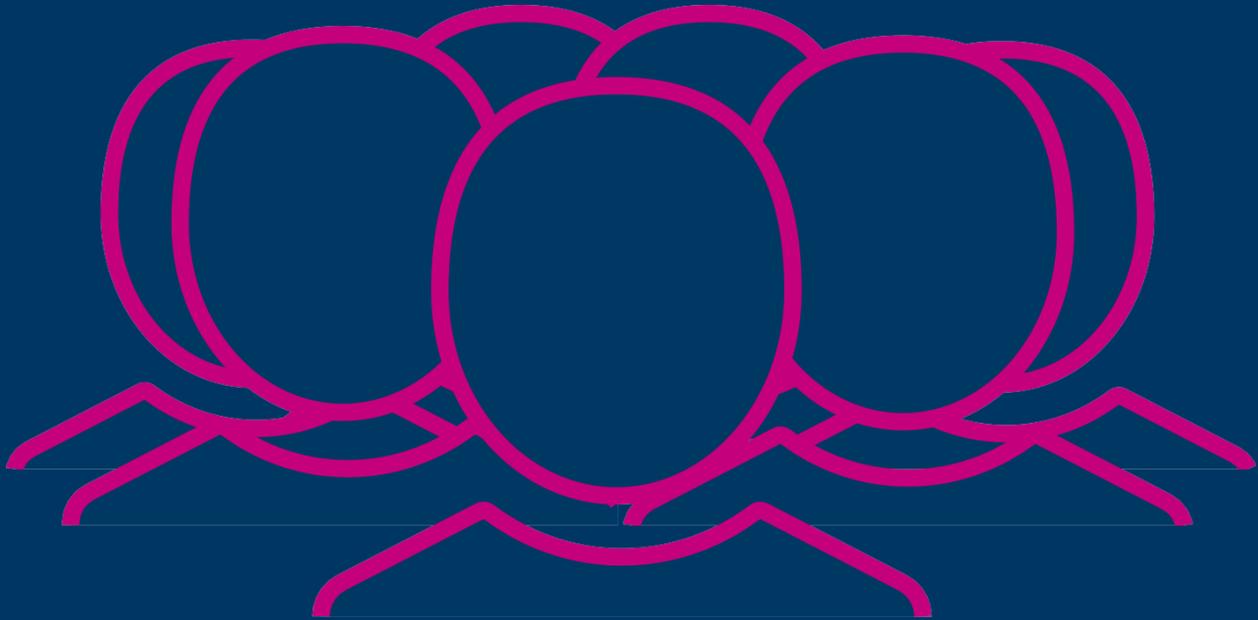


# INVESTORS IN PEOPLE™

We invest in people



## Feedback

## Your Insights Assessment Report



### REDBRIDGE COMMUNITY SCHOOL

Project number: **SOU-22-00074**

Practitioner: **CATH PARISH**

Date: **26 MAY 2022**



Investors in People CIC  
3 Lloyd's Ave  
London  
EC3N 3DS  
+44 (0) 300 303 3033

The Investors in People brand, trademarks, methodology, products and logo are owned by Investors in People and are protected by copyright and trademark law.

The Investors in People identity is strong, simple, powerful and instantly recognisable. It is therefore important that only organisations that are accredited as Investors in People can use our mark.

©2020 The contents of this plan should be considered commercial in confidence.

**You did it!**



**YOU ACHIEVED**  
**PLATINUM LEVEL**  
**OF THE 'WE INVEST IN PEOPLE' ACCREDITATION**  
**EXCEPTIONALLY WELL DONE!!**

**Detailed feedback and recommendations inside...**

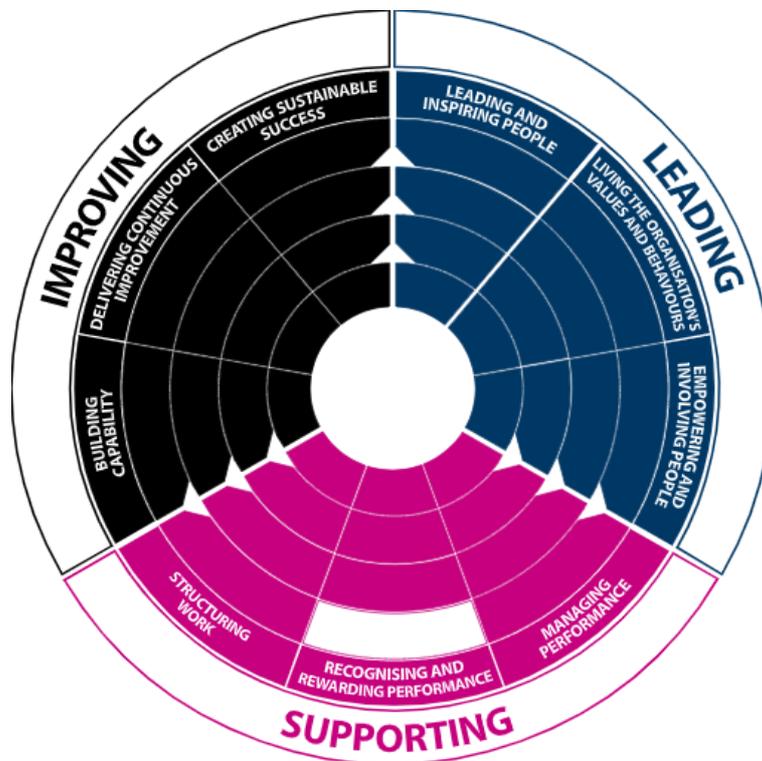
- What to be proud of
- What to work on
- Our recommendations
- Our findings under each of the nine Indicators

**Key dates**

<b>Accreditation date</b>	<b>12-month meeting</b>	<b>24-month meeting</b>	<b>Accreditation expiry</b>
<b>13 MAY 2022</b>	<b>25 APRIL 2023</b>	<b>25 APRIL 2024</b>	<b>25 APRIL 2025</b>

## At a glance

This heatmap illustrates the outcomes from this Assessment. Congratulations on maintaining the **Platinum** accreditation for 'We Invest in People'. This is a magnificent achievement.



This assessment was carried out with a backdrop of lockdowns and new ways of working owing to the Covid-19 pandemic. To maintain your Investors in People Platinum accreditation is a marvellous achievement. Your online survey scores are all above the average for other Investors in People organisations and those in Secondary Education. Your benchmark score was 803 out of 900 – the average benchmark for IIP organisations being 727 and for Secondary Education the average being 743. This ranks Redbridge Community School 7<sup>th</sup> out of 104 accredited in the Secondary Education sector with 50-249 staff, and 121<sup>st</sup> out of 2,153 other IIP accredited organisations with 50-249 staff. The on-line survey was completed by 97% of staff – highlighting good staff engagement. An excellent result.

Following the evidence gathered during this assessment, the Practitioner has no hesitation in congratulating Redbridge Community School in maintaining the We Invest in People Platinum accreditation. This is a real credit to the strong leadership of the school. There is an underlying 'family' feel to the school, with everyone wanting to do their best for the students, whilst supporting one another in their development and wellbeing. All the staff interviewed agreed they love working in the school and feel they are making a difference. The fact that 49.2% of students are in the Pupil Premium category, the wellbeing of the students as well as their academic success is of prime importance.

The inclusive leadership style has encouraged a deep sense of two-way trust and 'One Team' culture. The Head is always one step ahead of what is going on in Secondary education and thinks 'outside of the box' to ensure the school is ready for any changes that might be bestowed upon them. An example of this is the voluntary Ofsted test inspection that recently took place against the revised and now current Ofsted criteria. Another example is the structured assessment of student progress and predicted examination results. This was something already in place and saved time when required during the Covid interruption over the past two years.

Each of the Assistant Heads has clear line management responsibilities as well as other 'stretch' responsibilities that are often '*outside their comfort zone*'. These may include supporting other schools in the community; leading whole school conferences; research etc. – all aligned to their personal and professional development. Heads of Department are empowered to run their departments as they feel appropriate for the students' needs – linked to the fundamental 5 in the School Plan. Discussions with staff during this assessment confirmed empowerment is highly valued and looked upon as a strength within the school.

The wellbeing of staff is high on the agenda for the Leadership Team. This assessment identified the many changes the Head has made since the last assessment in order to alleviate as much stress for staff as possible. Examples included - reducing directed time for teachers; the introduction of new software (Arbor) to enable students to self assess their work and minimising marking time for teachers. To provide time for teaching staff to 'catch-up', the Head and members of the SMT collapsed lessons in the hall to ensure students were safely supervised. Staff really appreciate the fact they are able to have a day off for Christmas shopping, following attendance of 3 Inset sessions. The Head also keeps an eye the time the school closes, and during the lockdowns, this was kept at 3.30 pm to manage the caretaker's time.

The onsite interviews with staff during this assessment were extremely positive. This was surprising in view of the fact that since the last assessment in 2019, Redbridge Community School has been truly tested for its resilience and 'One Team' culture. Throughout the Covid lockdowns none of the staff were furloughed and rotas were put in place for teaching staff and teaching assistants to support key worker children on the school premises. Many of the teachers came in to support colleagues, even though they were not on the rota. The administration staff were split into two groups and came into the school on shift patterns. They described this as an opportunity to learn one another's jobs and systems as they had to cover one another.

The use of technology became essential during the last two years, and 250 laptops and 20 iPads were distributed to students. Training was given to students, teachers and teaching assistants on the use of the technology. The teaching assistants were fully involved in the on-line teaching, and breakout sessions were provided for them to support individual students where necessary. This has made them feel valued and part of the team '*making a difference for the students.*' A review of the successes in new ways of working has resulted in some of the changes being adopted for the future, including teaching from the front and hybrid working for year 9 students.

Throughout this assessment, discussions with both teaching and support staff highlighted there is definitely no divide between them. They all feel equally valued and supported – not only by the Leadership Team, but also by one another – a culture not always found in educational establishments.

Staff retention metrics show that 41% of staff have accrued over 10 years of service within the school. An analysis of those who have left since the last assessment shows the reasons for leaving as retirement, promotion to other schools or younger members of staff wanting to travel. None have left because they were not happy in the school.

There was nothing but praise for the Head and the Senior Management Team (SMT). Examples were given where the Head goes out of his way to make sure staff are recognised for all the hard work they do. Staff were keen to describe the personal letters he sends to the whole staff to thank them, including a voucher for £25 in recognition for going over and above during and post Covid. At the end of the spring term everyone received a named pot plant to be kept in the classroom or taken home. This was to brighten up their day, and also the environment – an idea coming from one of the Senior Management Team.

The Head and Senior Management Team are seen as role models for the Values that underpin the culture and ethos of the school. The head is described as inspirational in the way he strives to be ahead of national policy and is continuously looking for new and exciting ways to develop the school. This is reflected in the fact the school is currently undertaking a second transformation as part of its ambition *'to ensure Redbridge remains ahead of National policy whilst shaping the school for the 21<sup>st</sup> Century.'*

All of the corridor walls within the school are covered with brightly coloured inspirational posters to raise the aspirations of both staff and students. This is also the case in the Head's room. In addition there are many photographs of his family – emphasising his strong ethos that staff, and their families really do matter.

The way in which the Head takes time to encourage individual staff to aspire and develop their careers is applauded by staff. This is filtered down to all levels of the school. Respect for one another and individual differences is of high importance as reflected in the introduction of a new role for a member of staff to guide and develop policies in LGBTQ and Routes into Parenthood.

I am delighted to congratulate everyone in Redbridge Community School in maintaining the Investors in People Platinum accreditation. A great achievement and well deserved. I look forward to working with you all in the future. Well Done!!



**Cath Parish**

*Your Investors in People Practitioner*

26 May 2022

## What to be proud of

- There is a clear purpose and vision for Redbridge School. This has been communicated effectively throughout the school.
- The school budget is led and managed effectively within the school, with the result that it is able to prioritise and make decisions as to how the money is spent.
- Staff really enjoy working for Redbridge Community School. They talked about the amazing family feel throughout the organisation, and passion *'to make a difference for the students'*. Metrics show 41% of staff have accrued at least 10 years of service.
- Everyone interviewed described Redbridge Community School as a *'great place to work.'*
- Staff all agreed they are encouraged to suggest and try out new ideas within a safe environment – knowing it will be seen as a learning experience if it goes wrong. Empowerment ranks high as a motivator for staff.
- Learning and development are part of the school's USP. Internal expertise is shared; external networks are used to develop new ideas and ways of working; professional development is encouraged for all staff – including both teaching and support staff.
- There is encouragement and a variety of opportunities for career progression for both teaching and support staff. Administrative and support staff all have additional responsibilities (TLRs), with some of them having changed roles. Several teaching assistants have been given the opportunity to teach/become unqualified teachers. The TLRs are used to help make the jobs more interesting, and also to increase individual pay.
- 64% of teaching staff have been promoted over the past 3 years.
- The SMT are all encouraged to take on external roles and responsibilities to develop themselves – e.g., 3 are Governors of other schools.
- Staff described how the Head and his SMT are inspirational and role models for the Values. The Values truly underpin the way the school operates. 97.4% of staff responded positively to the statement in the on-line survey *'My behaviour reflects the organisation's values.'*
- Interviews with staff highlighted the value they place on not being afraid to ask for time off for family issues. This is a real weight off their minds and helps to alleviate stress.
- Staff all understand what is expected of them in their roles and responsibilities as shown by the 96.6% positive score in the on-line survey. Regular feedback and reviews take place throughout the school year.
- The school is held in national regard for inclusion and behaviour. Since the last assessment, numbers in Edu-K8 have reduced – highlighting effective behaviour management throughout the school.
- Staff are proud of the way in which the school makes a positive impact on the community. This was shown by the 96.6% positive response in the on-line survey.
- Collaboration is encouraged throughout the school as well as with external networks and professional organisations.

- Reward and recognition are an integral part of the culture of the school. This is led by the Head, SMT and Governors and filtered down to all parts of the organisation.
- Examination results have improved year on year.
- The school achieved the We Invest in People Leadership Award in 2019 and in 2020 won the Challenge Aware (NACE) for meeting the needs of able students.

## Congratulations on maintaining the **Platinum** accreditation level!

- *You care about your people, and we know you are ambitious to do even more for them.*
- *Our feedback focuses on what you need to do to keep improving.*

## What to work on and Recommendations

### The main areas to review are:

#### Leadership

- Prior to the Covid pandemic, there was an effective Leadership and Management development programme in place. Now that everything is settling down post the pandemic, it would be of value to reinstate this programme. However, before doing so, its content needs to be reviewed to ensure it will be fit for the future needs of Leaders and Managers.
- In many organisations, 360 reviews take place as part of Leadership and Management training - to gain feedback on performance before and after training. This would be worth thinking about when reviewing the development programme. It could also be considered as part of Performance Reviews for those in leadership/management roles.

#### Communication

- Staff were all positive regarding the effectiveness of the flow of communication – encouraged by regular meetings as well as the structure of the SMT and Middle Managers. Several mentioned that they would like the newsletter ‘Under the Bridge’ reinstated as this has stopped since the Covid pandemic.

#### Reward and recognition/wellbeing

- The Reward and Recognition Strategy is clearly defined and is working very effectively in the majority of areas within the school. There would be benefit in reviewing this to ensure all managers are giving recognition on a timely basis.
- The new Employee of the Month recognition is working really well especially as it is through staff nominations. All staff agreed it is really good to see that the recognition spans both support staff and teaching staff. Some organisations have gone further by publicising the list of nominations - the fact that staff have been nominated is acts as reward for individual staff.

## **Wellbeing**

- It is clear the health and wellbeing of staff is a real priority across the school. In order to gain feedback on how well the SMT and Middle Managers are coping with new roles and responsibilities, consideration could be given to the introduction of a regular individual Feel Good sheet with scores (1-5). This could start at SMT and Middle Management level and in the future, it could be cascaded down to the rest of the staff.

## **Diversity and Inclusion**

- Throughout this assessment it was evident that you make a real effort to create an environment that values and encourages diversity, linked to both staff and students. The new role of LGBTQ and Girl XL Co-ordinator confirms this commitment. How are you going to measure the effectiveness of these policies?
- Consider the development of a Diversity and Inclusion Policy/Strategy to pull together all the policies, support, and guidance you promote in this area within Redbridge Community School. At the moment this is provided by the Local Authority and might not be fit for purpose for Redbridge. This should have some SMART objectives so that you can measure its effectiveness.

## What's next?

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

### WHO?

The meeting will include Cath Parish (Practitioner), Jason Ashley, Simon Waterson.

### WHEN?

The feedback meeting is 'To Be Arranged'.

### WHERE?

TBA

### WHAT?

Together, we'll...

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

### To keep your accreditation, you need to:

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

## Don't forget to celebrate!

***Let your people know how you did. Continue to reward them for their hard work and keep including them in your journey.***

## Assessment results

Achieving the Investors in People Platinum award is a real accolade. All the survey scores were above those of your sector and other Investor in People organisations. Clearly, you are well on your way achieving your Ambition as follows:

- Redbridge will continue to offer a first-rate education for all students regardless of characteristics and no excuses, whilst seeking to recruit, retain and develop teaching and support staff.
- On one level we are proud to be inward looking, by constantly reviewing our own practice and challenging our own performance, so we become better without comparing ourselves to other schools.
- Our people come first, and the school invests heavily on recruitment, retention and wellbeing for both adults and students.
- The school is currently undertaking a second transformation to ensure Redbridge remains ahead of national policy, whilst shaping the school for the 21st Century.

*Assessment Results Table overleaf .....*

# Assessment Results Table - Your results by indicator

<b>REDBRIDGE COMMUNITY SCHOOL</b> <b>ASSESSMENT RESULT 2022</b> <b>Overall outcome against the 27 themes</b> <b>INVESTORS IN PEOPLE PLATINUM AWARD</b> <i>Note: Lowest theme level dictates final indicator outcome</i>		Developed	Established	Advanced	High Performing
<b>1. Leading and inspiring people</b>  <b>HIGH PERFORMING</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>HIGH PERFORMING</b>	Operating in line with the values				
	Adopting the values				
	Living the values				
<b>3. Empowering and involving people</b>  <b>HIGH PERFORMING</b>	Empowering people				
	Participating and collaborating				
	Making decisions				
<b>4. Managing performance</b>  <b>HIGH PERFORMING</b>	Setting objectives				
	Encouraging high performance				
	Measuring and assessing performance				
<b>5. Recognising and rewarding high performance</b>  <b>ADVANCED</b>	Designing an approach to recognition and reward				
	Adopting a culture of recognition				
	Recognising and rewarding people				
<b>6. Structuring work</b>  <b>HIGH PERFORMING</b>	Designing roles				
	Creating autonomy in roles				
	Enabling collaborative working				
<b>7. Building capability</b>  <b>HIGH PERFORMING</b>	Understanding people's potential				
	Supporting learning and development				
	Deploying the right people at the right time				
<b>8. Delivering continuous improvement</b>  <b>HIGH PERFORMING</b>	Improving through internal and external sources				
	Creating a culture of continuous improvements				
	Encouraging innovation				
<b>9. Creating sustainable success</b>  <b>HIGH PERFORMING</b>	Focusing on the future				
	Embracing change				
	Understanding the external context				

## Survey highlights (see also tables pages 15 & 16)

### Your highest scores (Themes)

- **Understanding the external context**

96.6% of staff strongly agreed or agreed Redbridge Community School 'has a positive impact on society.' 94.1% strongly agreed or agreed 'Redbridge Community School values and respects individual differences'. The responses resulted in an average survey score of 6.6 out of 9 and was 0.8 above the average for other IIP organisations and 0.5 above the average for other Secondary Education establishments.

- **Adopting the Values**

95.8% of staff strongly agreed or agreed that *Redbridge Community School has clear values*, with 97.4% strongly agreeing or agreeing that they share these values and that their behaviour reflects these values. This resulted in an average score of 6.5 out of 7 and was +0.5 above other Investors in People organisations; +0.4 above the average for other Secondary Education establishments.

- **Focusing on the Future**

93.2% of staff strongly agreed or agreed that *Redbridge Community School has a plan for the future*. This resulted in an average score of 6.5 out of 7. This was +0.7 above other Investors in People organisations and +0.6 above other Secondary Education establishments.

- **Embracing Change**

94% of staff strongly agreed or agreed the *SMT and the whole school embraces change*. This was particularly relevant due to the challenges of the pandemic and resulted in an average score of 6.5 out of 7 and was +0.9 above other Investors in People organisations and +0.7 above other Secondary Education establishments.

- **Enabling Collaborative Working**

94.4% of staff strongly agreed or agreed *my work enables me to work well with others*. The 'one team' ethos came out very strongly during this assessment. This resulted in an average score of 6.5 out of 7 and was +0.5 above both other Investors in People organisations and other Secondary Education establishments.

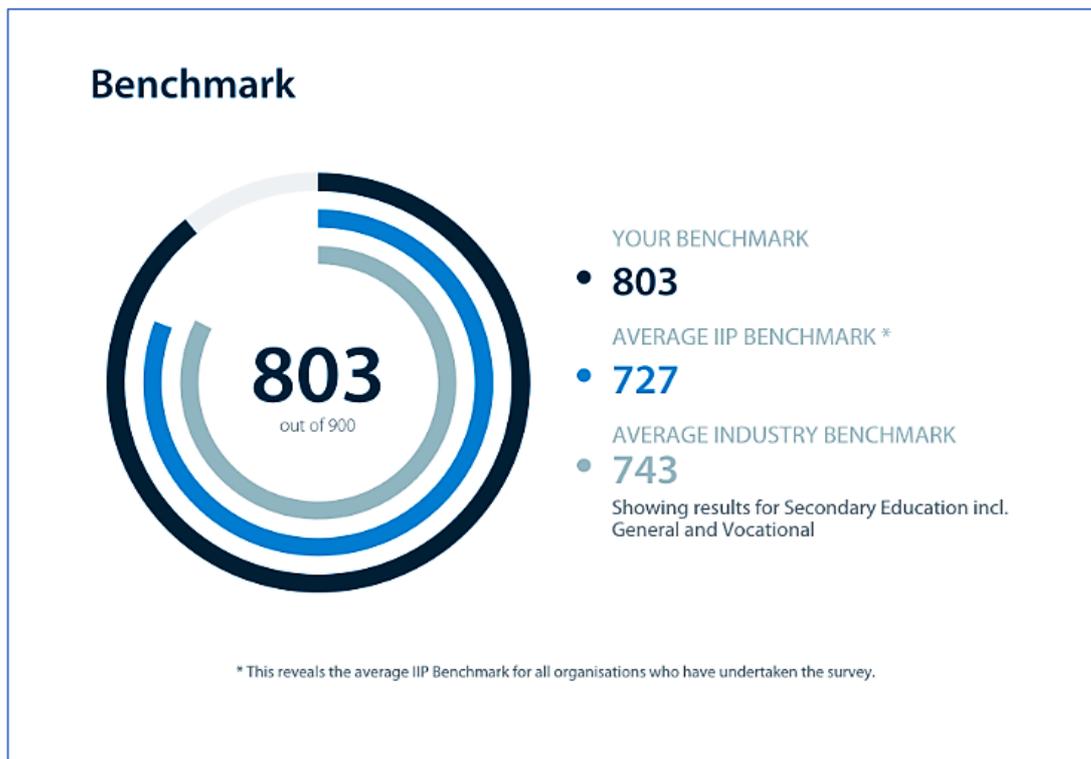
### ...and your lowest

The lowest average scores were all above the average for other IIP organisations and other Secondary Education establishments. This was particularly the case regarding Designing an Approach to Reward and Recognition, as it showed an average score of 5.9 out of 7. This was +1.0 above both other Investors organisations and other Secondary Education establishments.

Although shown as placed as part of your lowest scores, your average score for 'Deploying the right people at the right time' and 'creating a culture of continuous improvement' both showed a score of 6 out of 7. The first theme was +0.7 above both Investors in People and Secondary Education organisations – and the second theme was +0.3 above both Investors in People and Secondary Education organisations. Both are very good scores.

## Your overall survey Benchmark score

Your Benchmark score (against a maximum of 900) is well above the average for all IIP assessed organisations (50-249 employees): **803** (89.2%) **against 727** (80.8%); and also above the average score for assessed Secondary Education sector organisations (50-249 employees): **803** (89.2%) **against 743** (82.5%).



## Who took the survey?

(see Appendix for how teams scored each indicator)

A 97% response, 117 from 121, is remarkable and shows excellent staff engagement



## Benchmark comparisons

The following tables show how your survey benchmark measured up against other organisations.

**Table 1: All organisations (with 50-249 people) assessed against the IIP standard.**

**Redbridge Community School is 121st out of 2,153**

Benchmark				
Position	IIP Benchmark	Organisation	Industry Group	Number of Employees
1	875	f9caf49e-d552-e511-940f-005056a15fdf	Financial and Insurance Activities	104
⋮				
117	803	03b9f64c-78fb-e311-93f6-005056a15fdf	Social Work Activities incl. charities	52
118	803	146b67e8-b025-eb11-aa20-f152c3967c13	Wholesale and Retail Trade incl. Repair of Motor Vehicles	82
119	803	7ebfcec2-fc25-ec11-aa2b-bb235be381d5	Primary Education	52
120	803	e23bb019-ebfb-e311-93f6-005056a15fdf	Wholesale and Retail Trade incl. Repair of Motor Vehicles	82
121	803	Redbridge Community School	Secondary Education incl. General and Vocational	123
122	803	52914e74-4dfb-e311-93f6-005056a15fdf	Primary Education	69
123	803	dce1a5af-1dfb-e311-93f6-005056a15fdf	Construction	60
124	802	4d37ba74-c8b8-e311-93f6-005056a15fdf	Residential Care Activities	136
125	802	b154e6f9-4a97-e511-9411-005056a15fdf	Other Administrative and Support Activities	55
⋮				
2153	416	4638b991-c7b8-e311-93f6-005056a15fdf	Construction	59

Redbridge Community School\_Benchmark\_table

**Table 2: Organisations in the Secondary Education sector (with 50-249 people).**

**Redbridge Community School is in 7th position out of 104.**

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
⋮				
3	844	62104a7-45b4-e311-93f6-005056a15fdf	Secondary Education incl. General and Vocational	127
4	830	6a5d087c-44b4-e311-93f6-005056a15fdf	Secondary Education incl. General and Vocational	79
5	829	4672b7d5-44b4-e311-93f6-005056a15fdf	Secondary Education incl. General and Vocational	77
6	820	716a7529-45b4-e311-93f6-005056a15fdf	Secondary Education incl. General and Vocational	82
7	803	Redbridge Community School	Secondary Education incl. General and Vocational	123
8	801	15acc645-44b4-e311-93f6-005056a15fdf	Secondary Education incl. General and Vocational	173
9	798	5566d0be-c49a-e511-9411-005056a15fdf	Secondary Education incl. General and Vocational	112
10	794	1871b7d5-44b4-e311-93f6-005056a15fdf	Secondary Education incl. General and Vocational	76
11	793	342f908b-79fb-e311-93f6-005056a15fdf	Secondary Education incl. General and Vocational	120
⋮				
104	607	2494d3dc-45b4-e311-93f6-005056a15fdf	Secondary Education incl. General and Vocational	153

# Your survey results by indicator

The results show your Average Indicator Scores compared with the Average for all IIP assessed organisations with 50-249 people; all assessed Secondary Education sector organisations with 50-249 people; and your previous survey in 2019.

Your scores are well above the average for other Investors in People and Secondary Education comparators. Your own scores have dipped slightly, however this is to be expected following the challenges brought about by the Covid pandemic.

Indicator summary											
	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Indicator Score	Difference from IIP Average	Industry	Previous surveys
INDICATOR 1 Leading and inspiring people	56.6%	31.2%	6.8%	2.8%	0.2%	0.4%	1.9%	6.3	+0.7	+0.6	-0.2
INDICATOR 2 Living the organisation's values and behaviours	61.5%	31.5%	2.9%	2.4%	0.0%	0.0%	1.7%	6.5	+0.6	+0.4	-0.1
INDICATOR 3 Empowering and involving people	51.3%	32.7%	7.9%	3.8%	1.3%	1.1%	1.9%	6.2	+0.4	+0.4	-0.2
INDICATOR 4 Managing performance	58.5%	28.8%	6.6%	3.0%	0.4%	0.6%	1.9%	6.3	+0.6	+0.5	-0.2
INDICATOR 5 Recognising and rewarding high performance	40.0%	34.2%	11.8%	7.9%	3.2%	0.6%	2.4%	5.9	+0.8	+0.8	-0.2
INDICATOR 6 Structuring work	57.1%	32.5%	6.0%	2.1%	0.2%	0.0%	2.1%	6.4	+0.5	+0.4	-0.1
INDICATOR 7 Building capability	43.9%	37.3%	9.2%	5.6%	1.4%	0.2%	2.4%	6.1	+0.5	+0.5	-0.2
INDICATOR 8 Delivering continuous improvement	44.7%	37.4%	8.1%	6.4%	0.6%	0.9%	1.9%	6.1	+0.4	+0.3	-0.2
INDICATOR 9 Creating sustainable success	66.5%	27.1%	3.8%	0.9%	0.0%	0.0%	1.7%	6.5	+0.7	+0.6	-0.1

# Your survey results by theme

These results show your Average Theme Scores compared with the Average for all IIP assessed organisations with 50-249 people; all assessed Secondary Education sector organisations with 50-249 people; and your previous survey in 2019.

Once again, this shows how you are ahead of all other accredited IIP organisations and those accredited in the Secondary Education sector. Your own results were slightly lower than previous, but as described earlier, that is to be expected following all the disruption of Covid.

Themes (Highs and lows)										Industry	Previous surveys
	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Score	Difference from IIP Average		
<b>Highs</b>											
Understanding the external context <small>INDICATOR 9: Creating sustainable success</small>	71.8%	24.8%	1.7%	0.0%	0.0%	0.0%	1.7%	6.6	+0.8	+0.5	-0.1
Adopting the values <small>INDICATOR 2: Living the organisation's values and behaviours</small>	65.0%	31.2%	1.7%	0.4%	0.0%	0.0%	1.7%	6.5	+0.5	+0.4	-0.1
Focusing on the future <small>INDICATOR 9: Creating sustainable success</small>	66.2%	25.6%	4.7%	1.7%	0.0%	0.0%	1.7%	6.5	+0.7	+0.6	-0.1
Embracing change <small>INDICATOR 9: Creating sustainable success</small>	61.5%	32.5%	4.3%	0.0%	0.0%	0.0%	1.7%	6.5	+0.9	+0.7	-0.1
Enabling collaborative working <small>INDICATOR 6: Structuring work</small>	61.5%	32.5%	3.4%	0.9%	0.0%	0.0%	1.7%	6.5	+0.5	+0.5	-0.1
<b>Lows</b>											
Deploying the right people at the right time <small>INDICATOR 7: Building capability</small>	41.0%	37.6%	9.4%	9.4%	0.9%	0.0%	1.7%	6	+0.7	+0.7	-0.2
Creating a culture of continuous improvements <small>INDICATOR 8: Delivering continuous improvement</small>	38.9%	39.3%	9.4%	8.5%	0.9%	0.9%	2.1%	6	+0.3	+0.3	-0.2
Designing an approach to recognition and reward <small>INDICATOR 5: Recognising and rewarding high performance</small>	39.3%	37.6%	8.5%	11.1%	0.9%	0.9%	1.7%	5.9	+1.0	+1.0	-0.0
Participating and collaborating <small>INDICATOR 3: Empowering and involving people</small>	42.7%	32.5%	12.8%	6.0%	0.9%	3.4%	1.7%	5.9	+0.4	+0.5	-0.2
Recognising and rewarding people <small>INDICATOR 5: Recognising and rewarding high performance</small>	35.5%	33.8%	15.0%	9.0%	3.8%	0.4%	2.6%	5.8	+0.7	+0.7	-0.2

## NOTE:

In the Report that follows, responses reported as 'positive', are where staff have 'strongly agreed' or 'agreed' to a statement in the survey.

# What your people told us

## LEADING: Indicators 1, 2 & 3

### INDICATOR 1 LEADING AND INSPIRING PEOPLE

#### LEVEL: HIGH PERFORMING



**The alignment score in the survey showed 6.3 out of 7. This is +0.7 above other IIP accredited organisations and +0.8 above that of other organisations in your Secondary Education sector.**

#### Theme: Creating Transparency and Trust – HIGH PERFORMING

---Comments included:

*'The Head is a Leader who takes responsibility for mistakes, and we get the recognition and praise for anything that goes right.'*

*'I feel the Head is always one step ahead and prepares us for any changes that are needed for the future.'*

*'When changes are made, we realise they are needed. Careful consideration is taken following consultation. We are always striving to improvement.'*

*The Head was keen to re-jig the Inset Days. He asked for our opinions on his proposal before doing anything.'*

*'We are always kept up to date. Communication downwards and across the school is really good.'*

*'The Head is clear about the vision and purpose of the school and communicates this really well with all of us.'*

*The school is always in funds, and that means we can continue to manage our own budget. This way we can make our own decisions as to on what and how we spend the money.'*

*'The Governors ratify the budgets; we manage a total of £8.5 million.'*

*'The Fundamental 5 approach to our school plan, makes it easy for us to understand the main focus for the school. We are then trusted to adapt it to what we need to do in our departments.'*

*'When you walk into the school, you can feel the warmth. The Head really cares about all of us – staff and students.'*

*'The fact staff have stayed here so long, is proof in itself that we trust the leadership.'*

Since the last assessment, there have been changes within the Assistant Head team - Senior Management Team (SMT). The Deputy left to take on a headship role in another school and her position as Deputy has not been replaced. Another Assistant Head left to take on the role of Deputy in another school. These moves provided the opportunity for two internal promotions as Assistant Heads. Each of the Assistant Heads have their own niche responsibilities providing a broad base of support right across the school. This team works exceptionally well together and has resulted in a cohesive and collaborative team leading the whole school.

The line management structure of Assistant Heads and Middle Leaders allows for dissemination of information and clarity of purpose and targets to all stakeholders. The on-line survey showed 92.3% of staff strongly agreed or agreed to the statement *'Management communicates the organisation's ambition.'* Twilight sessions, Inset and the whole school conference meetings are used effectively for this purpose.

The new Fundamental 5 school plan was developed following the voluntary Ofsted test inspection. This identifies the purpose, vision and main areas of focus for the school in a simple diagram. Heads of Departments described how they were able to adapt areas of the plan to suit the needs of their students. Trust and autonomy were seen as real strengths across the school.

The school is currently undertaking a second transformation to ensure Redbridge remains ahead of National policy whilst shaping the school for the 21<sup>st</sup> Century.

Trust in the Leadership team has been earned and built through the Head's very transparent and collaborative leadership style. The Head's door is always open and allows staff and students to get additional support if needed. The survey showed a 91.4% positive response to the statement *'I trust the leaders of my organisation'*, however, interviews confirmed a 100% trust. Other comments included: *'I've been able to do what I feel needs doing. It's all about two-way trust.'*

Those interviewed confirmed they are constantly asked for their opinions regarding any changes that might need to be made. Examples given were the recent change from the SIMS software to Arbor and changes to the Twilight sessions. Surveys also went out concerning Covid and the measures that were used to ensure the wellbeing and the continuity of education.

Meetings are timetabled and minutes taken to ensure an effective flow of communication. The daily SMT meetings are short, but extremely useful as each of the SMT can pass on any specific information needed in their areas of responsibility. Staff meetings take place on Monday mornings before lessons begin, and within the departments there is constant collaboration and discussion with two-way information being passed around as necessary.

Role modelling the values is a strength at Redbridge – starting at the top. Staff talked about the Head being an *inspirational leader* who is always one step ahead where change is concerned. His drive for the school to *'be the best it can be'* is relentless – irrespective of the external environment in which the school is placed.

Respect, aspiration and integrity are the USP of the school and this is reflected in the culture throughout the school led by the Head and SMT. The survey showed an 88.9% positive response, with 5.1% 'somewhat agreeing' to the statement *'My organisation's leaders are role models for our Values.'* Interviews were, however, much more positive. An example given was where the SMT looked after classes in the hall to give teaching staff more time to catch-up coming out of the pandemic. Staff also described how the Head really respects their home and family life. They talked about the fact they are not scared to ask for time off for family needs, and this has really helped to alleviate much of their stress.

The Middle Leaders' Conference is welcomed. Heads of Department described how they try to mirror the behaviour and respect shown by the SMT. Middle leader breakfasts take place every half term to share good practice, expectations and methodology.

**Theme: Motivating People to deliver the organisation's objectives – HIGH PERFORMING**

Comments included:

*'My manager is amazing. She is always there when needed and is a true motivator.'*

*'When our Assistant Head comes to see us, I'm not worried as he is always positive, and comes to see how he can help.'*

*'I couldn't ask for a better line manager. He is so supportive.'*

*'The Head always recognises when we've done a good job and sends us a personal letter. He often shouts, 'You're doing a great job' down the corridor.'*

*'I have regular meetings with my line manager. He gives me guidance but lets me make my own decisions.'*

*'My manager backs me up 100%.'*

*'My manager is brilliant. She really listens'*

*'The Fundamental 5 plan is really clear. I have had a review meeting with my line manager when we discuss my objectives and how they will help the department. We also looked at any support or training that I might need.'*

The inspirational leadership is a real factor in motivating staff to do the best they can for the students. This also encourages a drive for continuous improvement and aspirations for developing their own skills and knowledge.

The Fundamental 5 plan is simple, clearly identifies the focus for school improvement and has been communicated with all staff – teaching and support staff. Staff all agreed they can relate to the plan and can see how they play a role in its success. The on-line survey showed a positive response of 96.6% to the statement *‘I understand what is expected of me in my role.’*

The on-line survey showed an 85.4% positive response to the statement *‘My manager motivates me to achieve my best’* – with 9.4% ‘somewhat agreeing’. Interviews highlighted good examples of where managers have been extremely supportive of their staff. *‘My manager is amazing and very approachable. She knows what I do and always listens.’*

The SMT – especially the Head – recognise the benefits of reward and recognition. This is a cultural ethos - not only for the staff, but also for the students. Those interviewed were keen to describe examples where their work has been recognised and rewarded in a variety of ways – including opportunities for career development as well as letters and gifts. The methods of reward and recognition used in the school are real motivators and make ‘all’ staff feel valued – not only teaching staff, but also support staff. The TA staff feel motivated by the close they relationship they have with the teachers, and the fact their advice is asked during planning meetings. This is not always the case in many schools.

Throughout the school, staff are encouraged to take on responsibilities over and above those of their jobs. These ‘stretch’ objectives enable staff to achieve results beyond what is expected of them. Staff described how the Head and his SMT are inspirational. They are always looking for ways of improving the school, its staff and students. They talked about the Head always being *‘one step ahead’* and able to foresee changes that will be necessary for the future success of the school. An example of this was the examination marking and prediction strategy put in place before the Government decided that schools should be responsible for identifying examinations results during the Covid lockdowns. The new transformation plan is another great example to prepare the school for the 21<sup>st</sup> Century is another great example.

**Theme: Developing leadership Capability – HIGH PERFORMING**

Comments included:

*‘I’ve always wanted to be a manager, and my HOD is delegating some of her responsibilities to me so that I can get some experience.’*

*‘As an Assistant Head, we all have dedicated roles and responsibilities throughout the school as well as externally. These are often outside our comfort zone, but good for our development.’*

*‘If the Head or one of the Assistant Heads is away, we can step up to take on their responsibilities.’*

*‘We are given the chance to lead specific projects to develop our leadership skills.’*

*‘TLRs are advertised, and these enable us to take responsibility for specific areas of research or new projects.’*

*‘We are clear about what is expected of us as a line manager. This is outlined in our handbook as well as in our job description.’*

*‘We are able to represent the school in areas such as examination boards, Governors in other schools, as well as part of other external organisations. This gives us some useful information as to what we need for the future.’*

There is a defined management structure, allowing for succession planning. The job descriptions and National Standards for line managers clearly identify what is expected of them in the way they lead, manage and develop staff. In addition, the Head made a presentation to the SMT highlighting the future capabilities they will need. They included: Values, Strategy, the art of Prediction and Pragmatism, Courage and Compassion, Empathy; Humour, and Vision. Assistant Heads have whole school responsibilities for example 'resilience'. Each of them has a responsibility for a particular area of the school, such as English and Maths. This works well as it provides another layer of support for HODs, as well as providing opportunities to gain feedback as to what is working well and any areas of development that might be needed across the whole school.

Feedback on management effectiveness is received through the Staff Reviews and surveys as well as observations and regular one-to-one meetings. Interviews with staff were very complimentary regarding the support and guidance they receive from their line managers. *'My manager gives me guidance but trusts me to get on with what I need to do. This works for me.'*

Prior to the Covid lockdowns, there was a Leadership and Management Development programme in place. Those who completed the programme confirmed this had been highly effective and suggested it should be re-instated. As part of this, it would be useful to incorporate 360-degree reviews to enable those on the programme to identify areas for development and also to celebrate their strengths. In future this could also be considered as part of SMT and Middle Management reviews.

## INDICATOR 2 LIVING THE ORGANISATION'S VALUES AND BEHAVIOURS

LEVEL: HIGH PERFORMING



**The alignment score in the survey showed 6.5 out of 7 and was one of your highest scoring indicators. This is +0.6 above the average for other IIP organisations and +0.4 above other organisations in the Secondary Education.**

**Theme: Operating in line with the Values – HIGH PERFORMING**

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

Comments included:

*'The Values are really strong here for both staff and students.'*

*'As part of the SMT, we are expected to inspire others to achieve their aspirations. This is part of our values.'*

*'The Values are all about the behaviour we expect in the department – not just the results.'*

*'We are encouraged to be aspirational for ourselves as well as our students.'*

*'The Values really do matter here.'*

The Values are clearly identified in the Redbridge Little Book of Values, as well as on posters throughout the school. However, interviews confirmed they are not just words, but actually underpin the way the school operates.

The new website adds clarity to the Values for parents, students and prospective staff. External reviews around the effectiveness of the core Values are carried out by Graham Wilson.

Staff described how the Head and SMT role model the Values. There is a great respect for individual differences, and this has been reflected in the new policies on LGBTQ and Maternity support. 92.3% of staff responded positively in the on-line survey to the statement *'The values at my organisation guide the way we work'* with 4.1% 'somewhat agreeing'. Once again, the interviews were positive about the Values. They all confirmed the Values underpin the culture of the school and this is led by the Governors, Head and the SMT.

One of the HODs explained how the books used in the curriculum are chosen aligned to the Values to ensure they are embedded within the students' behaviour.

New members of staff are mentored by experienced members of staff who exemplify the school's Values to ensure that they understand and adopt the Values.

Where students are concerned, there are a range of pastoral interventions targeting students who do not embrace the school's values to encourage their adoption in the way they behave.

Shine CPD raises the expectations of students, and in turn raises the aspirations of staff.

Decisions are made at Leadership level because they are seen as *'the right thing to do'*. A good example of this includes - the school payroll is managed externally, and recently the Business Manager discovered some staff had been underpaid for TLRs. None of the staff knew about this, but in line with the Value of Integrity, the Head agreed to repay this money out of the school budget. One member of staff was repaid £15,000.

Another example given was once again around pay. As there was no inflation pay rise this year, teaching staff would not get an uplift in their pension. However, the Head discovered that by paying them £1 more, this resulted in an uplift of 5% in their pensions and this was agreed.

During the pandemic, most schools found it difficult to predict examination results and many of the outcomes were inflated. However, Redbridge has always prided itself in its integrity to be realistic about predictions and was already a step ahead of most schools. Everything was in place ahead of when the Government gave out their instructions – avoiding stress for staff as well as being honest about predicted results.

**Theme: Adopting the Values – HIGH PERFORMING**

***This was one of your highest theme scores with an overall alignment score of 6.5. This is +0.5 above the average for other IIP organisation and +0.4 above your sector.***

Comments included:

*'We are constantly pushing aspiration. We model it then the students do it.'*

*'The Values are clearly set out in our Little Book of Values. We all have a copy and understand what this means to Redbridge.'*

*'Aspiration is something encouraged within Redbridge. I would love to be a HOD and asked for more responsibility - which was granted.'*

*'The Values shine through the whole school. They are in our culture and the ethos of the school.'*

*'I can't believe the 'Opportunities' we have to develop our careers and to take on responsibilities that interest us.'*

The on-line survey showed 95.8% of staff responded positively to the statement *'My organisation has clear Values.'* Staff talked about the fact everyone is striving for excellence – in the way they work as individuals, as teams and in the classrooms. They all agreed they wanted to be able to give the students the best chances in life through helping them develop academically and also giving them confidence and a feeling of self-worth.

The words 'aspiration' and 'opportunity' were used many times during interviews. Staff were all enthusiastic about the amount of encouragement they receive to achieve their aspirations. This is reflected in the fact that 41% of staff have more than 10 years service within the school. *'I never thought I could achieve as much as I have since joining this school.'* *'I have had the opportunity to take on so many different roles and experiences, there is no need for me to leave.'*

96.5% of staff responded positively to the on-line survey statement *'I share my organisation's Values.'* Those fairly new to the school said the school's Values had been a reason why they had applied to join the school – and they hadn't been disappointed.

A project called Respect Matters has been delivered by the SMT to students. Respect for one another is high profile throughout the school. This is reflected in the *'one school'* culture where there is no divide between support and teaching staff. Everyone is respected for the work they do, and staff feel valued for their contribution to the success of the school.

The Challenge award (NACE) was achieved in November 2020 – demonstrating excellence in provision for gifted and talented students. A real success story considering the deprivation of some of the families of students in the school.

Edu-K8 provide a hot lunch for all of their students out of the school budget and often include them in the preparation.

Breakfast was originally only provided for PPI students, but this has now been opened up to any students. The librarian leads this, and it was advertised for any support staff to help during this time – providing the opportunity to receive a TLR payment. Other opportunities include listening to children read and mentoring individual students. This also enables the support staff to develop deeper relationships with students.

Uniforms are provided to students who are identified as being in need and the Administrative staff organise this. Uniforms found as lost property are washed and recycled, and the office staff regularly present these in the front reception.

Staff volunteers take Duke of Edinburgh expeditions over the weekend following subsidised training by the school. In addition staff accompany students on trips aboard, including places such as China, France, Berlin and Rome. These are not only seen as 'opportunities' for staff, but also students.

A book vending machine has been installed to reward student good behaviour in line with the Values. This supplements their literacy learning.

**Theme: Living the Values – HIGH PERFORMING**

Comments included:

*'The Values are talked about at our departmental meetings, and we make sure our decisions are made in line with them.'*

*'The Values are ingrained in our culture. We all understand them, and they are just part of the way we work here.'*

*'There is a no blame culture here. If things go wrong, we use them as a learning experience and find solutions.'*

*'We are always encouraging the students to aspire. Some come from difficult homes, and it is up to us to instil aspiration and respect in them – often not provided at home.'*

The on-line survey showed 97.4% of staff positively responded to the statement *'My behaviour reflects the organisation's values.'* This was noticeably clear during the assessment interviews.

During the past 2 years of the pandemic, crime escalated significantly within Southampton, and the Head kept the school open as he felt the students were safer there than out in the streets.

The school is signed up to the Saints Foundation and an appointment has been made for a member of their staff to encourage a range of students to adopt the core values. This is working effectively and includes sport as well as one-to-one mentoring.

The adoption of a family of male guinea pigs, chickens and a school dog allows staff and students to experience animal care. Staff all agreed this is very therapeutic for them. It also helps develop respect where the students are concerned.

The Alumni organisation arranges for former students to come into the school to talk to current students about their future opportunities including University. Recent events include the school's Raising Aspirations Day at Chilworth Manor, a Careers Fair and Shine conference.

Administrative staff described how parents can sometimes become stressed, and strategies need to be implemented to calm them down and to show them respect. Examples were given where their language can be a barrier, and Google is used to translate.

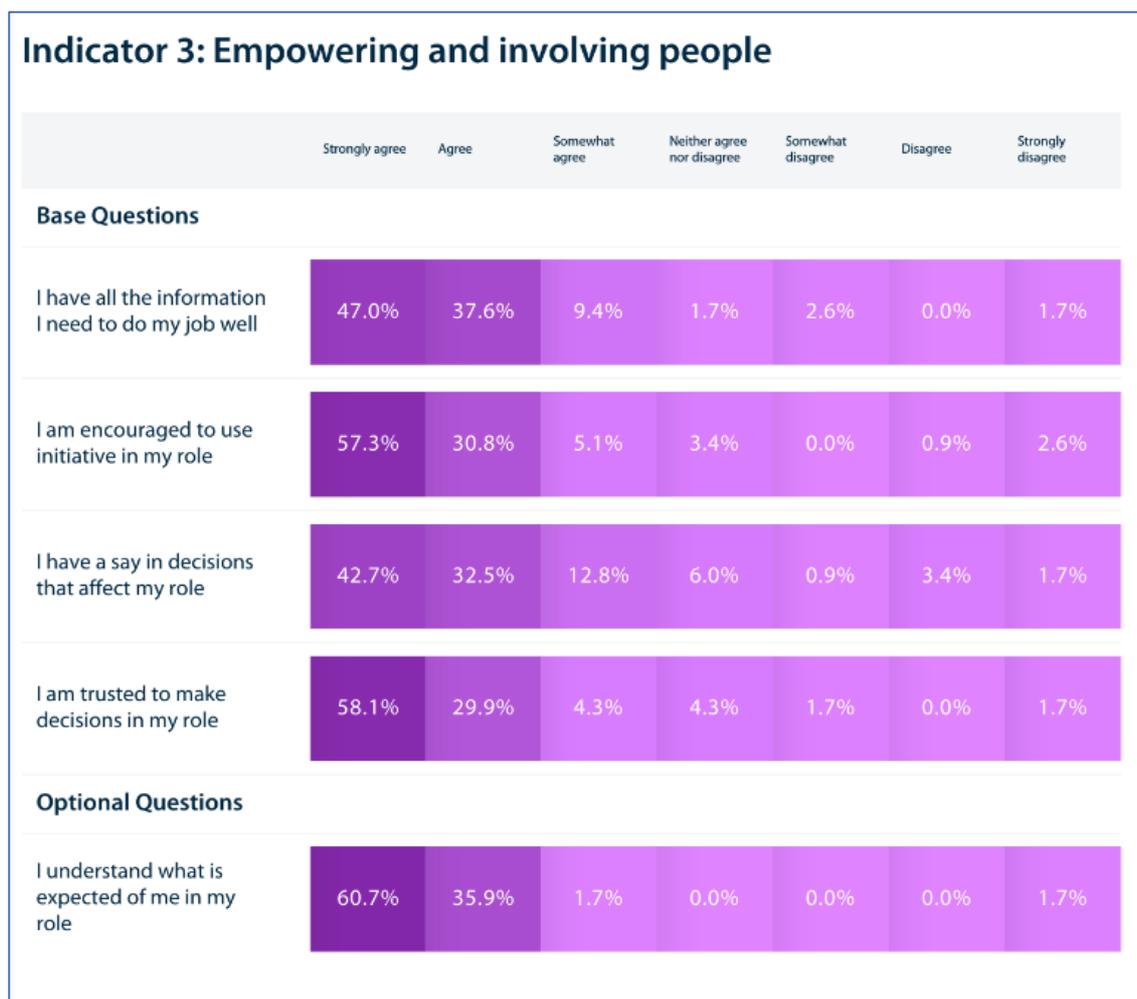
There is a strong focus on inclusion, as reflected in the new appointment of Girly XL and an LGBTQ Co-ordinator. New policies have been developed and put in place for LGBTQ and Routes into Parentage. These policies address the various possibilities relating to parenthood, including adoption, IVF, surrogacy and natural conception. Instead of the statutory maternity pay, full pay is now given.

The Wellbeing of staff is paramount within the school, led by the Head. The decision has been made to cut down on meeting time by 50% to improve the work-life balance for staff. Also following the attendance at three Inset days, staff now have a day off for Christmas shopping.

The school is true to its values and is passionate about supporting the community. For example, 3.5 tonnes of food were allocated and delivered by the school to the community during the Covid lockdown. During the hard times of lockdown when there was a shortage of some food, the Head and an Assistant Head went out to buy the food themselves and delivered it to the needy families.

## INDICATOR 3 EMPOWERING AND INVOLVING PEOPLE

LEVEL: HIGH PERFORMING



**The alignment score in the survey showed 6.2 out of 7. This is +0.4 above the average for other IIP organisations and +04 above your Secondary Education sector.**

### Theme: Empowering People – HIGH PERFORMING

Comments included:

*'Communication is particularly good here. We are kept up to date with information through regular staff and team meetings as well as e-mails, and newsletters.'*

*'There is an open-door policy that gives us freedom to come up with new ideas. We feel free to approach tasks in our own way.'*

*'The fact we control our budget, we can make our own decisions on how we spend the money and try to get good deals when buying supplies.'*

*'My line manager leaves me to it. We have regular meetings to check progress, but it's up to us to meet the students' needs.'*

*'I want staff to deal with issues themselves.'*

*'There's no finger pointing here. We have freedom and responsibility and are not watched but trusted to do a good job.'*

Throughout this assessment there was no mention of anyone being micro-managed. Comments included *'We are given the autonomy to get on with our jobs and to use our initiative.'*

The schedule of regular staff, team and one-to-one meetings, enables communication to flow effectively throughout the whole school. 84.6% of staff replied positively with 9.4% "somewhat agreeing" to the statement in the survey *'I have all the information I need to do my job well.'* This is working well and those interviewed were very complimentary about the effectiveness of communication throughout the school and how this is made in a timely manner.

HODs and staff are proud of the fact they are given the autonomy to develop their own departmental plans, linked to the Fundamental 5 school plan. In turn, staff confirmed they identify and agree their own targets and objectives aligned to the team's plan and are given ownership for their own development.

The purchase of the new Arbor information system enables departments and individuals to have access to immediate information regarding student progress. It also enables marking to take place during the lessons rather than teaching staff having to do this outside of class time. This is all part of the school's passion to support the work life balance of staff.

There are constant reviews through one-to-one, team and whole school meetings. This not only helps staff to identify any areas for development, but also gives time to celebrate and reward good performance.

Staff all confirmed there are many opportunities for them to take the lead. This is not confined to teaching staff, but also support staff. Examples included the RLPs (Redbridge Learning Practitioners) who specialise in particular areas of learning to mentor and support others throughout the school. All of the Assistant Heads have identified roles and responsibilities in the school, and in the community. An example being the Head of Edu-K8 leading in the management of behaviour other schools within the Trust who have issues in this area.

The survey showed 88.1% were positive regarding the statement *'I am encouraged to use my initiative in my role'* with 5.1% 'somewhat agreeing'. Interviews with staff indicated this is a strength within the school, and also a motivator. *'There is an underlying consistency here, but we can use our own initiative and are not judged. It's OK to make mistakes.'*

Everyone knows the Head's mantra – *'staff should go to managers with solutions rather than problems.'* Interviews highlighted this is the culture throughout the school. They described how they are encouraged to deal with issues themselves and feel empowered to do so. *'As a HOD there is trust in your expertise – and you have freedom to teach and develop your department in line with the needs of the students.'*

The multi-level leadership and management structure has given staff the opportunity to take the lead. Succession planning is clearly identified, including deputies within the departments. However, it was clear when talking to staff that not all of them want to be 'managers'. The fact they are able to take on responsibilities that interest them is motivating enough for them. Examples include taking part in the Duke of Edinburgh Awards, leading on data collection and leading on the introduction of Horticulture. *'I love it here. I am able to take responsibility for things I like doing and that's what makes me want to do my best.'*

## **Theme: Participating and Collaborating – HIGH PERFORMING**

Comments included:

*'We are always listened to if we have a new idea.'*

*'We're always asked for our opinions before changes are made. Often surveys are sent out to everyone.'*

The survey showed 75.2%% of staff gave a positive response to the statement *'I have a say in decisions that affect my role'* with 12.8% *'somewhat agreeing'*. All staff interviewed were very complimentary about the amount of collaboration and inclusiveness there is throughout the organisation – led by the Head and SMT.

This collaborative and open culture is cherished by everyone. Staff described how surveys are sent out to them, parents and students to gain their perceptions/feedback for future planning. During the pandemic, a survey was sent to teaching staff to gather their experiences and ideas regarding distance learning.

Examples of actions following a staff survey include:

- More consolidation days
- Lessons to be reduced by 10 minutes
- Head wrote to parents regarding students using the video during on-line lessons.

Teaching Assistants went out of their way to talk about the excellent relationships they have with the teaching staff. Time is allowed for them to meet to discuss the lessons, which is a great help and not always carried out in other schools. This makes the Teaching Assistants feel valued, as often they are asked for their advice.

Participation and teamwork play a major part in the culture of Redbridge. Staff talked about the way everyone *'mucked in'* during the Covid period. There were examples where teaching staff came in to support their colleagues, even though they were not on the rota. The teamwork within the office staff was exceptional during this time, with everyone taking on each other's roles to keep everything running smoothly. Rotas were developed so that the attendance of both teaching and office staff was fairly distributed.

Staff confirmed they were involved in the development of Metacognition and the Fundamental 5 keys unlocking learning at Redbridge. The focus for the school is now on Literacy, Recall/Questioning, Shine Challenge for All, Sequencing, and Assessment. Metacognition is a new area of focus, and a new role has been developed to lead on this. Each department/team is tasked with developing their own plan to support the school's success in these areas.

Staff turnover is extremely low, with only 10 staff having left over the past 3 years – mainly for retirement and younger members of staff wanting to travel. A comment given during interviews sums this up *'Here, if you left, the grass is not greener. You feel part of a big family team.'*

There are many opportunities for collaboration, including middle leader meetings, Inset Days, team meetings, SIG groups, conferences, SMT meetings.

This assessment showed an emphasis on the *'One Team'* – accelerated by the challenges brought about by Covid. The camaraderie and willingness to go the extra mile, certainly surfaced during this time, and has continued through the transition period coming out of the pandemic.

The Assistant Heads (SMT) have been recruited not only to provide opportunities to develop future leaders, but also as a conduit for two-way consultation between departments/teams and the SMT. The open and consultative leadership style encourages staff to feel empowered to challenge the status quo to improve the organisation's performance. The culture of continuous learning and development and continuous improvement, gives staff at all levels the confidence to try out new and innovative ideas, with the understanding they are working in a safe environment.

**Theme: Making Decisions – HIGH PERFORMING**

Comments included:

*'We are given a lot of autonomy to make decisions according to our job roles.'*

*'We have the right information and training to help us make decisions.'*

*'We are given training and guidance, and then trusted to make decisions in our jobs.'*

*'Job descriptions indicate the level of decision making we have, and this was discussed during our induction.'*

This assessment highlighted the two-way trust between the Head, SMT and staff. Interviews confirmed this is one of the school's strengths. Responsibilities are identified and aligned to individual roles, and this clarity helps to understand what is expected of them.

As confirmed earlier in this report, staff all agreed two-way communication is effectively cascaded down and passed upwards. The two-tier leadership and management structure makes it easy to pass on information quickly to staff – with the result that staff can act and make decisions themselves. 96.6% of staff responded positively to the statement in the survey *'I understand what is expected of me in my role.'* This and effective communication, stands them in good stead when they need to make quick and meaningful decisions.

Individual reviews and one-to-one meetings are used to discuss and agree levels of decision-making, especially for new staff and those taking on additional roles/responsibilities.

Time is given to middle leaders to implement or plan any new initiatives beyond the everyday workload. An example given included the new hybrid year 9's impact on the Performing Arts team, and they have been given an away day to work on this together.

Discussions with staff confirmed they feel trusted to make decisions, illustrated by the 88% positive response, with 4.3% "somewhat agreeing" to the online survey statement *'I am trusted to make decisions in my role.'* Interviews were more positive than shown here.

The new Arbor information system will also enhance the speed with which staff can access data to assist their decision making.

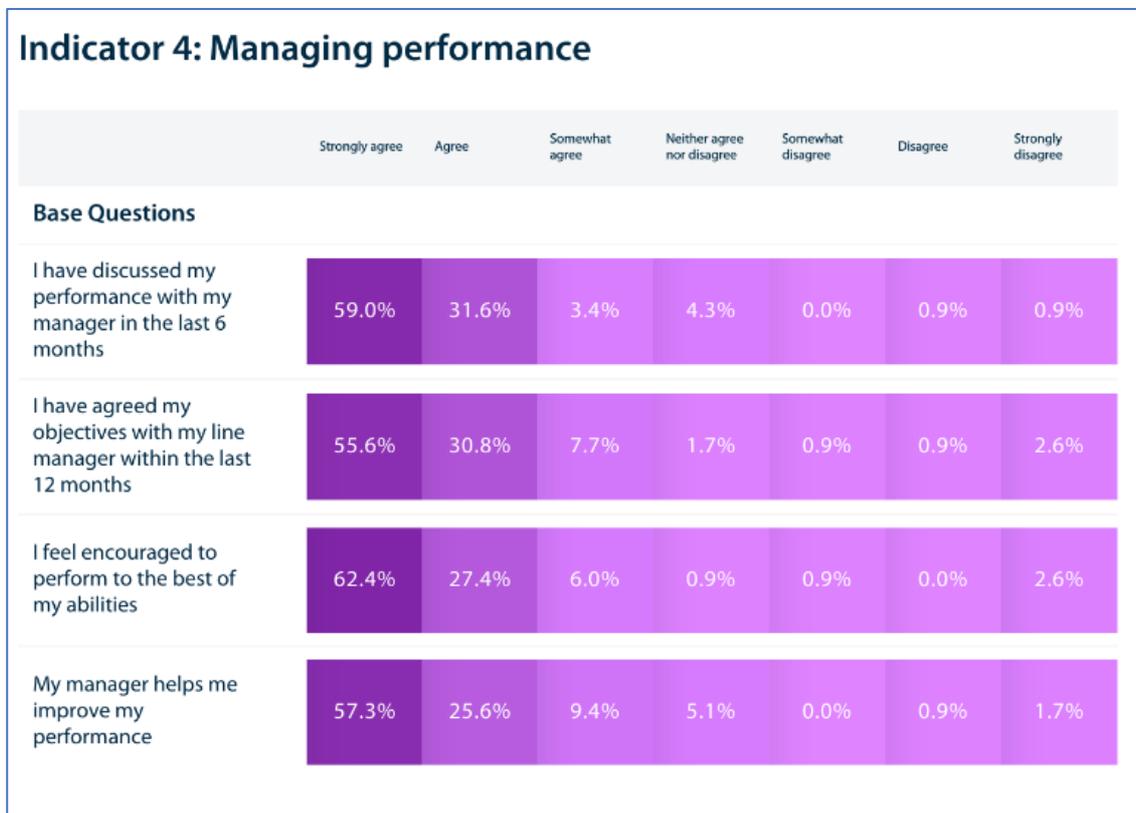
Middle leaders are considered to be 'the engine room' of Redbridge and this has led to an intentional power shift to middle leaders by the Head and SMT regarding the delivery of the curriculum. Discussions with HODs confirmed they have fully taken on this responsibility and feel empowered to develop their plans around the curriculum aligned to student needs. This is working very well and there was a definite feel of enthusiasm to do the best they can for the department team and students to succeed.

As described earlier in this report, there is a 'real' open-door policy in the school – not just in words, but in action. This encourages staff to come forward to challenge the status quo in order to improve the school's performance. An example of this is the new Arbor information system – put forward as an idea by a member of staff.

# SUPPORTING: Indicators 4, 5 & 6

## INDICATOR 4 MANAGING PERFORMANCE

LEVEL: HIGH PERFORMING



**The alignment score in the survey showed 6.3 out of 7. This is +0.6 above the average for other IIP organisations and +0.5 above your Secondary Education sector.**

### Theme: Setting Objectives – HIGH PERFORMING

Comments included:

*‘I have frequent one-to-one meetings with my line manager throughout the school year. At the beginning of the year, I am able to discuss and agree objectives, and any training or development that I need.’*

*‘We are constantly reviewing how and what we are doing. If we need to, we change things.’*

*‘Our department’s plan is written in line with the 5 Fundamentals. These guide what we need to focus on over the year.’*

There was an 86.4% positive response with 7.7% “somewhat agreeing” to the statement ‘I have agreed my objectives with my line manager within the last 12 months.’ However, all of the staff interviewed confirmed they have regular review meetings with their line manager. This was confirmed by the 90.6% positive response to the statement ‘I have discussed my performance with my manager in the last 6 months.’ They commented that the revised review process is much more user friendly and led by them. This enables them to take ownership of their objectives as well as any development they feel they need.

Student target grades are high, in line with high aspirations, but these are not used to penalise staff or departments if targets are not met.

External reviews take place to ensure quality of the school's performance. Examples being the voluntary Ofsted test inspection; Local Authority inspections as well as external consultancy bought in by people such as Jo Shackleton who is a literacy and language expert.

Stretch objectives are the norm for all members of staff and all of those interviewed had agreed objectives beyond their job roles. These may include taking responsibility for a new project; being in charge of First Aid; setting up a new area of work such as Horticulture; becoming a RLP and training others within the school. Office staff have recently been trained as invigilators so that they can cover when necessary. Some of the stretch objectives are linked to TLRs. Examples included being co-ordinator for Charity into University – organising trips for year 7; leading in science practical's and writing a policy for this. The introduction of a new Horticulture focus came from a member of staff, and he has taken this on over and above his role.

Stretch objectives are not always just financial, and extra responsibilities are looked upon as effective ways to develop themselves as well as both students and staff. It was interesting to see how those involved in these activities were so enthusiastic to share their expertise and knowledge.

Staff all confirmed they are responsible for their own targets and can measure their own performance. The new Arbor information system will enhance the amount of data collection within the school whilst reducing staff marking time. This is a big change from SIMS, and staff have welcomed the challenge.

### **Theme: Encouraging High Performance – HIGH PERFORMANCE**

Comments included:

*'My manager is always supporting me to be the best I can be.'*

*'The performance review process is clearly laid out in our staff guide.'*

*'We receive lots of praise and recognition for what we do, although most of our motivation comes from knowing we are making a difference to the students' welfare and career opportunities.'*

The survey showed a positive 89.8% response from staff to the statement *'I feel encouraged to perform to the best of my abilities'*. The Reward and Recognition strategy plays a part in encouraging this – although this is not the only factor. The care taken over staff wellbeing also scores highly and most of all the recognition that they are helping the students to have a better life.

The passion to do the best for the students shone through all the interviews during this assessment. This is led by the inspiration and transparency of the Head and SMT. The drive for both staff and students to achieve or surpass their aspirations is not only one of the school's Values, but also underpins its culture. This came out very clearly during staff interviews.

Open and honest conversations take place with staff about their performance in a non-threatening way. Where needed, relevant support is provided, both through internal and external mentoring and coaching as well as formal develop/training. Modelling takes place on a regular basis, with staff shadowing experts in specific areas; the RLPs are used effectively to support learning and development needs. Role changes are agreed where appropriate. *'We really show we care for staff, but if we need to, we make changes where necessary as we did in Science.'*

Senior leaders' objectives are challenged by the SMT in regular one-to-one meetings with the Head. Middle leaders' objectives are challenged in their line management meetings with SMT as well as meetings with the Head. The level of challenge makes sure the objectives are realistic and purposeful.

Since the last assessment, a new reward and recognition system has been put in place – Employee of the Month and Student of the Month. These are voted on by staff and students and have had a positive outcome on both staff and students, making them feel valued.

**Theme: Measuring and Assessing Performance – HIGH PERFORMING**

Comments included:

*'We are constantly reviewing and assessing how we are progressing against our objectives.'*

*'You need to know what you do well and what you could improve.'*

*'We can take ownership of our own objectives and monitor how well we are doing.'*

*'Learning Walks take place to monitor performance. These highlight any areas we need to develop as well as recognise what we're doing well.'*

*'There's a plan to do an analysis of the data drop in the summer. We have live data coming out – including an attendance tracker.'*

The performance management system is clearly defined and understood – as set out in the Staff Guide. Staff described how they have regular one-to-one meetings, with opportunities for two-way feedback. Opportunities for staff to shadow one another or observe lessons – sometimes outside of their subjects – also help them measure their own performance and gain new ideas for improving their performance.

Managers have regular one-to-one meetings with staff to discuss their performance – the understanding being that performance management is ongoing. 90.6% of staff replied positively to the statement *'I have discussed my performance with my manager in the last 6 month.'* However, interviews were far more positive than shown in the survey.

Values are discussed as part of performance reviews as well as during team and whole school meetings. As shown in indicator 2 of this report, 97.4% of staff replied positively to the survey statement *'My behaviour reflects the organisation's values.'* They permeate throughout the school, not only with the staff, but also with students. Where students are not behaving in line with the Values, staff are quick to point this out, and to carry out interventions where necessary.

Feedback from parents, students and staff is used as part of measuring performance. Surveys are used and one-to-one meetings are used regularly to collect perceptions - with actions taken accordingly. Examples following a staff survey include:

- More consolidation days
- Lessons to be reduced by 10 minutes

Crime has risen in the area over the past three years, and this showed up as a real worry for parents in a recent survey. As a result, a team of sniffer dogs were employed to visit the school to carry out a drugs inspection, and metal detectors were installed to check on any weapons that might have been brought into the school. This helped to alleviate any stress for the staff as well as parents.

Data collected includes:

- Examination results show a real improvement in higher grades over the last three years, even though the pandemic has been a real challenge:
- Higher grades increased by 47%
- Grade 9s increased by 1500%
- Total higher grades amounted to 206 in 2021

Other successes since the last assessment include:

- Investors in People Leadership Award won in 2019
- Challenge Award for Gifted and Talented Award - 2020
- 2021 overall examination results up by 2%
- 64% of staff promoted over the last 3 year
- 54 (41%) of staff have accrued over 10 years of service

Data regarding staff sickness was recorded and monitored on a graph, however, this was, of course, marred by the Covid pandemic. Return to work interviews follow any staff absenteeism, and support arranged as necessary.

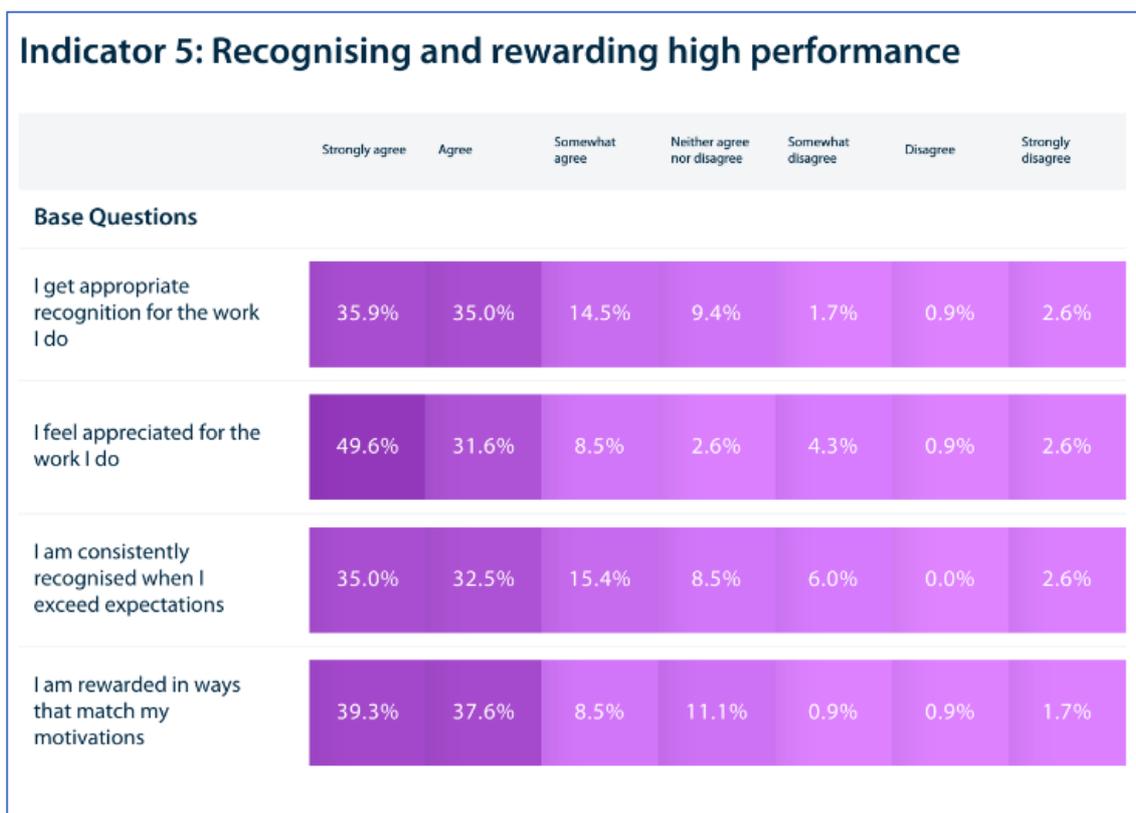
Metrics around student safeguarding is particularly important, especially following the murder incident of one of the students. CPOMS software is used for recording and monitoring any protection and safeguarding concerns. Every member of staff has an obligation to report any concerns they may have, and this information is recorded centrally. Relevant people/services are alerted immediately.

Governors play a critical part in monitoring and measuring the success of the school. Performance reviews take place with the Head where objectives and targets are agreed. These are monitored regularly through Governor meetings as well as through presentations from staff – for example the Business Manager - and regularly visits to the school. Staff were keen to acknowledge the fact the Chair of Governors speaks to staff whilst visiting the school and this is welcomed.

The school is always looking to improve. This was reflected in the request for a voluntary Ofsted test inspection against the new Ofsted criteria. *'We wanted to tease out sharper practice in the curriculum.'* The feedback was positive, especially around staff CPD. In addition, other external reviews have been sought as described earlier in this report.

Coaching and mentoring are the norm within Redbridge. Staff are encouraged to go to their line managers with solutions and are able to try things out without the fear of failure. Part of the role and responsibility of the SMT is to mentor and coach those they line manage. In turn, HODs also actively mentor and coach their teams. Mentoring for the Assistant Heads is carried out by the Head, and their responsibilities are moved around to give them more exposure to the needs of the school and the community. This one of Redbridge's USPs.

**INDICATOR 5      RECOGNISING AND REWARDING HIGH PERFORMANCE**  
**LEVEL:              HIGH PERFORMING**



*The alignment score in the survey showed 5.9 out of 7. This is +0.8 above the average for other IIP organisations your Secondary Education sector.*

**Theme:      Designing an approach to recognition and reward – HIGH PERFORMING**

**The survey average score for this theme was 5.9 out of 7. This was one of your lowest, however it was +1.0 above other IIP organisations and +1.0 above other Secondary Education organisations. This is a good result.**

Comments included:

*‘The Head is wonderful about writing personalised letters to us to recognise successes and good work. The letters really make you feel valued.’*

*‘The culture here is all about recognising and rewarding good performance. This is both for staff and students.’*

*‘Edu-K8 is driven by rewarding good behaviour rather than punishing bad behaviour.’*

The Head and SMT are continuously looking at new ways of recognising and rewarding staff and students. As a result of the last IIP assessment report, Employee and student of the Month has been introduced. This is working very effectively and decided through staff and student nominations. Staff who have won awards — where delighted to be given the recognition. They had received a voucher and parking space for the month. It's good to see that both teaching and support staff being recognised. The excitement is accelerated by the fact the results are announced by the tannoy system for everyone to hear. To gain the full benefit from this system, consideration could be given to communicating the names of those nominated – even though they might not have won the award.

There is no doubt that the reward and recognition strategy is having a positive affect on staff retention, engagement and on their health and wellbeing. The average long service of staff during the last assessment was 8.5 years. This time 41% of staff have been in service for over 10 years.

Staff were keen to talk about the many other reward and recognition systems in place, including:

- Amazon vouchers
- Pamper packs
- Time off for family events
- Long service awards

They also described the excellent support for their wellbeing; opportunities to develop their careers; TLR opportunities to provide extra pay as well as making their work interesting; surprise gifts such as plants at the end of the Spring term.

The Head goes out of his way to reward and recognise staff, and recently sent each member of staff a voucher for £25 to thank them for all their hard work during the challenge of Covid.

The survey showed 76.9% of staff responded positively (with 8.5% “somewhat agreeing”) to the statement ‘I am rewarded in ways that match my motivations’ with 11.1% neither agreed nor disagreed’. There would be a benefit in running another survey to gain staff ideas about additional ways in which they would like to be recognised. However, as can see by the overall average score, Redbridge is ahead of the game with this in comparison to other organisations.

**Theme: Adopting a culture of recognition – HIGH PERFORMING**

Comments included:

*‘Reward and recognition are an integral part of the school.’*

*‘Respect and saying thankyou are embedded throughout the school.’*

*‘We were given a day off to develop our schemes of work.’*

*‘If we need time off for family reasons, this is always granted.’*

During the pandemic, health and wellbeing was a main priority. The rota system was established to minimise the amount of contact staff had with students and other members of staff. This worked very effectively. The Governors were involved in the strategy for giving full protection to staff to safeguard their wellbeing.

The amount of money spent on the Wellbeing of staff is looked on as an investment. The Westfield Healthcare cover has been enhanced to include claims for children and 24-hour doctor support for the whole family. This is underpinned by the knowledge that if staff are able to acquire the support they need speedily, enables them to return to work more quickly – saving on cover and also on the stress for the member of staff. Mental Health training has been carried out by Solent Mind with all staff, and this is monitored regularly. *'We are often being asked how we feel by the Assistant Head.'* HR plays an effective role in providing opportunities for staff to discuss any wellbeing issues they may have on an individual basis – especially for those wishing or going into parenthood. This is working well.

The support given by the Employee Assistance Programme (EAP) is communicated to all staff as part of the benefits provided by the school, this is monitored by HR.

It has always been part of the school's culture to recognise the hard work of staff. Effort goes into ensure the recognition moments are *'surprising'* and *'thoughtful'*. The environment in which staff work is also taken into consideration, and improvements made accordingly. An example of this is the new furniture to provide wellbeing space during discussions with HR.

The Head does out of his way to reward and recognise staff, and recently sent each member of staff letter with a voucher for £25 to thank them for all their hard work during the challenge of Covid.

Examples of other recognition include:

- Every Christmas the SMT meet staff as they arrive and make them a hot drink and give them a gift.
- Burger vans outside the school to recognise how hard staff had worked at the end of term.
- Cakes and biscuits are regularly provided for staff.
- £1,784 has been spent on catering for staff during Inset days.
- At the end of the Spring Term, members of staff were provided with a named plant to brighten up their rooms, or to take home. The cost of this was £1,556.
- The Maths and Science Departments have a fixed agenda item in line management meetings of giving a card to a member of staff to recognise their hard work.
- Time off for family reasons.

**Theme: Recognising and rewarding people – ADVANCED**

Comments include:

*'We are always made to feel valued. We're not just office staff, but part of the team working towards helping the students and the school succeed.'*

*'As a TA, I'm always thanked for the work I do. I've taken on reading with some students, and this helps me to get to know the students better. I also get paid for this.'*

*'It's the little things that mean so much to us like the plants we got at the end of term.'*

*'I'm organising a tea party to thank the TA staff for all the hard work they put in to helping the students and teachers.'*

*'As office staff, we were given an afternoon off, and lunch to thank us.'*

The approach to reward and recognition is set out in the Staff Guide. Pay awards are related to performance for teaching staff, with R&R awards or discretionary awards given where appropriate. TLRs are used to enhance the pay and there is also a mechanism to pay overtime where appropriate.

Maternity pay has been increased to full pay rather than the statutory pay given in the past. In addition, compassionate time off for childcare or other family needs is supported by full pay. This is very much appreciated by staff.

81.2% of staff replied positively in the survey, with 8.5% “somewhat agreeing” to the statement ‘*I feel appreciated for the work I do.*’ Interviews confirmed the office and support staff all felt valued for the work they do. ‘*They couldn’t do without us and tell us so.*’ The work they were involved in over the Covid period has encouraged them to feel an integral part of the ‘one team’. All of the office staff came in on a rota system and felt appreciated for the work they carried out. This was also the case with the TA staff who were still able to support individual and small groups of students through breakout sessions in the on-line teaching during the lockdown period.

The on-line survey showed a 67.5% positive response – with 15.4% ‘somewhat agreeing’ – to the statement ‘*I am constantly recognised when I exceed expectations.*’ There were just a few examples where individual staff felt recognised by the school as a whole, but recognition within their departments was not always given in a timely manner. This was particularly evidenced in the Science and Humanities Departments and is something that needs to be reviewed.

Financial reward and recognition is reflected in staff motivation to perform their best, however, they all agreed it is the other small, noticeable things that also drive performance, and the SMT understands this. The drive to support staff wellbeing has been increased since the last assessment. The budget shows £49,132 has been spent on healthcare plus £9,670 on rewards since 2020.

Above and beyond payments of £1,200-£1,500 are paid from the Accomplished Teacher programme.

Newly appointed teaching staff are employed in the summer term as this gives them the opportunity to acquaint themselves with the school and students, and also enables them to be paid over the summer holidays. This is very welcomed.

Staff all appreciate the flexibility of working from home when necessary; reduction in meeting times; time off for Christmas shopping in recognition of the time spent during Inset; early closure of the school; opportunities to be involved in trips abroad and outside activities with students such as the Duke of Edinburgh Award. Outside pursuits for students have been increased, and these can be used as team building for both staff and students. Opportunities to develop and progress their careers is also high on their list as a motivator.

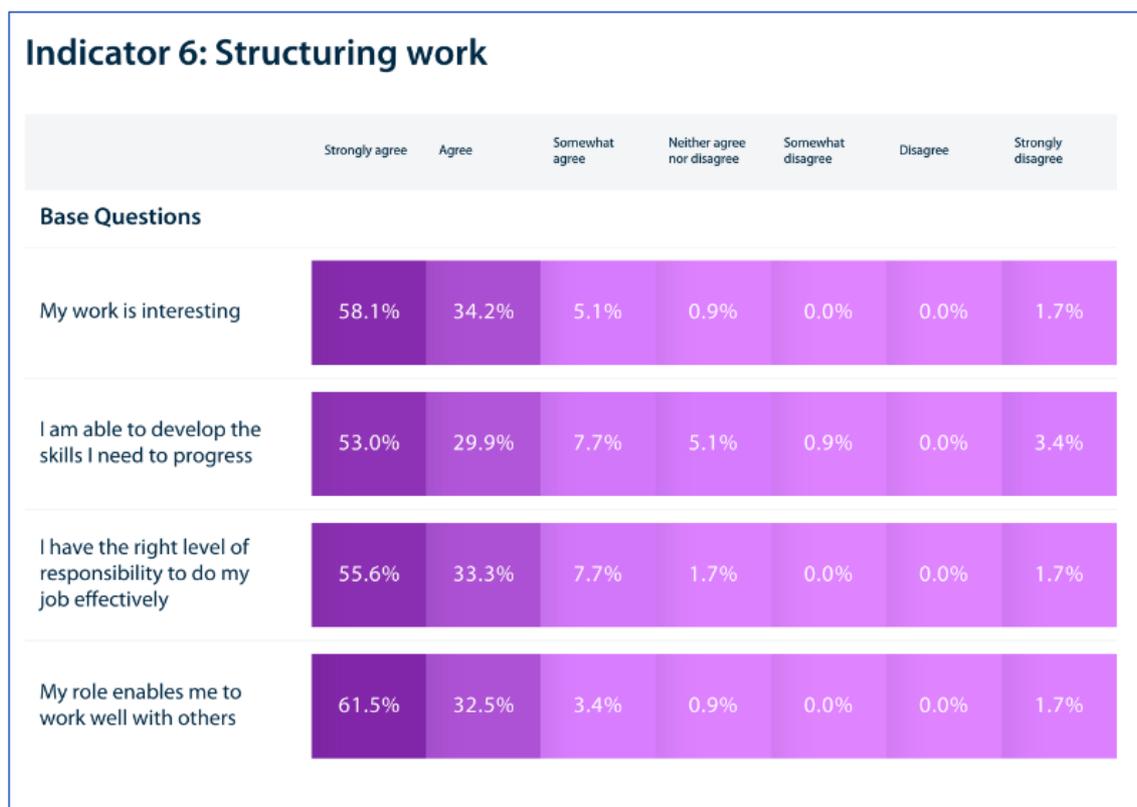
Stretch objectives and targets are used effectively to make jobs more interesting, whilst also supporting the success of the school. It was clear through talking to staff that they rise to the occasion and welcome these opportunities – especially as they are paid for.

**Development:**

Review the strategy for reward and recognition with line managers to ensure this is given in a timely manner. This should also be part of the Leadership and Management Development Programme.

## INDICATOR 6      STRUCTURING WORK

LEVEL:                      HIGH PERFORMING



**The alignment score in the survey showed 6.4 out of 7. This is +0.5 above the average for other IIP organisations and +0.4 above your Secondary Education sector.**

### Theme:      Designing Roles – HIGH PERFORMING

Comments included:

*‘I’ve taken on the responsibility of maternity now – giving staff the opportunity to ‘off load’ any issues or worries they might have.’*

*‘We made changes in the curriculum and staff roles were changed.’*

*‘There’s a new role to look after LGBTQ here – part of our Value of respect and inclusion.’*

*‘The SMT line management system is amazing.’*

New roles and responsibilities are constantly being established, in line with the ever-changing requirements of the curriculum and needs in the community. There is always a challenge for Redbridge School to pivot the way it teaches and supports both students and staff as well as the community. Opportunities are always on the horizon for staff to take on new roles and responsibilities and this keeps the job interesting. The survey showed a 92.3% positive response, with 5.1% “somewhat agreeing” to the statement *‘My work is interesting.’* This was confirmed during interviews with staff as they were keen to describe the various opportunities they had been given to gain new experiences and to develop their careers. This is truly reflected in the low turnover within the school.

The structure of Assistant Heads, and Middle Leaders/deputies is clearly set out in the Staff Guide. Roles and responsibilities are assigned – with many of them spanning across the whole school. Staff understand who to go to for information and guidance.

This avoids duplication of effort across the teams/school. The structure also provides opportunities for succession planning. For example, one of the Assistant Heads is responsible for the social and emotional support across the school.

TLR opportunities are advertised, with clearly defined responsibilities and training. These TLRs enable staff to take on stretch or additional responsibilities aligned to their own aspirations and interests. TA staff have the opportunity to cover for teaching staff. This not only gives them some 'stretch' opportunity and more pay, but also saves on using external cover from agencies – saving money and also students respect them as they are already known to them.

Examples of new roles and responsibilities since the last IIP assessment include:

- Culture and Literacy Lead
- ICT Manager - including the website
- Family Engagement Worker
- Attendance Manager
- Metacognition Lead
- Leader of Autistic Resources
- Three SMT members are now Governors in other schools

An Attendance Manager has been introduced, with the objective of closing the gap between PPI and Non-PPI students attendance in the school. The aim is to reduce the gap to 5% by 2023/4.

The Head has also taken on the role Chairman of the Co-operative Trust Reach group. This is made up of several Primary and Secondary Schools in the area with a view to networking and working together. One of the Assistant Heads has been given the responsibility of supporting these schools aligned to the principles of behaviour management used in Edu-K8.

### **Theme: Creating Autonomy in Roles – HIGH PERFORMING**

Comments included:

*'I want staff to deal with issue themselves. I've introduced support for those new to teaching, and I'm going into classes frequently. The teachers are in charge now.'*

*'We've all got clear lines of responsibility where line management is concerned.'*

*'Our job descriptions identify our levels of decision making. We are all empowered to make decisions and to try out new ideas.'*

The survey showed an 88.9% positive response with 7.7% 'somewhat agreeing' to the statement *'I have the right level of responsibility to do my job effectively.'* As shown in indicator 3, Empowering and Involving People, 88% of staff gave a positive response to the statement *'I am trusted to make decisions in my role'*, and 96.6% were positive about understanding what was expected of them in their role. This encourages staff to take individual ownership and the authority to act quickly and effectively when necessary.

The Staff Guide is in place and this sets clearly out policies and procedures to enable everyone to make decisions. These policies and procedures are reviewed regularly during Inset, team/departmental meetings, and one-to-one meetings. An example of change has been the Review/Appraisal meetings. *'The reviews were stressful but are now more collaborative and far less pressurised.'*

**Theme: Enabling collaborative working – HIGH PERFORMING**

**One of your highest scoring themes showing a 6.5 out of 7 positive response in the survey.**

Comments included:

*'As Assistant Heads we meet every day to share information and ideas.'*

*'We share schemes of work with other middle leaders during away days and breakfast meetings.'*

*'There's a lot of collaboration throughout the various departments.'*

*'We produced our departmental plan collaboratively.'*

*'We have lots of opportunity for working together during Insets, Twilights and work with the RLPs.'*

This assessment confirmed a culture of a 'one team' approach to achieving both school and personal success. The social side of working in Redbridge School is very important. Opportunities to get together in the crew room are welcome. Food is often an excuse for socialising, and this is provided during Inset and Twilight meetings as well as many of the team meetings.

Collaboration and participation activities are actively planned for within the school. One HOD described how this is working in her department – *'I am developing a collaborative approach to our Tuesday meetings on strategy. On Thursday we share good practice, and each member of the team talks about one good piece of practice they have used. Staff also observe one another.'*

Those interviewed highlighted that the challenging needs of the students mean staff have to work together. TA staff described how they work closely with their teachers and there is absolutely no divide between them. The teaching planning meetings are carried out in school time, and their expertise used to the full advantage of the students.

TLRs provide opportunities for research projects, and results are shared within the school.

The Practitioner noticed that all the classroom doors are left open during class time. This encourages drop-in visits from the SMT as well as other teaching staff. Teaching staff described how they are able to watch one another teach, even if it is outside of their own department.

Middle leaders meet up regularly to share ideas. They also attend a Middle Leaders' Conference where they are able to share good practice. Regular get-togethers take place for TA staff, led by the SENCO and the member of SMT who has them as one of her responsibilities.

External collaboration is encouraged, and there were examples of a variety of different meetings taking place including being on the SENCO local steering group and SEN panel for the local authority, Headteacher meetings, Assistant Heads becoming Governors at other schools. RLPs share their expertise through mentoring and coaching teachers.

The Co-operative Trust, chaired by the Head, enables collaborative working with other secondary and primary schools. This works well as feeder primary schools are able to introduce students to Redbridge School before they start to attend the school.

The culture of the school encourages inclusion – both internally and externally. Networking is recognised as a powerful way of developing new ideas within the school as well as establishing the school's important place in the community. Examples given included: Teach First, Secondary Education Forum, Into University, Saints Foundation and Southern Universities network.

Two-way communication with parents is encouraged through surveys as well meetings.

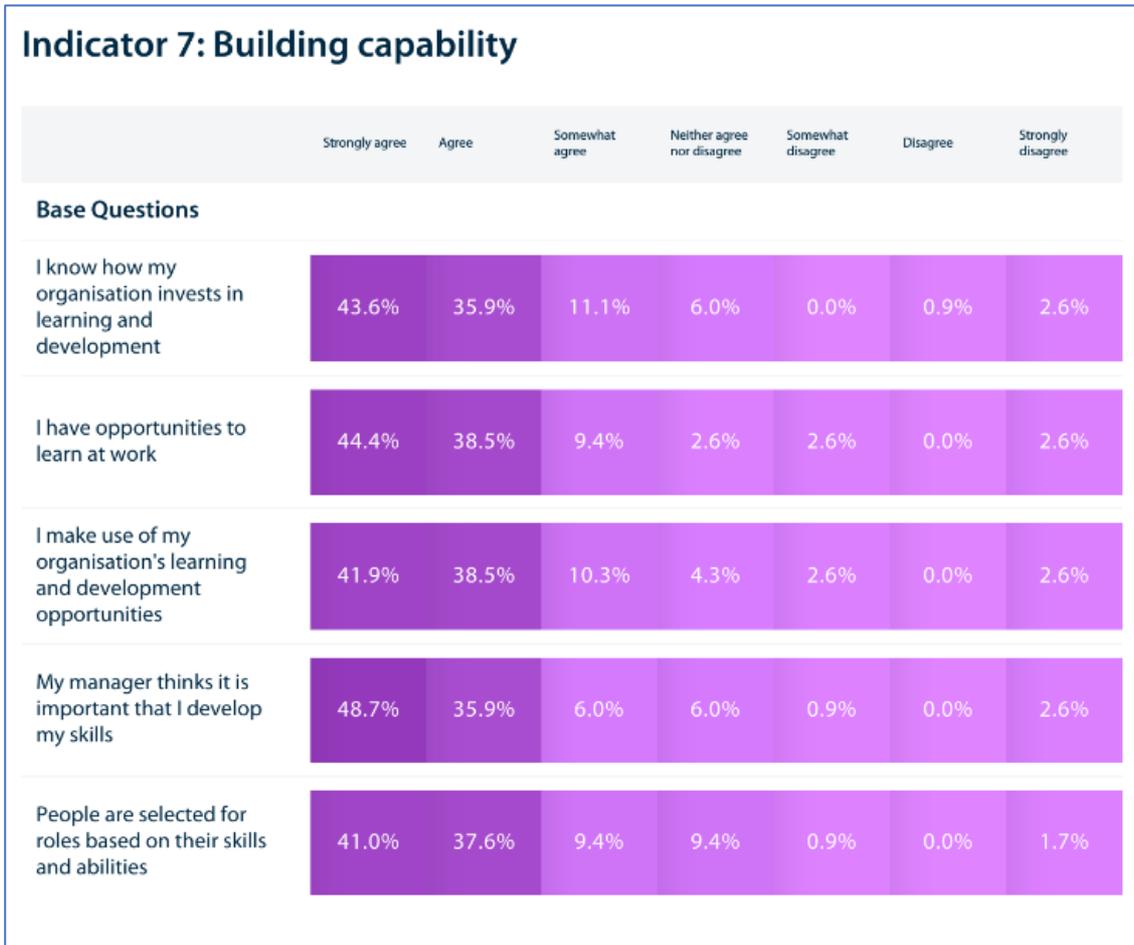
HODs are given opportunities to join examination boards in order to network as well as being able to keep the school up to date on curriculum changes.

The success of Edu-K8 in managing behaviour has been recognised nationally. This has meant that some other schools in the area have off-loaded their difficult students to Redbridge. A member of the SMT has been given a two-year contract to help support these schools in order to manage behaviour themselves, and to keep these difficult students within their schools rather than them being rejected and on the streets.

# IMPROVING: Indicators 7, 8 & 9

## INDICATOR 7 BUILDING CAPABILITY

LEVEL: HIGH PERFORMING



**The alignment score in the survey showed 6.1 out of 7. This is +0.5 above the average for other IIP organisations and other Secondary Education organisations in your sector.**

### Theme: Understanding People's Potential – HIGH PERFORMING

Comments included:

*'I was the PA and moved across to take on the role of Business Manager having attended the ILM Business Management Diploma funded by the school.'*

*'I was a TA and now an unqualified teacher.'*

*'Middle leaders are home grown here.'*

*'It's all about growing our own talent.'*

*'The SMT genuinely care about people and support us to be our best.'*

*'As a new member of staff, I had a review meeting with the Head to talk about how I was getting on and my development.'*

*'I started off in the kitchen for 7 years, and I'm now in the office and love it.'*

*'I appreciate they are pushing me to develop. I wouldn't go anywhere else.'*

The Teacher Development Review process allows staff and their line manager to fine-tune very individual targets, and all have money to purchase a CPD book that fits their needs, aligned to departmental and whole school targets.

Newly qualified teachers who have completed their ECT training, have a RLP mentor to support and guide them in an area of their development for one year.

The survey showed a positive response of 84.6% with 6% 'somewhat agreeing' to the statement '*My manager thinks it is important that I develop my skills.*' Interviews were more positive than these results, and all staff interviewed confirmed they are given the training and development they need to do their jobs as well as to develop their careers and aspirations. The words 'home grown' were used repeatedly throughout the assessment, and there were many examples where staff had come in, for example as a NQT or TA and are now fully fledged teachers.

Other examples of support staff career development included:

- Acting up as the Head's PA to cover maternity leave
- A member of staff moving from First Aid to be ELSA
- Extra responsibility for PFI given to 3 staff following the retirement of one member of staff

The average long service was 8.5 years during the last assessment, and this has now gone up to 10 years for 41% of staff. An excellent record, reflecting the culture of recognising and supporting the potential of staff to increase engagement and retention.

Learning and Development takes place in a variety of different ways in order to cater for different learning styles. A schedule of CPD for middle leaders links clearly to the Fundamental 5 school plan. School Improvement Groups (SIGS) and RLPs are used to mentor and support throughout these sessions.

In addition, there are short on-line modules available on Creative Education plus other on-line workshops. TA staff find these really helpful – especially as feedback is given by previous colleagues. At the beginning of the Spring term, a virtual inset took place, including a variety of different workshop modules for staff to attend.

There are opportunities for staff at all levels to lead sessions during Twilight and Departmental meetings, SIG meetings as well as Inset. As described earlier in this report in indicator 6, effective collaboration is in place to share ideas across the whole curricular.

The restructuring of the SMT line management roles enables them to have a broader understanding of the whole school. Middle leaders are placed in 'triads' to offer support, guidance and challenge.

The new review system is said to be much more user friendly and encourages two-way conversations between staff and their line manager. Staff described how they are able to take more responsibility for identifying and actioning their own learning and development activities. Examples given included going to watch other colleagues teach, developing their skills in using technology in the office.

The outcomes of the Review system are monitored, and any specific development is addressed. An example being the meeting on assessment that had been seen as a need.

The survey showed an 80.9% positive response with 10.3% 'somewhat agreeing' to the statement 'I make use of my organisation's learning and development opportunities.' Interviews were more positive, although it did appear that not all staff looked on this in the broader sense – for example mentoring, coaching and learning from one another.

**Theme: Supporting and Development – HIGH PERFORMING**

Comments included:

*'The new modules are much easier to use. It helps to see the feedback others have given before you start to use the module.'*

*'I'm going on a mentoring course next week for two days to prepare me for supporting a new mentee.'*

*'The chances of promotion are excellent. It's really friendly here and we all help each other.'*

*'Every six weeks we have inhouse support through SIG and CPD meetings. The twilight sessions are planned in advance, so we know when they are going to be held.'*

*'I've been trained to support the students on the Duke of Edinburgh Awards. It's really given me a challenge and I love it.'*

Continuous learning is part of the culture of Redbridge School. Internal development is seen as specifically helpful, including the RLP mentorship. The Developing Departments meetings have a focus on specific CPD for individual departments and these are led by the middle leader or an expert in the time. This can include ECTs if they have a particular expertise.

The Virtual CPD classroom is available to all staff, and includes recordings and materials used in any of the training sessions in Redbridge. This ensures accessibility for any who were absent during the training or used as a refresher.

A range of middle leaders are now examiners for GCSE boards. The opportunity to write national examination question papers, gives them a good basis on which to develop curriculums for their own department.

The outcomes of investment in learning and development have been monitored carefully since the last IIP assessment. Metrics have shown:

- From 2017 to 2019, 49% of staff had either been promoted or given the opportunity to move sideways as a result of learning and development. However, from 2019-2022 64% of staff have been promoted or moved roles. This is an excellent result, especially taking into consideration the past two years of the Covid pandemic.
- The budget for learning and development has decreased slightly, as there was an enforced gap for training because of the lockdown periods over the past two years. This has been recorded as £6,341 and doesn't include the cost of all of the mentoring and coaching that has taken place.

**Theme: Deploying the right people at the right time – HIGH PERFORMING**

***This theme received a score of 6 out of 7. Although not your highest score, it was +0.7 above the average for other IIP organisation and those in your Secondary Education sector. A good result.***

Comments included:

*'All TLRs and new jobs are advertised internally.'*

*'As the curriculum changes, it often highlights the need for new roles and responsibilities.'*

*'The structure supports succession planning in the school.'*

The Recruitment and Selection process is identified in the Staff Guide. The process is very transparent, and open to any staff to apply for new roles and TLRs. New staff all confirmed their interview was very constructive and informative. They talked about the warm reception they have received as well as the excellent mentoring and guidance.

The school has a good reputation, and although nationally there is a difficulty in recruitment, three good applicants applied for a recent teaching job in science.

Metrics show the sum of £186,000 has been invested in Teach First over the past five years to recruit, retain and develop teachers new to Redbridge. This has worked effectively in the past, however, there have been some issues recently over the support given to new staff by Teach First, and this is now under discussion.

The survey showed a 78.6% positive response with an additional 9.4%% 'somewhat agreeing' to the statement *'People are selected for roles based on their skills and abilities.'* Interviews were far more positive than the survey results. They pointed out that sometimes staff may not have the skills they need for the role, but are keen to develop, and training/mentoring is available to make sure they are competent before taking on the new responsibility.

Professional competencies are recognised, and it is common practice to nurture and promote members of staff as and when it is considered the right time to do so. Staff are given the opportunities to shine and use their expertise through leading on specific areas of the curriculum, running Inset and also leading on new projects.

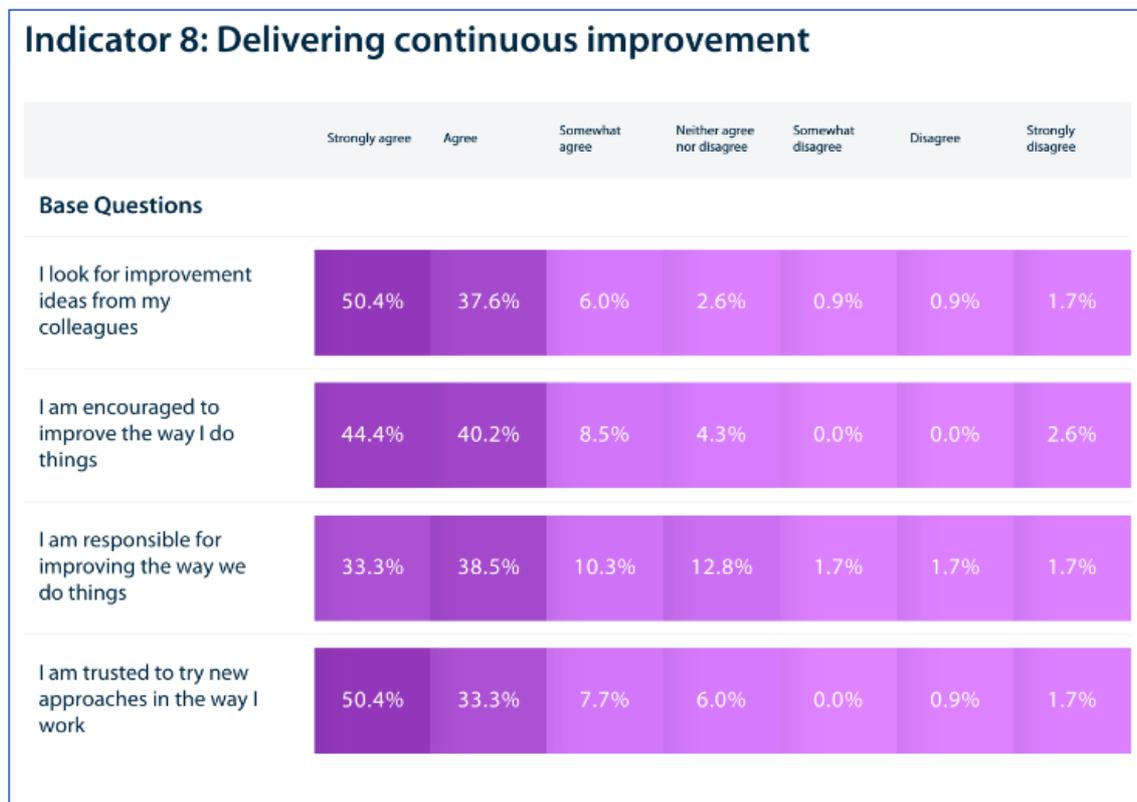
There are opportunities to diversify and to follow individual ambitions. An example given is where the ICT lead always wanted to be a maths teacher. He switched subjects and is now able to combine data analysis and maths; another example includes geography being combined with horticulture.

The SMT are continually looking to the future to identify and plan capabilities staff will need to deliver the school's success. Resource planning takes place regularly during departmental reviews as well as Board meetings.

The school is currently undertaking a second transformation to ensure Redbridge remains ahead of national policy, whilst shaping the school for the 21<sup>st</sup> Century. This was given the go ahead following the recent voluntary Ofsted inspection. In order to fulfil this new plan, resource planning will need to be managed carefully to ensure the right number of staff are trained and developed to deliver this new ambition.

## INDICATOR 8 DELIVERING CONTINUOUS IMPROVEMENT

LEVEL: HIGH PERFORMING



**The alignment score in the survey showed 6.1 out of 7. This is +0.4 above the average for other IIP organisations and +0.3 above your Secondary Education sector.**

**Theme: Improving through internal and external sources – HIGH PERFORMING**

Comments included:

*'They are always sending us and parents surveys to get our feedback. The good thing is that they take action on the results.'*

*'Attendance has always been a problem with students, and we've set up an automated system that sends texts to parents at the beginning of the day.'*

*'We've changed from the SIMS system to Arbor. This cuts down the workload for staff and will provide us with much more data.'*

*'We made changes to the curriculum and some of the staff roles changed.'*

The investment in training and development is evaluated on an ongoing basis. An excellent example of this is the training given to staff to create and deliver on-line teaching during the pandemic. This involved a huge investment in equipment with 250 laptops and 20 iPads being distributed to both staff and students. It also needed a real investment in time for training. Interviewees were positive about the support for teachers and TA staff on the systems. A survey was used to gain staff perception about the effectiveness of the virtual training, and this was very positive.

In addition, MIDYIS AND YELLIS tests were introduced at the start of the last academic year to gain insights as to how effective the teaching and learning had been during the pandemic. This highlighted a slightly weaker capacity for learning in years 7 and 8 and an action plan is now in place to remedy this.

Those staff coming in to support students in the school, had to change their teaching styles to encompass 'up front' teaching, rather than their usual style of walking and supporting individual students.

As part of the transition coming out of the Covid lockdowns, an extensive recovery plan has been developed to bridge any gaps in student learning. The impact on this year's examination results is yet to be confirmed.

Having said that, the examination results have improved over the last two years – an excellent result in spite of all the challenges. Higher grades increased by 47.9% and those with Grade 9s increased by 1,500%. These results are a good reflection on way in which teaching, and TA staff were trained in delivering the virtual teaching and learning.

The SMT are always keen to gain feedback that will help to improve the performance of staff and ultimately the school. Following the previous IIP assessment, the development points have all been addressed. Examples include:

- Gaining feedback from staff on the performance management system and changing this to a more user-friendly Review system.
- Implementing a staff and student of the month award.
- Reviewing the information system and changing from the SIMs to the Arbor system to enhance the amount of accessible data and also to cut down on teacher workloads.

External reviews and feedback are looked upon as opportunities for reflection and improvements. Examples given include the voluntary Ofsted inspection – resulting in a fresh approach to the School Improvement Plan – the Fundamental 5 instead of previous Magic 3.

Other external feedback was sought through a review on core Values carried out by Graham Wilson' a review and training from Jo Shackleton (national lead and DfE consultant) resulting in payment for additional educational psychologist sessions to provide strategies for colleagues to support more complex students. The Southampton School Improvement Officer Annual visit report was very positive and suggested '*reflecting on the advantages of a whole-hearted adoption of the structure and rhetoric of the current Ofsted curriculum model across the whole school.*' This has already been taken on board.

The SMT are keen to use other external organisations to help to improve the school. Examples include:

- The Saints Foundation to mentor vulnerable students through group work and sports activities.
- St Giles Trust to support the school with knife crime.
- Mental Health agencies such as Solent Mind, No Limits, Barnardo's Yellow Door.

Governor Learning Walks are carried out regularly to keep themselves updated as to how the school is operating. These are looked at positively by staff and the SMT.

Staff interviewed were very enthusiastic about improving themselves and the school. A range of the Middle Leaders are now examiners for GCSE Boards and are responsible for writing national exam question papers.

Federation links for some middle leaders has been a real strength as they have been able to network and carry out collaborative work. The role of SENCO is critical in the school, and networking is essential to ensure the school fit for the future. With this in mind, a whole variety of opportunities are used including SENCO network meetings, attendance at steering groups for local SENCO staff and SEN panels for local authorities, plus attendance at the Southampton SENCO conference. Other external networks and opportunities for collaboration include:

- Secondary Education Forum
- Into University
- Saints Foundation
- Southern Universities Network
- Teach First

Staff are encouraged to research and to bring back innovative ideas into the school. Comments included *'We're more advanced than a lot of other schools and go outside the school for new ideas. Alan Jarvis came up with some brilliant ideas like the Challenge Wall. I introduced this to our students.'*

**Theme: Creating a culture of continuous improvement – HIGH PERFORMING**

Comments included:

*'We are always looking for latest ideas and can try things out without fear of failure.'*

*'We have a great student and staff relationship here and freedom to trial things. I'm trusted to do new things, and that's great.'*

*'If you have an idea you can run with it.'*

*'We are really good at what we do but are always looking for ways to improve. Standards are high here, and the SIGs are there to give us support and ideas to help improve us.'*

The survey showed an 88% positive response, with 6% 'somewhat agreeing' to the statement *'I look for improvement ideas from my colleagues.'* It was clear through talking to staff that collaboration is used widely throughout the school. The new Review system encourages ownership for individual development, and there were many examples where staff have observed peers in other departments to gain some new ideas as well as looking externally through networks and visits to other relevant organisations.

The Redbridge Little Book of Values is a good example of where the Head used the idea from a Joinery Company. The Head provides literature to expand and encourage innovations. The walls of the school are covered with posters, encouraging everyone to *'Never to Give Up'* and to follow their aspirations. The survey showed a positive response of 84.6% plus 8.5% 'somewhat agreeing' to the statement *'I am encouraged to improve the way I do things'* with 81.6% positive and 'somewhat agreeing' to the statement *'I am responsible for improving the way we do thing.'* The lower scores came from technicians and TA staff.

Indicator 3 highlights that 88% of staff feel trusted to make decisions in their role. Empowerment and autonomy are part of the culture within Redbridge. The survey also showed a positive response of 87.7% of staff, with 7.7% 'somewhat agreeing' to the statement '*I'm trusted to try new approaches in the way I work.*' They described how they are given the freedom to try out new ideas without the fear of failure. '*If it goes wrong, we use it as a learning experience.*'

During a presentation to SMT, the Head talked about Failure and quoted: '*Failure is simply a statement of mind. There is no such thing as failure – just opportunity.*' His presentation was very inspirational, using many quotes from a variety of inspirational writers.

The school nurtures innovation and acts quickly in response to new ideas and opportunities. The way in which it pivoted its way of teaching during the Covid lockdowns is a good example of this.

**Theme: Encouraging Innovation – HIGH PERFORMING**

Comments included:

*'We are always encouraged to come up with new ideas and ways of working. I took on a project about attendance and set up an automated texts to parents at the beginning of the day through the new Arbor system.'*

*'I came in to teach drama, and realised support was needed in literacy. I use my acting skills to act out some of the literacy and this make it more interesting and students understand more easily.'*

Staff highlighted how the Head's door is always open for discussion about new ideas. He is not afraid to think outside the box. Examples were given such as the inclusion of horticulture in the curriculum and the introduction of the new information system.

Throughout this assessment, it was very apparent that the culture of continuous learning and improvement underpins how the school works. The employment of RLPs and SIGs encourage this throughout the school. Inset days are often led by staff with specific expertise so that this can be shared. This also includes new entrants to the school. Working together to generate new ideas is the norm.

Redbridge is renown for the innovative way in which student behaviour is managed within Edu-K8. The school is not precious about its good practice and is keen to share this with other organisations. A member of the SMT has been assigned to share the good practice in behavioural management with other schools in the Co-operative Trust Group.

There is now a focus on outreach to primary schools and a new idea of 'It's a Knockout' has been implemented to introduce them to the school before moving up to secondary education.

Innovation is recognised, rewarded and communicated throughout the school. The Head and SMT are passionate about continually improving the performance of staff and students, and this is filtered down to all staff in the school.

Staff are given the opportunity to bid for funding for creative ideas. Examples of this include a book vending machine, plans for a sensory library and plans for a book swap area in the English corridor.

Cross department meetings take place to encourage sharing of good practice and ideas. This is working very effectively. Middle leaders have a conference where they can come up with ideas for working together and new ways of working within the departments.

The school is about to be part of the Anna Freud Education Centre for Wellbeing trials. This is a national initiative for mental health.

**INDICATOR 9      CREATING SUSTAINABLE SUCCESS**  
**LEVEL:              HIGH PERFORMING**



**The alignment score in the survey showed 6.5 out of 7. One of your highest scores. This is +0.7 above the average for other IIP organisations and +0.6 above your Secondary Education sector. An excellent result.**

**Theme:      Focusing on the Future – HIGH PERFORMING**

**This was one of your highest theme scores with an overall alignment score of 6.5.**

Comments included:

*‘The SMT did a presentation on the focus of the Fundamental 5 areas of the new school plan. We were then given the responsibility of writing how we were going to use this within our departments.*

*‘The School Improvement Plan was discussed by SMT and passed down to us. We can see as office staff how we contribute to its success.’*

*'We were introduced to the new 5 Fundamentals during Inset. We know the 5 things we need to focus on including Recall. We produced a plan for Maths.'*

Staff interviewed were all very aware of the 5 Fundamentals in the school improvement plan. They described how Inset, Twilights, and RLPs had all played apart in gathering their input and updating them on the focus for the coming year. This was confirmed in the survey where 93.2% replied positively to the statement *'My organisation has a plan for the future.'*

Interviews confirmed how all staff can see how they play a part in the plan. The TA staff described how they play a part in planning the teaching, through regular meetings with their teachers. Office staff described how they play a part in student attendance and building good relationships with parents.

The Head and SMT are very aware of the future challenges of the school, and are consciously developing their own capabilities, including partnering with stakeholders such as National Federations, Secondary School Forums, the Southern Universities Network, Saints Foundation and other Headteacher networks. Some of the Middle Leaders take part in writing the GCSE examination papers for their particular subject areas. One member of staff recently completed a DSLP programme (Data Science Leadership Programme) resulting in becoming part of the SMT. The Head regularly attends Headteacher conferences, to keep up to date on any future challenges.

Surveys are regularly sent out to parents to capture their ideas and worries in the community. The pandemic highlighted the increase in crime within the area, and the school has put in place some interventions to make sure this is not brought into the school to safeguard staff and students, whilst putting parents' minds at rest. The recent Ofsted inspection provided opportunities for the SMT to have feedback on changes to the curriculum, and how the school would be measured in the future.

Interviews with staff were very upbeat, and it was more than clear that staff enjoy working at Redbridge. The survey showed a positive response of 90.6%, with 6.8% 'somewhat agreeing' to the statement *'My organisation is a great place to work.'* This is a good result, especially following the past two years of challenge. (Comments from staff can be seen at the end of this indicator).

**Theme: Embracing Change – HIGH PERFORMING**

***This was one of your highest theme scores with an overall alignment score of 6.5.***

Comments included:

*'When changes are made, we realise they are needed. They are made through careful consideration and consultation.'*

*'The Head works extremely hard to keep us ahead of the game. Change is what we are looking for all the time.'*

Staff described how the Head always says, *'if it goes wrong, he takes the blame; if it goes well, we are rewarded and recognised for the success.'* The SMT are certainly not risk averse and are not afraid to make changes. This is reflected in the school's ambition to:

*'Undertake a second transformation to ensure Redbridge remains ahead of the national policy, whilst shaping the school for the 21<sup>st</sup> Century.'*

Staff described how changes are evaluated through internal and external surveys as well as constant internal and external reviews to measure outcomes. Success and failures are openly communicated, and appropriate action taken to celebrate or improve.

Just before the last IIP assessment, the Head made the decision to change the curriculum, and to ensure GCSEs were fit for purpose. He wanted to ensure GCSEs were worthwhile and stood students in good stead to develop themselves and their careers. This was a major change and caused some distrust and anger externally. However, the Head stood his ground, and as can be seen, examination results have continued to improve year on year. Throughout all the changes, staff trusted the SMT, which is shown by extremely low turnover of staff, and 41% of them having a record of more than 10 years of service.

The lockdowns brought with them inevitable change, and new policies and procedures had to be put in place, especially where safety was concerned. These new ways of working were communicated very effectively through prior meetings, telephone calls, e-mails and newsletters.

Discussions with SMT confirmed they see change as an 'opportunity' rather than a 'threat.' As a result of measuring the success of pivoting during the past 2 years, it has now been decided that Year 9 students now have a hybrid way of working to meet the needs of the students and the changing demands of the curriculum. The previous Magic 3 school plan was changed to the Fundamental 5 plan as a result of discussions following the recent voluntary Ofsted inspection, as well as internal input from staff.

The survey to parents regarding the provision of teaching and support given during the lockdown periods was very positive. This has resulted in the decision to offer GCSE classes to parents – two applicants have also applied for jobs as a TA at the school.

Throughout the school, opportunities arise for staff to champion change and to support others to understand and engage with it. Examples include – RLPs, members of SIGS, Quartets of Excellence and Triads. Other champions include staff leading in areas such as the Community, Wellbeing, Mental Health First Aiders, IT, Diversity and Inclusion and Attendance plus many more. 94% of staff responded positively, with 4.3% 'somewhat agreeing' to the survey statement '*My organisation embraces change.*' This is a good result and confirms the SMT's drive for continuous improvement. The staff agreed Redbridge is a safe place to try out new ideas.

**Theme: Understanding the external context – HIGH PERFORMING**

***This was your highest theme score with an overall alignment score of 6.6 out of 7. A brilliant result.***

The survey showed a 96.6% positive response to the statement '*My organisation has a positive impact on society.*' During all the interviews the result was 100% positive.

The SMT have a clear understanding of the stakeholders in the communities and markets the school serves. Partnerships have been formed with local authorities; the Head is Chair of the Co-operative Trust Reach; members of SMT are Governors for link primary schools. There are also links with local charities such as Solent Mind and Millbrook Matters. Ongoing good relationships are encouraged with parents through surveys and meetings.

The school is in a deprived area of Southampton and crime is on the rise. Due to the heightened tension in the local area as a result Covid, there was a real focus on providing additional support where needed. The school was kept open during the whole time to teach vulnerable students as well as children in Key Worker families. The Head was keen to keep students off the street, and his philosophy was that they would be safer in school.

The school has been offering Fare Share food to families in need. This was originally stored in cool cabinets in the school reception and accessible to parents. This has been going on for some years, but it was noticed that the way the food was accessed didn't encourage fairness. There was also a problem with parents coming into the school during the Covid period. As a result, Fare Share vans have been invited onto the school premises on a Friday. This is now open to the whole community – not just the parents – and £5 secures at least £25 worth of groceries. Where the school knows of families in real need, this is paid for by the school. During the period when food was scarce during the lockdowns, the Head and his Assistant bought and distributed boxes of food to needy families. Over the Covid period, 3.5 tonnes of food were delivered.

Breakfast is provided free for PPI students, and recently this has been opened up to all students. The school pays support staff through TLRs to give them additional pay.

Other ways in which the school supports the community include:

- The school buys uniforms out of its own budget for students from deprived families. The Office Staff administer buying new uniforms as well as recycling uniforms discarded uniforms. Clothes in lost property are washed and reallocated to those in need. The budget shows £3,950 was spent on uniforms since January 2020.
- A member of the SMT and Head regularly liaise with the Police and action plans are developed to help local tensions.
- Additional anxiety support is provided by the school's in-house team, including the ELSA, Family Engagement Worker and liaison with a variety of counselling services.
- A Party in the Park and Winter Wonderland is put on annually for parents and students – since January 2020 this has cost £33,799.

The workforce is diverse, and reflects the community it serves. The local community is mainly white, however it also includes a variety of different ethnic minorities including:

- Asian, mixed White and Black African, Irish and White British.
- The SMT is divided equally between male and female members of staff.

There is a culture of inclusion within the school, with 49.2% of students eligible for Pupil Premium. The ethos is to retain students regardless of their academic ability, and behaviour. This is reflected in the set up of Edu-K8 to support the behaviour of students, many of whom would have been excluded by other schools as their examination results can be affected. The experiences of running Edu-K8 have been shared nationally, as well as locally as part of the Co-operative Trust. Attendance is a real problem, and a new job role has been implemented to manage this.

In addition, policies have been developed focused on LGBTQ and the Routes to Parenthood. These specifically focus on inclusion and equality throughout the school.

## **In Conclusion.....**

**When people were asked what makes Redbridge Community School 'a great place to work', these were some of their replies:**

*'I came into education to make a difference and I know my new role can make an impact.'*

*'The school goes above and beyond. There is a respect for family time, and I wouldn't want to move.'*

*'There are so many positives in this school.'*

*'It would be a real struggle to move on from here. It would only be personal circumstances that would make me do so.'*

*'There are endless possibilities you can do for your career here.'*

*'I've been here a long time and feel respected. There's a lot of variety and everyone is so approachable.'*

*'You can feel the warmth when you come into the school.'*

*'This is the best place I have ever worked. I have always felt needed and appreciated – part of it. I'm backed up 100%.'*

*'Most staff have been here for years and have no intention to leave. Even on a bad day it's a good day.'*

*'What I do and what I see I'm really happy about.'*

*'When you hear of other school's experiences, this school is amazing.'*

*'This is the best job I've had. My son came here to help me out and he didn't want to leave.'*

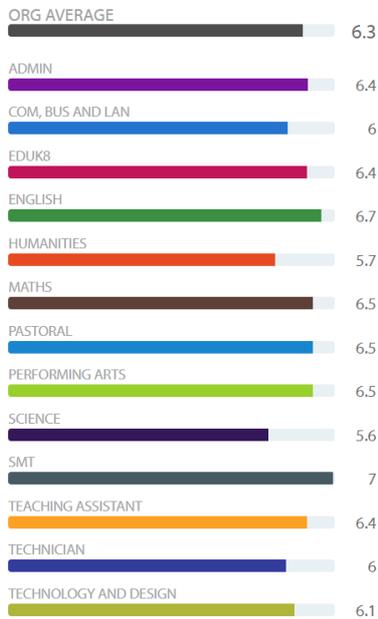
## **A fitting note on which to end this report!!**

*(Appendix follows.....)*

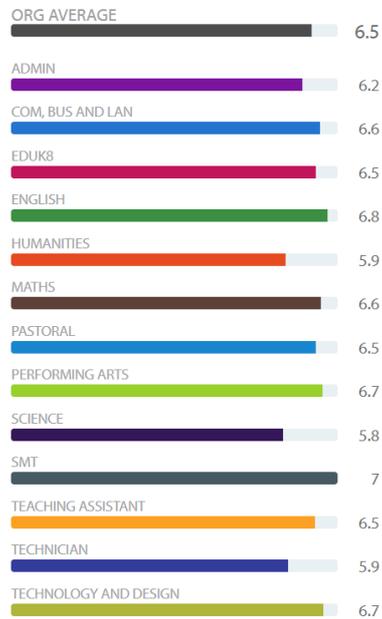
# Appendix:

## How teams scored each indicator

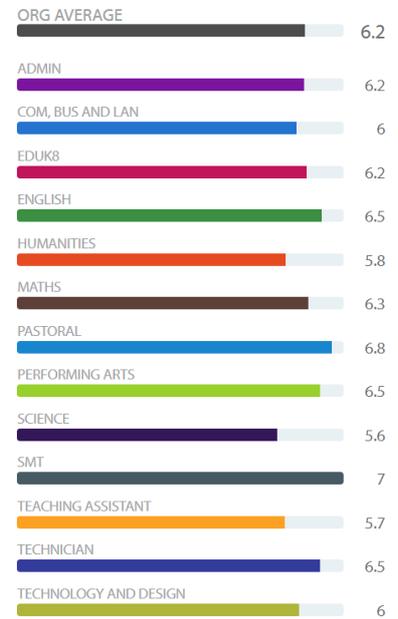
### Indicator 1 : Leading and inspiring people



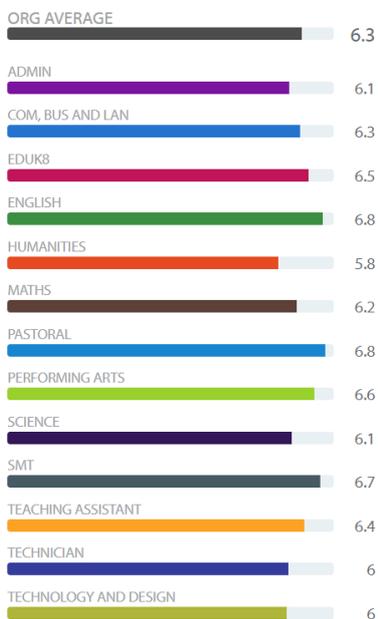
### Indicator 2 : Living the organisation's values and behaviours



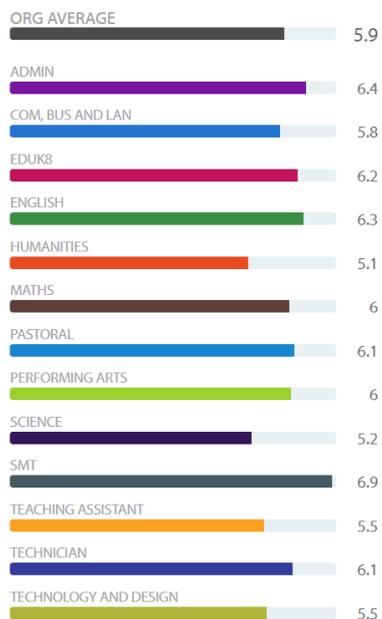
### Indicator 3 : Empowering and involving people



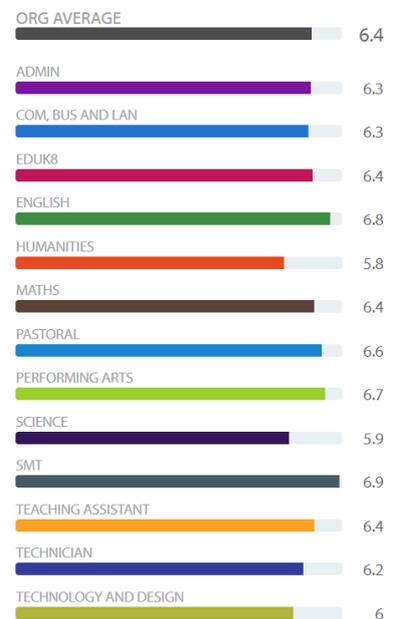
### Indicator 4 : Managing performance



### Indicator 5 : Recognising and rewarding high performance



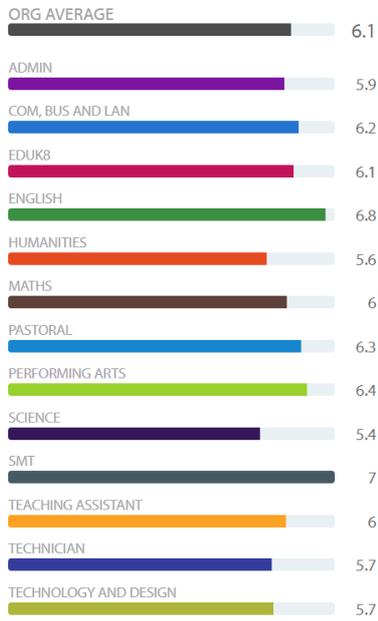
### Indicator 6 : Structuring work



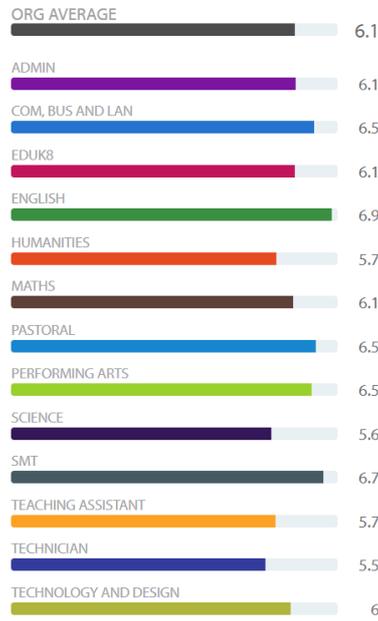
Next page .....

## How teams scored each indicator..... continued

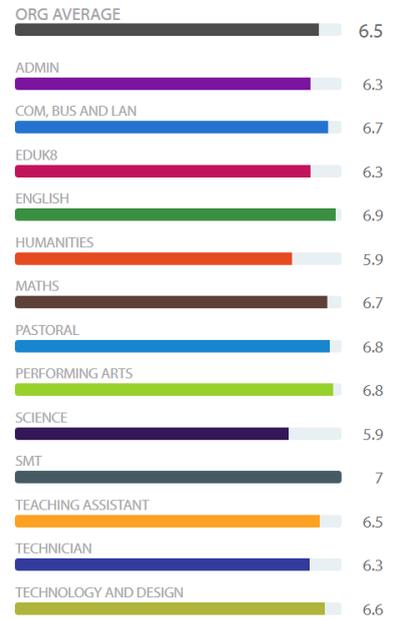
### Indicator 7 : Building capability



### Indicator 8 : Delivering continuous improvement



### Indicator 9 : Creating sustainable success



**REPORT ENDS**

**INVESTORS<sup>TM</sup>  
IN PEOPLE**

**Want to get in touch?**

**[info@investorsinpeople.com](mailto:info@investorsinpeople.com)**

**+44 (0) 300 303 3033**