff all agreed they are kept well up-to-date with change, starting with the September INSET and continuing with Monday morning briefings, e-mails, Departmental and team meetings. Teaching staff also have the regular Monday meetings and twilights. The line management structure is used effectively to disseminate information regarding change and success through to all staff. As can be seen from the chart at the beginning of this indicator, this theme score was 6.6 out of 7, +0.9 above the average for other IIP organisations.

The benefits of change, including the change in the curriculum, are measured continuously. The September INSET day is used to communicate overall successes in examinations as well as the numerous other successes the school has achieved. The staff newsletter is used effectively to communicate new comers to the school, individual success stories and other changes that have taken place. Comments included:

*'Change is viewed as being core to the business of the school and is viewed as 'opportunity'.*

This was confirmed through the 99% positive response from staff to the OLA statement *'My organisation embraces change'*.

The transparent leadership style encourages open communication regarding successes and failures. This was very evident when the difficult decision was made to change to academic rather than vocational qualifications. The Leadership Team could easily have basked in the 'Outstanding' Ofsted grading, but instead admitted that the students needed to have more academic opportunities to prepare themselves for when they leave the school – either to progress to university, college or gain employment. This has been acknowledged and proved to be the right decision.

Staff with expertise have been selected to champion change and to support staff in their understanding and engagement in new ways of working. The Quartets of Excellence and RLPs are excellent examples where this is working very effectively. Other champions include individual staff leading on areas such as safeguarding, monitoring and marking, and health and wellbeing.

Throughout this assessment, there was no doubt that staff are trusted and encouraged to try out new ideas without the threat of reprisal if they go wrong. Discussions with staff highlighted that this is appreciated by staff as they feel free to do their job according to the way they work and the needs of their students. Many of the staff have been employed by the school for over 10 years, and still find it a 'great place to work'.

### Understanding the external context

Leaders have a clear understanding of who the stakeholders are in the communities and markets in which it serves. The score for this theme was 6.7 out of 7, +0.8 above the benchmark for other IIP organisations. A striking result.

The workforce is diverse and reflects the community and markets it services. Metrics provided to the Practitioner included the following information – fitting well with the catchment area served by Redbridge School:

- Asian, Asian British, Indian – (3) – 2.4%
- Any other Asian background - (1) – 0.8%
- Mixed, White and Black African (2) – 1.6%
- White Irish – (1) – 0.8%
- White British – (110) – 89.5%

The Senior Leadership Team consists of three female and four male members of staff with the rest of the middle leadership team including a good spread of male and female staff.

'We have a lot of diversity in our non-teaching and teaching staff. They come from a variety of different backgrounds. This is good. We also have some ex-pupils teaching now and this is inspiring for the children'.

Everyone interviewed was enthusiastic about the relationship of the school with the wider community and the positive impact it has on the area it serves. Some of the examples given were totally different to those experienced by the Practitioner in other schools. These include:

- Charitable donations of food to the community in conjunction with Tesco and the HOPE foodbank
- Free breakfast for all students
- Staff washing clothes in lost property and offering them to needy families when they are not collected by the owners - or they go to charity
- Firework display for the community
- Parents forum
- Redbridge School site used for booking Police Cadets
- Stringent communication in place with parents
- Litter pick-up sessions in the road leading to the school
- Duke of Edinburgh Award opportunities
- Visits to other countries for students – paid where necessary through a school budget
- Winter Wonderland events in the grounds for students/staff
- Summer celebratory activities for students and staff to recognise good performance

The school strives to support the community in every way it can as high-lighted by the list above – although this is not complete. The OLA confirmed this through the 100% positive response to the OLA statement *‘My organisation has a positive impact on society’*.

*‘I sit on the IYFA (In Year Fair Access Panel) where we discuss complex children in the City network’.*

*‘One of my roles is to work with the local police – especially where Safeguarding is concerned’.*

The ambitious mission of the school to ‘deliver learning excellence for all within its community’ has been a challenge, but the school has risen to this. The Edu-K8 unit has become a ‘beacon of excellence’ where behaviour is concerned. The Head’s ethical decision not to exclude students has been remarkable – with the school having the second lowest exclusion rate in the City, even though it has taken on board students from other schools where they are deemed as failures. There is no question that Redbridge Community School has a positive impact on the community in which it serves. Comments from staff included:

*‘Local authority SEN reviews are in awe of everything we do for our students’.*

*‘The HOPE foodbank has been invaluable to many of the families. They can collect food before or after school. We are the 4<sup>th</sup> emergency service and parents come to us for help and guidance’.*

*‘This is the school that saved my life. If I ever left it would only be for money’.*

This is a fitting end to this report. It sums up the statements introducing the Little Book of Big Values:

- You Matter
- Our Students Matter
- We are the Magic

## Health and Wellbeing Award

This part of the of the report should be read in conjunction with the first three indicators in the IIP assessment report above, where evidence of performance levels has been identified.

Redbridge Community School chose to be assessed against the Health and Wellbeing Award at the same time as the IIP Standard as the focus on staff wellbeing is considered to be a significant part of the forward-looking strategy to achieve its ambitions.

The Leadership Team is thoroughly convinced of the need to pay attention to the health and wellbeing needs of staff and their approach to this important area has evolved over the past 3 years in particular. There is an appreciation that creating a culture of wellbeing will drive up staff engagement and in turn, help the school achieve its targets for students by creating a happy, healthy and safe environment in which staff and students can thrive.

Following the 2016 IIP assessment, the Leadership Team developed a defined Health and Wellbeing Strategy, through consultation with staff. The Strategy identified key objectives as:

- To ensure all staff have a healthy work life balance
- To ensure that students are the primary beneficiaries from staff having a healthy work life balance
- To ensure all processes and procedures are reviewed in the school to eliminate any unnecessary work load
- To promote positive work life balance choices across all staff
- To ensure the 'community' of Redbridge Community School becomes the main driver in the recruitment and retention of staff

Staff work life balance was identified as an issue in the 2016 IIP assessment. This was underpinned by the change in the curriculum from vocational to academic GCSEs. Staff highlighted the excessive increase in data input and report writing – causing additional pressure to their already demanding jobs of working in a deprived area where cutbacks on social services had meant added strain on their emotional and psychological wellbeing. In addition, the school had been inspected by Ofsted in 2016, lost its 'outstanding' grading to be replaced by 'requires improvement' – all of which could have had a demotivating effect on staff. However, the IIP Practitioner was amazed at how the two-way faith and trust between staff and the Leadership Team had been strengthened by this set-back and the 'one team' culture had become more apparent when talking to the staff.

The health and wellbeing of staff has been supported in a variety of ways under the headings of physical, psychological and social as will be seen in the following themes of this report. The past year has been a particularly difficult year for the school as one of its students was murdered. This was a real shock to both staff and students. Throughout this assessment, staff commented on the exceptional internal and external emotional support provided through the school. Some of whom are still undergoing counselling paid through the Westgate Health Insurance provided as part of the drive to support staff health and wellbeing. The mental health of staff and students has been a priority during the past year, and Mental Health First Aid training has been provided through both internal and external delivery.

The impact of the Strategy has been measured through:

- Internal staff wellbeing surveys
- 100% of staff responding positively to the on-line IIP assessment (OLA) statement '*My organisation is a great place to work*'

- 96.3% of staff responding positively to the OLA statement ‘*I feel appreciated for the work I do*’ and ‘*I get appropriate recognition for the work I do*’. When benchmarked, the score for the IIP Reward and Recognition indicator was +1.0 above all other IIP organisations and Secondary Education establishments.
- The IIP OLA showed a 100% positive response to the statement ‘*I am trusted to make decisions in my role*’ and 100% positive response to the statement ‘*The Values at my organisation guide the way we work*’.
- Records of staff absenteeism show only one member of staff was absent through stress at work in 2017, and one with existing mental health problems when they joined Redbridge
- Staff turnover has decreased, with metrics showing reasons for staff leaving are mainly for promotions, working abroad and logistical changes.
- 49% of staff have gained promotion or moved sideways in their careers over the past three years
- The school has moved from ‘requires improvement’ to ‘good’ following an Ofsted inspection in 2018. The report confirming the school is no longer ‘coasting’ and that it is now progressing well.

Following the Ofsted inspection in 2018, the report confirmed:

*‘Leaders invest heavily in their staff. For example, they provide opportunities for staff to take care of both their physical and mental health. Staff feel valued and like working at the school. They comment favorably on leaders’ attempts to reduce unnecessary workload, enable flexible working and respond positively to reasonable requests for compassionate or other leave’.*

There are many definitions which attempt to describe what health and wellbeing means. This IIP Practitioner particularly endorses the following from Engage for Success and this one seems to encapsulate the Redbridge Community School approach:

*“A workplace approach designed to ensure that employees are committed to their organisation’s goals and values, motivated to contribute to organisational success, and are able at the same time to enhance their own sense of wellbeing”*

*“a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community”*

## IIP Health and Wellbeing Indicator

### Physical Wellbeing

#### ADVANCED

The physical wellbeing of staff is taken very seriously within Redbridge Community School at it is seen as an important driver for staff engagement and ultimately the achievement of individual and school success. A wellbeing survey was carried out with staff in 2017-2018 to gain staff perceptions on a variety of different health and wellbeing initiatives in place and planned to be introduced throughout the school. As part of this survey, the usage of the Westfield Health Care Service was analysed. This identified that 98.5% of staff were in agreement that its service was valuable – with 67.7% having already used it for a variety of reasons including operations. Since that time, additional services have been included in the cover and paid for by the school, including the cost of scans and 24-hour GP access and the 2019 staff survey indicated usage has gone up to 75%.

Discussions with the Head identified other changes made to health and wellbeing strategies as a result of evaluation. One in particular regarding flu jabs following the outbreak of an unusual strain of flu at the beginning of 2019. The school had to close as 58 members of staff were off sick. In the past staff have arranged to have the flu jabs themselves and the school has reimbursed the money. Following an analysis, it appeared not all staff had bothered to do this and It has now been agreed that the jabs will be available to staff in the school on the first day back in September.

The survey also asked for staffs' opinion on the benefit of introducing 15 wellbeing meetings a year during the school day instead of the programmed meetings on a Monday. At the time of the survey, 95% of staff responded positively to this and they were implemented in September 2018. During this assessment it was clear the whole initiative has been a resounding success and promotes not only the physical wellbeing of staff, but also their social wellbeing. The staff put forward different activities in which they could participate. These included: yoga, football, pottery, baking, badminton. There is an agreement that work is not discussed during these activities - encouraging staff to socialise and learn more about one another. There is also the option for staff to use the time to catch up on any important outstanding work – still helping to support work life balance and to reduce stress.

Staff were able to list a variety of initiatives in which they participate to support their physical health. These include:

- Westfield Health Care Service
- Cycle to work scheme
- Wellbeing sessions on Mondays
- Fitness and weigh-in sessions on Wednesday evenings
- Free access to the gym
- Revised healthy menu in the school canteen
- Flu jabs
- Lunch provided during INSET days and sandwiches at parents' evenings
- Outward bound weekend for SMT – led by the Head
- Charity sponsorship for events such as local and national marathons
- Annual pudding race for staff
- Hot chocolate and a new mug served by the SMT at Christmas time
- Healthy burgers delivered by van as a boost when staff feeling tired
- Leave of absence supported for all staff for both personal reasons and health issues
- Occupational Health support where needed
- Opportunities to do part-time work to support family life
- Active encouragement to go home early or at least on time
- All meetings suspended in May during examinations
- Calendar published at the end of the academic year for the following academic year
- Whole school initiatives are not changed or added to – reducing workload
- Consistency in work scrutiny – slimming down on unnecessary work
- Staff involvement in sports days
- The DART software – reduction in data input and does away with written reports for parents – a saving of 1040 hours per year for teaching staff
- The introduction of four twilight sessions throughout the academic year has allowed staff to leave two days earlier at the end of the summer term
- Workstation and workplace risk assessments

Staff described how they are keen to support students' physical well-being as well as their own and gave example of the Duke of Edinburgh Award. Interviews highlighted how staff had struggled timewise to engage in this activity as it meant being away for the weekend, and then returning straight away to school on the Monday. Through consultation, this has now been changed to Friday and Saturday to give staff breathing space on the Sunday and is working really well.

The Head is a strong advocate of promoting the physical and psychological wellbeing of staff and students. He and the SMT join in the wellbeing sessions on a Monday evening. Members of the SMT described how the Head had led an outward-bound activity weekend in which they all participated. This included camping out and many physical activities that helped to bond them as a team. He had also led a similar event with the students.

Discussions with staff were overwhelmingly positive regarding the physical support they receive from the school. Comments from staff included:

*'I am in the football team. There is a good, friendly group of us and we have played against other school teams. This is not only good for us physically, but all bond well as a team in the same shirts. It is also good for our wellbeing'.*

*'I was able to use a chiropractor to fix my back. I would have paid for it myself and I got the money refunded instantly'.*

*'I don't see data a problem any more. Data entry has been cut in half and this has made a real impact on my time. Parents get data three times a year. I used to have to write 210 reports a year – so this has been wonderful'.*

Throughout this assessment it was clear there has been a real drive to improve staff physical wellbeing. Most of the activities shown above are available to all staff, however, there has been a strong emphasis on physical wellbeing activities for teaching staff that are not always accessible to support staff. There were, however, examples where some of the support staff attend the fitness and weigh-in sessions on a Wednesday evening and use the school gym when it is available. Many of the administrative staff and TAs are either part-time or need to be on call in the office up until the school closes – leaving little time for any extra fun, or physical activities. With this in mind, consideration could be given to using the calendar of national health days as themes for physical wellbeing throughout the year. This might well give the support staff more opportunity join in some of the healthy initiatives during the school day.

The school should be congratulated for all the excellent and innovative work it is doing to support staff physical wellbeing.

## Psychological Wellbeing

### ADVANCED

There is a well-defined strategy in place to support the psychological wellbeing of all staff. The Westfield Health Care package provides financial support for prescription services as well as counselling services. Care is taken to ensure the dignity of each member of staff is paramount. In the case of bereavement or similar trauma, absence periods are discussed with each individual and the period of absence can vary dependent on circumstances. Occupational health is used regularly in the case of long-term absences.

Staff are expected to attend scheduled Absence Review meetings with the HR manager and the Assistant Head if absence levels due to sickness have reached the statutory guidelines. All monitoring procedures are in line with agreed Southampton City Council policies. These are set out clearly in the Absence Policy, and identifies not only the procedures, but also responsibilities.

Interviews with staff confirmed their gratitude for the way in which they are supported both emotionally and psychologically. They described how this has been a real factor in the length of stay within the school.

*'When my dad died, the Head said to go away for a week with the family. He and the SMT understand the emotional pain you're going through.'*

*'I have been managing cancer and been told to take off whatever time I need. It takes the pressure off. I haven't had a departmental review yet. The Head said to miss it this year.'*

*'Staff need to deal with a lot of different services for the students and we can always off-load when we need to do so.'*

*'I was diagnosed with depression when my mum died. I never felt I was being judged and the Head told me to have 2 weeks off. There was no pressure at all.'*

The Leadership Team are well aware of the startling figures relating to work related stress. These were published by the Health and Safety Executive in 2018. Redbridge Community School has taken care to record and analyse sickness absences over the past three years.

The results show that 9.32% of the overall absence figure has been down to depression/anxiety – none of this being work related. In fact, one female member of staff was absent with stress in 2017 (not work related) and there was one member of staff away with anxiety in 2019. This was a new member of staff with a history of mental health in the past. The highest two categories for illness were for surgical procedures or gastro intestinal conditions. Following this analysis, hand gel is being provided to try to counteract gastro issues.

The above figures reflect the care and attention being paid by the Leadership Team in being proactive in their approach to supporting areas such as work life balance, behaviour issues with students, additional pressures in supporting student welfare due to Government cutbacks. The homelife of many of the students is often manifested in their behaviour within the classroom as well as their parent's attitude to the school.

Some of this can be disturbing for staff to hear and experience. It can put added pressure on staff to ensure they pick up on any safeguarding issues and to report these when necessary. Defined strategies and policies are in place to deal with these situations, plus HR support and external counselling through the Westfield Health Care package. Within Edu-K8 briefing and debrief sessions are held with staff in the morning and evening. In very difficult situations during the day, time out is provided to support staff if necessary.

Comments from staff included:

*'I feel there are people to talk to here and I feel comfortable in doing so.'*

*'The Head and the Leadership Team have the knack of seeing if we are flagging. When this is the case, a van will arrive with healthy burgers or we will find doughnuts in the staff room.'*

The recent murder of one of the school's students was a tremendous shock to both staff and students. Staff were overwhelmed at the swift reaction and emotional support provided by the Leadership Team. Six staff were identified as needing external support and they were given time off to attend meetings with Occupational Health and Westfield Health counselling. Comments included:

*'The way this was dealt with was amazing. It was unbelievable the amount of work that was put in to support both staff and students. An Educational Psychologist was called in to give sessions to both the children and staff.'*

*'A garden of remembrance is being opened in the school grounds to celebrate her life.'*

*'Following the murder, we were contacted all through the summer and there was good support for the students. I taught her and the Head got in touch with me straight away'.*

Staff described how support for their own and students' mental health has been on the agenda during twilight sessions as well as whole school meetings. As part of this, a new appointment is being made under the title of 'Happy Heads' to support student mental health within the school. Three staff have also attended Mental Health First Aid training and this has been cascaded down to staff through twilight sessions.

*'During the twilight sessions a carousel of scenarios around mental health was set up and we were able to practice various techniques to support them in a practical way'.*

*'It has been good to learn techniques to support children with mental health issues. Examinations and league tables often put added pressure on them. We can also use these techniques to support one another'.*

*'I'm mentoring a student who has been off with mental health problems. We have put in a phased return and gently supporting them. I am pleased I have been exposed to this'.*

There is no doubt the Leadership Team have created a strong culture throughout the school which has de-stigmatised mental health and support staff psychological wellbeing. Comments from staff included:

*'The Leadership Team are very open about any of their own issues and openly discuss them with staff. There is no cover-up if they have a problem'.*

*'There is no them and us where the Leadership Team are concerned. We all work as one team and support one another'.*

The IIP on-line assessment confirmed reward and recognition as a strength within Redbridge Community School. The benchmarking of scores for this IIP indicator showed the school +1.0 above all other IIP organisations and Secondary Schools. This is a tremendous result. Interviews with staff during this assessment confirmed they feel valued and 100% agreed Redbridge Community School is a *'great place to work'*.

There was also a 100% positive response to the statement *'My organisation has a positive impact on society'*. This highlights the impact of both internal and external recognition that they are *'making a difference'* – a crucial ingredient to supporting their psychological wellbeing.

An important factor in supporting staffs' psychological needs and wellbeing is reflected in the encouragement for staff to develop their careers and to ensure their work is interesting. Metrics shown to the IIP Practitioner confirmed 49% of staff had either been promoted or changed roles over the past three years. This was further confirmed in the 99% positive response in the OLA to the statement *'My work is interesting'*. This is an excellent result.

## Social Wellbeing

### ADVANCED

Staff talked about the culture of *'work hard and play hard'* within the school. Throughout this assessment there was a strong feeling of excitement and motivation for staff to do their best. The collaborative leadership style has encouraged staff to work together across the school – and to strengthen the 'one team' approach. This is working really well. The IIP OLA showed a positive 97.2% response to the statement *'My role enables me to work well with others'*.

The wellbeing sessions on Mondays have provided opportunities to develop and support physical activities in a fun environment. It has also brought all areas of the curriculum together.

*'The wellbeing sessions have been great and have boosted morale. You are encouraged to work hard and play hard here'.*

*'The wellbeing sessions have given me the opportunity to meet other staff from across the school and to get to know them socially rather than just in a work situation'.*

Other social events described by staff include:

- Christmas parties – all staff invited and attend
- Christmas jumper day – hot chocolate and mugs for staff provided by SMT
- Ofsted celebrations – even when the school lost its 'outstanding' grading
- The Winter Wonderland event for students was supported by staff as a social activity for them
- INSET lunches – one hour for lunch to encourage social interaction
- Governors' tea party to thank staff for all their hard work
- Charity events
- School staff football team
- Firework display for neighbourhood and staff families
- Annual Pudding Race
- Sports day includes staff
- Calendar of events published for the year and communicated at the end of the school year
- Fitness and weigh-in sessions on Wednesday evenings
- Outward bound activities for SMT - led by the Head.
- VIP lounge in which staff can chill out or socialise

The staff newsletter celebrates individual and team successes, welcomes new staff and includes numerous photographs of staff involved in social events. Governors attend social and celebratory events.

Discussions with staff throughout this assessment highlighted good relationships between staff and their line managers.

*'My manager offers tremendous support to me. I feel she is a good friend and someone I can trust and talk to. SMT make me feel like I work with them, rather than for them'.*

*'We are never worried about having difficult conversations with line managers or the SMT. We treat one another with respect and everyone supports one another. It is the culture within this school'.*

All staff commented on the 'open door' leadership style – especially the fact they feel they can go to the Head if they have a personal issue.

*'When my daughter was born there were problems, and I really appreciated the support I was given. I felt awkward having time off, but HR, the Head and my line manager were really good and allowed me to feel comfortable in having compassionate leave'.*

*'I feel I can go to the Head with a problem at any time. He is always willing to listen and acts on difficulties where needed'.*

*'I felt the friendship immediately when I joined the school. It's just like a big family'.*

*'We played year 11s at football for Comic Relief. Two hundred people came to watch. I loved it. Fancy the school paying for an hour of your time to play football!'*

## Further Health & Wellbeing evidence

Evidence collected by the IIP Practitioner throughout this assessment shows some very tangible improvements as a result of the Health and Wellbeing Strategy. I am delighted to congratulate the school of achieving the IIP Health and Wellbeing Award.

There is no doubt that the Redbridge Community School's Leadership Team have worked with care and attention to developing a healthy work life balance throughout the school. This is summed up by a member of staff in a testimonial given to the IIP Practitioner:

*'I can say that I have never been happier in my working life in all of my years of teaching. I am so lucky to be working at Redbridge where the staff are so professional, highly qualified and supportive of each other, but also with such an efficient senior management team. Not only are they highly competent, but they also are amazingly humane and always available for us. They really prove that putting your staff first is making a difference. I have not enough nice things to say about them. I truly believe that they are massively contributing to my happiness and well-being and I am very grateful to them for it. I am not planning on moving school any time soon! I love my job'.*

As a result of the Redbridge School's Health and Wellbeing strategy, improvements aligned to the objectives can be identified as follows:

To ensure all staff have a healthy work life balance

- The attendance at four twilight sessions for all staff has enabled staff to finish the school year two days early – helping with booking cheaper holidays etc
- The DART software has saved 1040 hours of work per year for teaching staff
- Meetings have been limited to one hour and are always on a Monday
- No pressure to stay at work unless necessary. Opportunities to work from home
- E-mails cut back
- Monday briefings keep staff up-to-date
- Wellbeing sessions on a Monday during school time
- VIP lounge available for staff to chill out/socialise
- No pressure or expectation regarding marking
- Paid time off for family events, children's activities and appointments
- Return to work interviews to ensure staff are ready to work – occupational health available
- Westfield Health package – upgraded to include 24-hour GP service and MRI scans

The internal Health and Wellbeing Survey carried out in 2017-2018 showed 96.9% of staff agreed the school promotes a health work life balance. This assessment confirmed 100% of staff interviewed were extremely positive regarding the culture of work life balance within the school. The IIP OLA showed 100% agree the school is a 'great place to work'.

The usage of the Westfield Health Package has increased from 67.7% in 2017 to 83% in 2019. The school's Health and Wellbeing Survey showed 98.5% of staff agreed the package is beneficial to them. This shows a good return on the investment by the school.

To ensure that students are the primary beneficiaries from staff having a healthy work life balance

- The Ofsted inspection in 2016 graded the school as 'Requires Improvement' and – in 2018 this was changed to 'good' – *'the progress of students has improved dramatically in both mainstream and Edu-K8'*. Edu-K8's results are the 5<sup>th</sup> highest results in the City in 2017/18.
- Monitoring of teaching shows an increase in 'outstanding' –  
2015/2016 – Outstanding 51%, Good 38%, Requires Improvement 8%, Inadequate – 1%  
2016/2017 – Outstanding 60%, Good 32%, Requires Improvement 7%, Inadequate – 0%  
2017/2018 – Outstanding 64%, Good 28%, Requires Improvement 6%, Inadequate – 0%

It was a pleasure interviewing staff during this assessment as they were all so enthusiastic and positive regarding the healthy and happy environment promoted throughout the school – led by the Leadership Team and Governors. This has had a major influence on teachers' ability to help students achieve their best possible performance.

To ensure all processes and procedures are reviewed in the school to eliminate any unnecessary work load

- Lessons planning has been scaled down – first 2 years need full lessons plans, then less detailed
- Cover Supervisors trained to cover teaching staff – rather than teachers using PPA time
- Healthy use of e-mails
- The implementation of DART has revolutionised data input time
- All meetings suspended in May during GCSE examinations
- Return to work interviews have been revised and are now carried out consistently by the HR manager. This has improved absenteeism and also helped to support those needing further time or occupational health

To promote positive work life balance choices across all staff

- Wellbeing sessions identified through collaboration with staff
- Choice to use the time to catch-up on work if necessary
- Choice to work from home where appropriate
- Change made in timing of Duke of Edinburgh Award sessions
- Consultation regarding INSET days – 4 a year to allow for 2 days extra summer holiday

To ensure the 'community' of Redbridge Community School becomes the main driver in the recruitment and retention of staff

- The combined average years of service for staff is 8.85 years – with many staff having stayed in the school for over 20 years
- Records show staff leave mainly for promotion, working abroad or logistical reasons. There have not been any records to show staff leave because they dislike the school
- The IIP OLA showed a positive 100% of staff agree 'My organisation has a positive impact on society'.
- Staff engagement is high – 86% return on the IIP OLA
- 200 staff and parents turned out to see the school football team play year 11s

## Implications and Recommendations

The following recommendations for the leadership team are based on the professional judgement and assessment of Redbridge Community School undertaken by Investors in People and Health and Wellbeing Practitioner, Cath Parish.

The Practitioner is delighted with the commitment the school has made to using the sixth generation IIP Framework as a route for continuous improvement. The improvements made following the previous 2016 IIP assessment have been significant in working towards the school's ambitions.

The Health and Wellbeing Strategy has definitely brought about some tangible outcomes over the past 2 years. In order to reach High Performance, the Strategy needs to be in place for 3 years. During that time metrics should be kept aligned to the agreed targets to check the strategies are still fit for purpose and are actively supporting Redbridge in achieving its ambitions for staff wellbeing and engagement.

Congratulations to everyone in the school on achieving the IIP Platinum accreditation plus the Health and Wellbeing Award.

### Development may be considered as follows for Health and Wellbeing:

- Consideration should be given as to how support staff can access wellbeing sessions more easily.
- Techniques for supporting mental health have been delivered and discussed very effectively during twilight sessions. Administrative staff may need some specific training – especially as they often come into contact with parents and students who may well have mental health issues.
- The Practitioner is aware that national charity events are celebrated such as Comic Relief. There may be a benefit in tapping into other national events and displaying a programme in the staffrooms for everyone to join in, including support and administrative staff.
- Continue to evaluate the outcomes from the Health and Wellbeing Strategies to ensure they are still fit for purpose. More stretching targets and objectives should be considered as the strategies become more embedded.

On a longer-term basis, suggestions for further development include:

- Communicating a calendar of national special days that focus on specific health issues eg no smoking day, breast cancer awareness day, dry January etc. This might help to keep these issues in people's consciousness without having to invest huge amounts of time or resource in them. It could also assist in encouraging more support staff to participate.
- Consideration around providing a programme of initiatives for all staff such as - laughter yoga, mindfulness, sleep deprivation and the Global Challenge.
- The wellbeing survey gave excellent insight into staff perceptions regarding the support provided for health and wellbeing. There would be a benefit from carrying this out on an annual basis to evaluate the Health and Wellbeing Strategies and ensure they are still fit for purpose.
- Continue to keep metrics such as reasons for absenteeism, work related stress, staff turnover, and career progression to measure the impact of the Health and Wellbeing Strategy. Having gathered these figures over three years, it would be worth setting more 'stretching' outcomes as part of continuous improvement.

- The reward and recognition culture is embedded within Redbridge – linked to its Values. Staff retention is vitally important to creating a secure and sustainable future for students and staff at Redbridge Community School and is one of the school’s objectives. It is noted that the Head already recognises good attendance of staff and students through his personal letters to them. Consideration should be given to implementing long service awards to further celebrate the exceptional service of staff with Redbridge.
- Continue to implement innovative ways of reward and recognition as this is certainly a factor in staff engagement within Redbridge Community School. Consideration should be given to having discussions with the TAs in order to highlight any further reward and recognition that could be tailored to their motivations.
- The National Standards are used effectively as part of leadership and management reviews together with a framework used for pay increments/awards. This framework needs to be reviewed regularly to ensure it clearly identifies the capabilities required to ensure the school has the ability to continue to surmount future challenges.
- It is understood the DART programme is continuously evolving and being refined. This may be particularly relevant where the Science department is concerned to make sure it meets their needs.
- The performance management process is understood and working effectively for the majority of staff. There would, however, be a benefit in having discussions with the technicians to see if the system could become more relevant for them.

## Next Steps and Key Dates

Accreditation date	12-Month Review	24-Month Review	Accreditation Expiry
25 March 2019	25 March 2020	25 March 2021	24 March 2022

# Annex 1: IIP Assessment outcome table

All 27 Themes assessed at High Performing Level

<b>REDBRIDGE COMMUNITY SCHOOL 2019</b>		Developed	Established	Advanced	High Performing
<b>Final outcome against 27 themes – Overall</b>					
<b>INVESTORS IN PEOPLE PLATINUM ACCREDITATION</b>					
<i>Note: Lowest theme level dictates final indicator outcome</i>					
<b>1. Leading and inspiring people</b> <b>ESTABLISHED</b>	Creating transparency and trust				
	Motivating people to deliver the organisation's objectives				
	Developing leadership capability				
<b>2. Living the organisation's values and behaviours</b> <b>ADVANCED</b>	Operating in line with the values				
	Adopting the values				
	Living the values				
<b>3. Empowering and involving people</b> <b>ADVANCED</b>	Empowering people				
	Participating and collaborating				
	Making decisions				
<b>4. Managing performance</b> <b>ADVANCED</b>	Setting objectives				
	Encouraging high performance				
	Measuring and assessing performance				
<b>5. Recognising rewarding performance</b> and high <b>DEVELOPED</b>	Designing an approach to recognition and reward				
	Adopting a culture of recognition				
	Recognising and rewarding people				
<b>6. Structuring work</b> <b>ADVANCED</b>	Designing roles				
	Creating autonomy in roles				
	Enabling collaborative working				
<b>7. Building capability</b> <b>ESTABLISHED</b>	Understanding people's potential				
	Supporting learning and development				
	Deploying the right people at the right time				
<b>8. Delivering continuous improvement</b> <b>ADVANCED</b>	Improving through internal and external sources				
	Creating a culture of continuous improvements				
	Encouraging innovation				
<b>9. Creating sustainable success</b> <b>ADVANCED</b>	Focusing on the future				
	Embracing change				
	Understanding the external context				

# Annex 2: Health and Wellbeing outcome table

All three Themes assessed at the High Performing level

<i>Themes</i>	<i>Developed In place and understood</i>	<i>Established Engaging and activating</i>	<i>Advanced Creating positive outcomes</i>	<i>High performing Embedded and always improving</i>
<b>Physical wellbeing</b>	✓	✓	✓	
<b>Psychological wellbeing</b>	✓	✓	✓	
<b>Social wellbeing</b>	✓	✓	✓	

## Annex 3: On Line Assessment benchmarks

Benchmark Overall Position (32<sup>nd</sup> out of 1473)  
for All IIP Assessed Organisations with 50-249 employees

Benchmark				
Position	IIP Benchmark	Organisation	Industry Group	Number of Employees
1	878	889f4c86-85b9-e311-93f6-005056a15fdf	Human Health & Medical Activities	118
⋮				
28	829	de71fde5-85b9-e311-93f6-005056a15fdf	Residential Care Activities	90
29	828	c1a71db6-48b4-e311-93f6-005056a15fdf	Residential Care Activities	102
30	827	5fec0ba1-45b4-e311-93f6-005056a15fdf	Primary Education	150
31	826	8f1696a0-c39a-e511-9411-005056a15fdf	Primary Education	248
32	825	Redbridge Community School	Secondary Education incl. General and Vocational	125
33	825	35165b41-45b4-e311-93f6-005056a15fdf	Primary Education	57
34	824	90615241-d0b5-e311-93f6-005056a15fdf	Primary Education	52
35	823	805dcabf-fcfa-e311-93f6-005056a15fdf	Human Health & Medical Activities	99
36	823	be4b6b4d-d0b5-e311-93f6-005056a15fdf	Wholesale and Retail Trade incl. Repair of Motor Vehicles	108
⋮				
1473	484	b7098fe-c8b8-e311-93f6-005056a15fdf	Social Work Activities incl. charities	88

Redbridge Community School\_Benchmark\_table

Benchmark Position (5<sup>th</sup> out of 89)  
for All IIP Assessed Secondary Education Organisations (SIC 85.3)

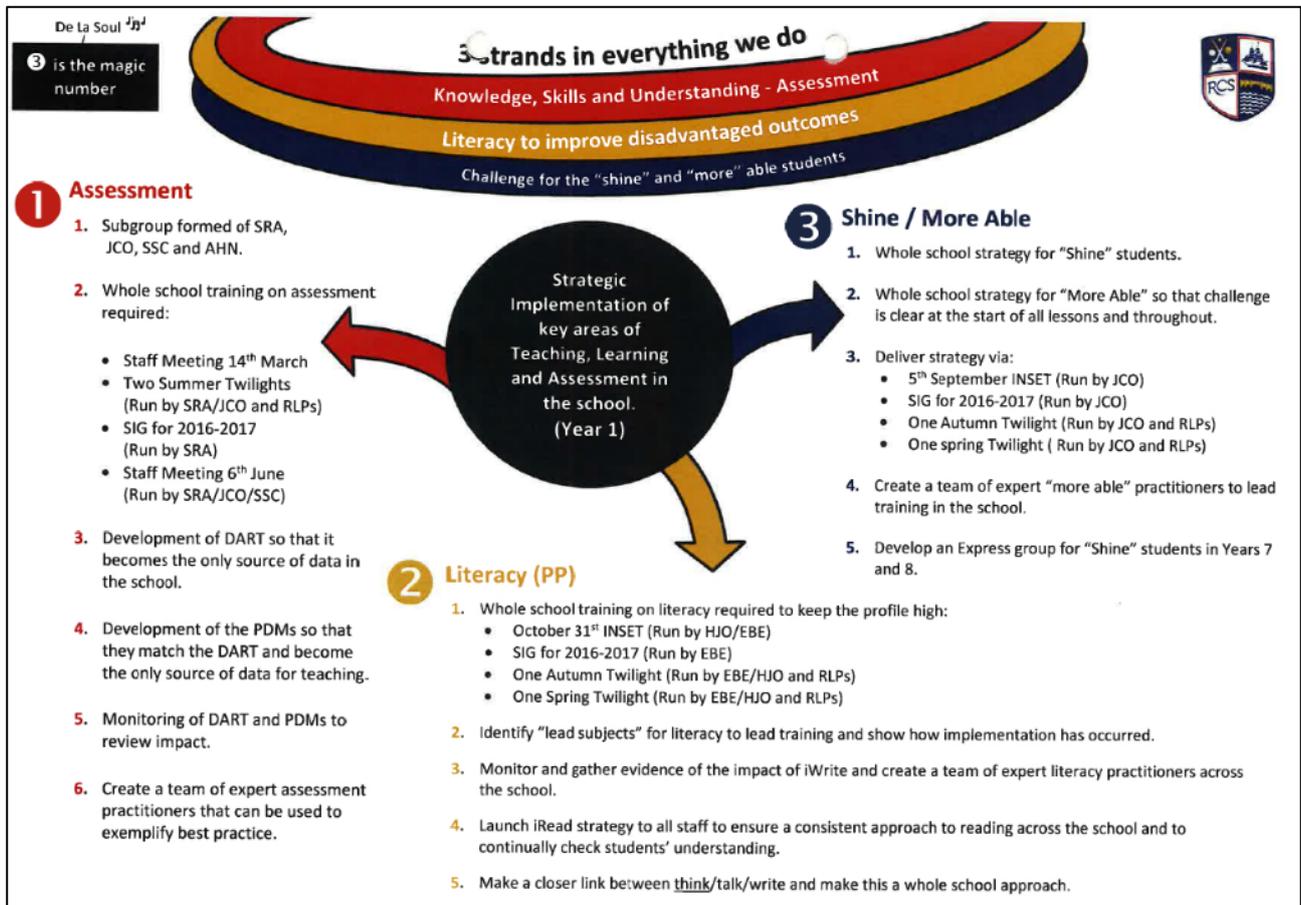
Benchmark				
Position	IIP Benchmark	Organisation	Secondary Education incl. General and Vocational	Number of Employees
1	863	5d020976-44b4-e311-93f6-005056a15fdf	Secondary Education incl. General and Vocational	94
2	844	6f2104a7-45b4-e311-93f6-005056a15fdf	Secondary Education incl. General and Vocational	127
3	842	6a5d087c-44b4-e311-93f6-005056a15fdf	Secondary Education incl. General and Vocational	74
4	829	4672b7d5-44b4-e311-93f6-005056a15fdf	Secondary Education incl. General and Vocational	77
5	825	Redbridge Community School	Secondary Education incl. General and Vocational	125
6	820	716e7529-45b4-e311-93f6-005056a15fdf	Secondary Education incl. General and Vocational	82
7	819	9f2a05c5-29fb-e311-93f6-005056a15fdf	Secondary Education incl. General and Vocational	56
8	809	5566d0be-c49a-e511-9411-005056a15fdf	Secondary Education incl. General and Vocational	90
9	794	2494d3dc-45b4-e311-93f6-005056a15fdf	Secondary Education incl. General and Vocational	151
⋮				
81	609	0846f935-d437-e811-813b-02164e45f277	Secondary Education incl. General and Vocational	128

## IIP Themes Summary showing Scores for:

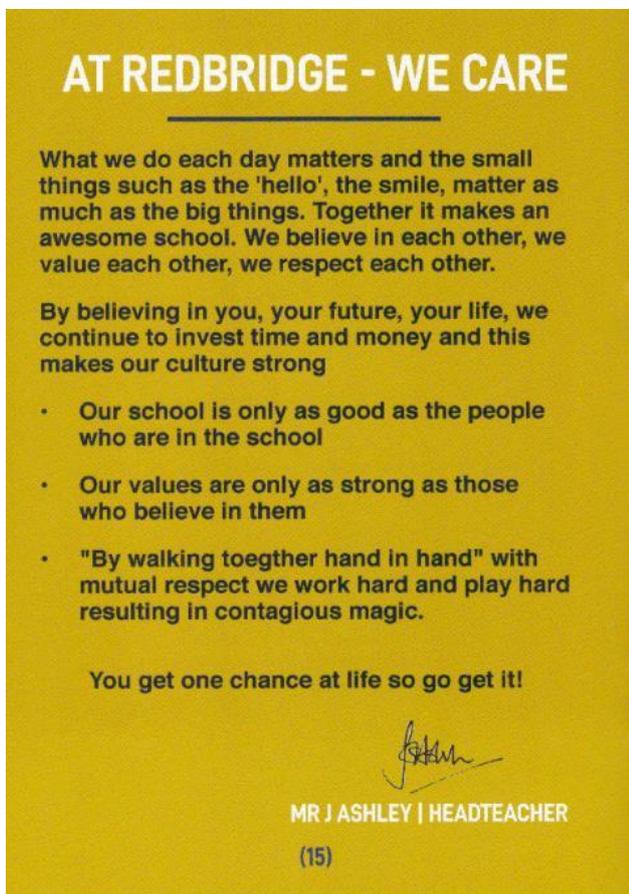
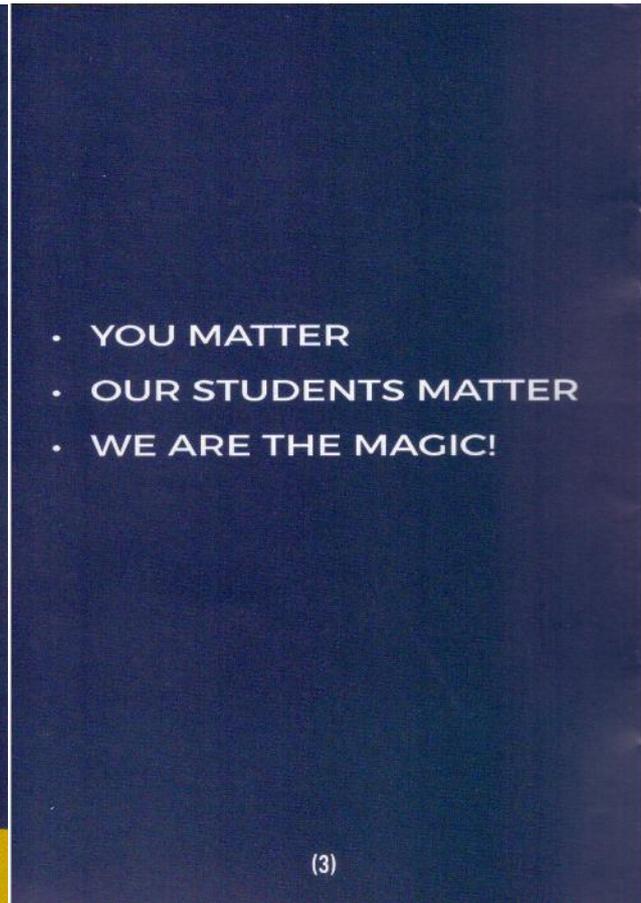
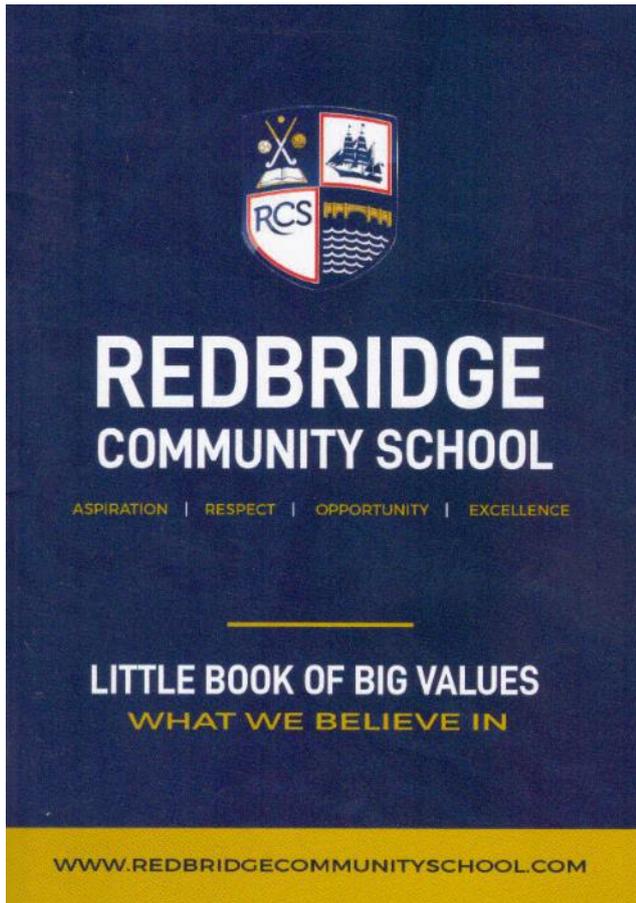
All IIP Assessed Organisations & All Assessed Secondary Education Organisations (SIC 85.3)

Themes (Highs and lows)										
	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Score	Difference from IIP Average	Industry
<b>Highs</b>										
<b>Understanding the external context</b> <small>INDICATOR 9: Creating sustainable success</small>	72.2%	23.1%	4.6%	0.0%	0.0%	0.0%	0.0%	6.7	+0.8	+0.6
<b>Adopting the values</b> <small>INDICATOR 2: Living the organisation's values and behaviours</small>	70.8%	25.5%	3.2%	0.5%	0.0%	0.0%	0.0%	6.7	+0.6	+0.5
<b>Creating transparency and trust</b> <small>INDICATOR 1: Leading and inspiring people</small>	69.9%	26.4%	1.4%	0.9%	0.5%	0.0%	0.9%	6.6	+0.9	+0.7
<b>Focusing on the future</b> <small>INDICATOR 9: Creating sustainable success</small>	69.4%	23.1%	5.1%	2.3%	0.0%	0.0%	0.0%	6.6	+0.8	+0.7
<b>Embracing change</b> <small>INDICATOR 9: Creating sustainable success</small>	64.8%	29.6%	4.6%	0.9%	0.0%	0.0%	0.0%	6.6	+0.9	+0.8
<b>Lows</b>										
<b>Understanding peoples' potential</b> <small>INDICATOR 7: Building capability</small>	47.7%	35.6%	11.1%	3.7%	1.4%	0.5%	0.0%	6.2	+0.7	+0.6
<b>Creating a culture of continuous improvements</b> <small>INDICATOR 8: Delivering continuous improvement</small>	43.5%	36.1%	13.0%	6.0%	1.4%	0.0%	0.0%	6.1	+0.5	+0.4
<b>Participating and collaborating</b> <small>INDICATOR 3: Empowering and involving people</small>	47.2%	30.6%	16.7%	1.9%	1.9%	1.9%	0.0%	6.1	+0.6	+0.6
<b>Designing an approach to recognition and reward</b> <small>INDICATOR 5: Recognising and rewarding high performance</small>	38.9%	34.3%	16.7%	7.4%	1.9%	0.9%	0.0%	6	+1.0	+0.9
<b>Recognising and rewarding people</b> <small>INDICATOR 5: Recognising and rewarding high performance</small>	38.9%	32.9%	19.9%	4.2%	3.7%	0.5%	0.0%	6	+1.0	+1.0

# Annex 4: The Magic 3



## Annex 5: Redbridge CS Little Book of Big Values (extract)



# Annex 6: Responses to OLA Questions – per IIP Indicator

### Indicator 1: Leading and inspiring people

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
I trust the leaders of my organisation	72.2%	24.1%	0.9%	0.9%	0.9%	0.0%	0.9%
Management communicates the organisation's ambition	67.6%	28.7%	1.9%	0.9%	0.0%	0.0%	0.9%
My manager motivates me to achieve my best	64.8%	25.0%	6.5%	2.8%	0.0%	0.0%	0.9%
My organisation develops great leaders	47.2%	40.7%	10.2%	1.9%	0.0%	0.0%	0.0%

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

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
The values at my organisation guide the way we work	62.0%	33.3%	4.6%	0.0%	0.0%	0.0%	0.0%
I share my organisation's values	69.4%	25.0%	4.6%	0.9%	0.0%	0.0%	0.0%
My organisation has clear values	72.2%	25.9%	1.9%	0.0%	0.0%	0.0%	0.0%
I challenge behaviours which don't match the organisation's values	50.0%	37.0%	5.6%	6.5%	0.0%	0.0%	0.9%
My behaviour reflects the organisation's values	75.0%	23.1%	0.0%	1.9%	0.0%	0.0%	0.0%

### Indicator 3: Empowering and involving people

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
I have all the information I need to do my job well	50.9%	36.1%	12.0%	0.0%	0.9%	0.0%	0.0%
I am encouraged to use initiative in my role	68.5%	24.1%	5.6%	0.9%	0.9%	0.0%	0.0%
I have a say in decisions that affect my role	47.2%	30.6%	16.7%	1.9%	1.9%	1.9%	0.0%
I am trusted to make decisions in my role	65.7%	23.1%	11.1%	0.0%	0.0%	0.0%	0.0%

### Indicator 4: Managing performance

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
I have agreed my objectives with my line manager within the last 12 months	69.4%	23.1%	4.6%	1.9%	0.0%	0.9%	0.0%
My manager helps me improve my performance	60.2%	28.7%	7.4%	3.7%	0.0%	0.0%	0.0%
I feel encouraged to perform to the best of my abilities	70.4%	23.1%	4.6%	1.9%	0.0%	0.0%	0.0%
I have discussed my performance with my manager in the last 6 months	66.7%	24.1%	3.7%	3.7%	0.0%	1.9%	0.0%

### Indicator 5: Recognising and rewarding high performance

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
I am consistently recognised when I exceed expectations	36.1%	34.3%	20.4%	4.6%	3.7%	0.9%	0.0%
I get appropriate recognition for the work I do	41.7%	31.5%	19.4%	3.7%	3.7%	0.0%	0.0%
I feel appreciated for the work I do	52.8%	35.2%	8.3%	0.9%	2.8%	0.0%	0.0%
I am rewarded in ways that match my motivations	38.9%	34.3%	16.7%	7.4%	1.9%	0.9%	0.0%

### Indicator 6: Structuring work

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
My work is interesting	69.4%	25.0%	4.6%	0.9%	0.0%	0.0%	0.0%
I have the right level of responsibility to do my job effectively	62.0%	31.5%	3.7%	1.9%	0.9%	0.0%	0.0%
My role enables me to work well with others	65.7%	25.9%	5.6%	2.8%	0.0%	0.0%	0.0%
I am able to develop the skills I need to progress	51.9%	29.6%	13.0%	4.6%	0.0%	0.9%	0.0%

Responses to OLA Questions – per IIP Indicator .....continued

**Indicator 7: Building capability**

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
I know how my organisation invests in learning and development	46.3%	39.8%	5.6%	6.5%	1.9%	0.0%	0.0%
I have opportunities to learn at work	48.1%	37.0%	12.0%	1.9%	0.9%	0.0%	0.0%
I make use of my organisation's learning and development opportunities	47.2%	34.3%	10.2%	5.6%	1.9%	0.9%	0.0%
My manager thinks it is important that I develop my skills	49.1%	38.0%	10.2%	1.9%	0.9%	0.0%	0.0%
People are selected for roles based on their skills and abilities	46.3%	37.0%	10.2%	6.5%	0.0%	0.0%	0.0%

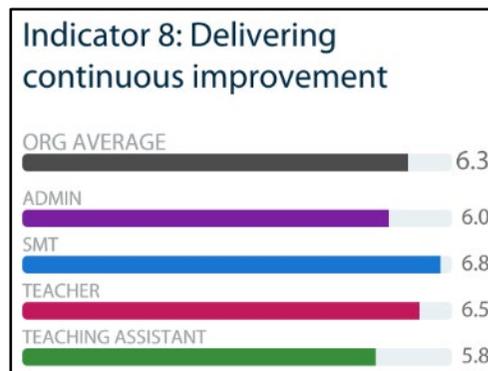
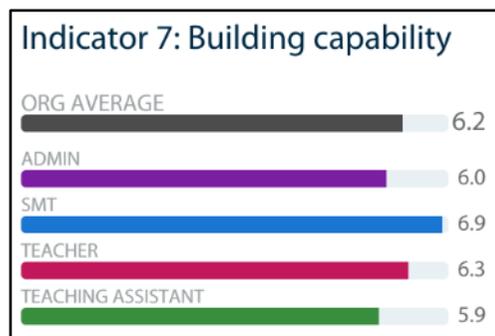
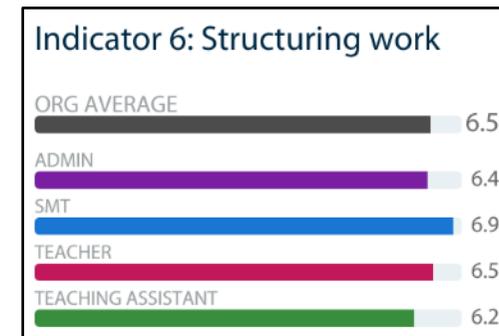
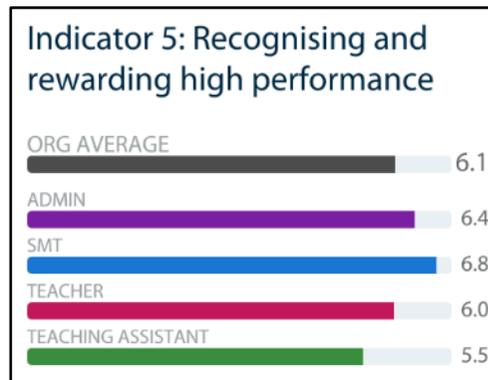
**Indicator 8: Delivering continuous improvement**

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
I look for improvement ideas from my colleagues	59.3%	32.4%	6.5%	1.9%	0.0%	0.0%	0.0%
I am responsible for improving the way we do things	36.1%	34.3%	18.5%	10.2%	0.9%	0.0%	0.0%
I am encouraged to improve the way I do things	50.9%	38.0%	7.4%	1.9%	1.9%	0.0%	0.0%
I am trusted to try new approaches in the way I work	51.9%	38.0%	7.4%	1.9%	0.9%	0.0%	0.0%

**Indicator 9: Creating sustainable success**

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
My organisation is a great place to work	72.2%	19.4%	8.3%	0.0%	0.0%	0.0%	0.0%
My organisation has a plan for the future	66.7%	26.9%	1.9%	4.6%	0.0%	0.0%	0.0%
My organisation embraces change	64.8%	29.6%	4.6%	0.9%	0.0%	0.0%	0.0%
My organisation has a positive impact on society	72.2%	23.1%	4.6%	0.0%	0.0%	0.0%	0.0%

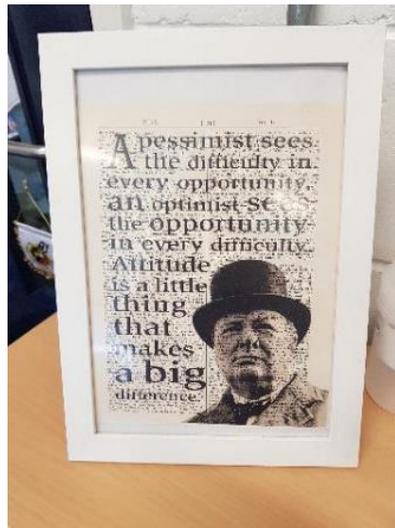
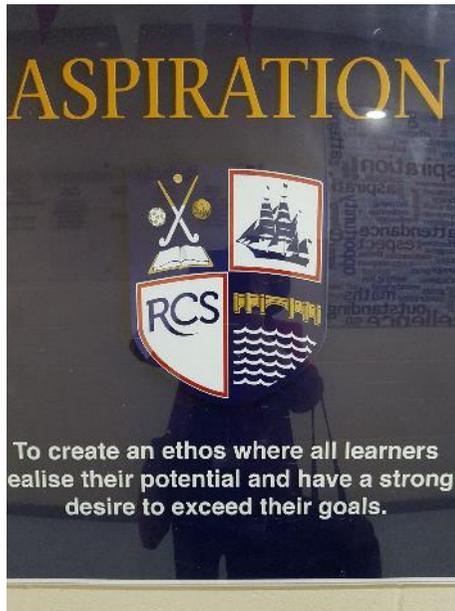
## Annex 7: IIP Indicator Scores for Teams



## Annex 8: Staff Leaver Data

<b>Academic year</b>	<b>2017-18</b>		<b>2016-17</b>		<b>2015-16</b>	
Total employed	125		125		125	
Number of leavers/staff turnover %	16	13%	19	15%	17	14%
Promotion in different school	6	5%	8	6%	1	1%
Retired	2	2%	1	1%	0	0%
Promotion in Local Authority	1	1%	1	1%	1	1%
Geographical Move	1	1%	1	1%	2	2%
Career break	1	1%	1	1%	0	0%
Teaching Overseas	2	2%	0	0%	3	2%
Left to run own business	1	1%	0	0%	1	1%
End of contract- move to another school	1	1%	1	1%	2	2%
End of contract – stayed on as cover supervisor	1	1%	0	0%	0	0%
Family reasons	0	0%	3	2%	0	0%
Left teaching - Competency	0	0%	2	2%	1	1%
Maternity	0	0%	1	1%	0	0%
Year Sabbatical overseas	0	0%	0	0%	3	2%
Left education	0	0%	0	0%	2	2%
Moved to alternative education phase	0	0%	0	0%	1	1%

## Annex 9: Inspirational posters plus the HOPE fridge



The HOPE refrigerator – for student families in need

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