INVESTORS IN PEOPLE ASSESSMENT REPORT

Bordesley Green Girls’ School & Sixth Form
Business, Enterprise & Applied Learning
Key Information

<table>
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<tr>
<th>Assessment Type</th>
<th>Review</th>
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<tr>
<td>Investors in People Specialist Names</td>
<td>Liz Gibbins &amp; Sue Long</td>
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<tr>
<td>Visit Date</td>
<td>30/06/2014 – 04/07/2014</td>
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<tr>
<td>Assessment Enquiry Number</td>
<td>ENQ – 93008 – D3W12T</td>
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Conclusion

Site Visit and Conclusion

During the site visit we interviewed 26 people from a total of 188 people ‘in scope’, and assessed the School against the entire Investors in People Framework. Evidence gathered from our observations at your School Improvement Development Planning day, interviews and documentation during our visit was overwhelmingly positive and highlighted a number of areas of excellent practice. This led us to conclude that requirements of the Core Investors in People Standard have been met. In addition the assessment of the whole of the Your Choice portion of the Framework demonstrates that the school also satisfies 127 additional evidence requirements. It is therefore concluded that Bordesley Green Girls School is accredited with the Investors in People Gold Award.

Both Specialists would like to thank the school team for the warm and friendly welcome, which helped us to gather information in a relaxed and effective manner. It was a pleasure to spend time in your company and a particular pleasure to be invited along to your School Improvement Development Planning session at the beginning of our visit which enabled us to mix with your people in a relaxed environment whilst experiencing ‘life at the heart of the action’.

Your Investors in People accreditation is valid for a period not exceeding 3 years. A requirement of accreditation is that interim visits are undertaken.

To meet current requirements the School will need to undertake a review of continuous improvement with the Investors in People Specialist at least 18 months after the review anniversary date. However, the option for an Annual Maintenance Visit is recommended to provide more frequent discussions and support for the organisation, particularly in times of rapid change. Where the AMV option (at 12 months and 24 months after anniversary date) is selected there is no need for the 18 month interaction.
Milestone Dates

<table>
<thead>
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<tr>
<td>Review of Continuous Improvement Plan</td>
<td>January 2016</td>
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<td>Date of next full Assessment</td>
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Expression of thanks and congratulations

We would like to thank all of you at BGGS for the hospitality and courtesy extended to us throughout the course of this assessment and also for the co-operation, openness and honesty of all those involved in the interviews, which helped us to make an objective judgement of the effectiveness of the school’s people strategies. It was such a positive and enjoyable process and a pleasure to meet you all.

We would like to express special thanks to Amanda Potter for organising the assessment so well and for accommodating changes to our schedule as they occurred.

Our congratulations go to the school for successfully implementing effective people strategies and for achieving this successful outcome.

Liz Gibbins

Sue Long

Sue Long
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Appendix 1 – Continuous Improvement Action Plan  
Appendix 2 – Evidence Matrix
INTRODUCTION

Bordesley Green Girls' School & Sixth Form is a four-form entry 11-18 multi-cultural, inclusive comprehensive school situated on the eastern side of the City of Birmingham. There are 840 students on roll including 200 plus Sixth Form students, plus 140 teaching support and administrative staff.

The School aims to Bring Girls Greater Success by providing Education for Excellence:

Excellence in Learning
The best teaching we can provide
The best courses we can find
The best resources we can buy

Excellence in Behavior
The best example we can set
The best rules we can develop
The best rewards we can devise

Excellence in Values
The best care for every student
The best contact with our community

School Philosophy

• “We stress the power of education and learning to make a difference in all our lives
• We provide a supportive pastoral structure
• We insist on challenging and effective classroom practice
• We provide opportunities for pupils to be recognised for a range of achievements and;
• We expect to make “critical interventions” in students' learning and monitor, review and evaluate these”

At the latest Ofsted Inspection conducted in February 2014, the School was declared to Outstanding in all areas.

STRENGTHS AND GOOD PRACTICE
This was a very strong review where significant positive evidence was gained to meet the Investors in People Core Standard. In addition to the 39 evidence requirements of the Core Standard, BGGS has met an additional 127 evidence requirements from the Extended Investors in People framework. These are identified in Appendix 2 of this report.

- The School is to be commended for its absolute determination and ability to create a positive culture, which ensures that both teaching and support staff are happy working in an environment where they are supported to do their job to the very best of their ability, and to develop and grow and achieve their full potential. Inspirational Leadership, clear channels of communication, effective people engagement and heavy focus on learning and development, in-particular sharing of good practice both internally and externally, have clearly had an impact on creating this culture. The environment and culture within the School makes it an enjoyable and rewarding place to work.

- Bordesley Green Girls’ School is a model of good practice in education that is recognised by Ofsted’s recognition that it is ‘Outstanding’ in all areas. (Inspected February 2014)

- There is a programme of learning and development, which is valued by all people at the School. The learning and development strategy considers talent management and seeks to develop both teaching and support staff to the extent of their capabilities.

- There is a high level of trust in the Head Teacher. This stems from her open, accessible and supportive nature and her determination to guide, support and develop people constructively. Coaching is used to translate knowledge into action and is widely used to encourage people to synthesise their own solutions to issues and areas for improvement.

- There is a culture of continuous Improvement at Bordesley Green Girls’ School. All those interviewed explained how they constantly seek opportunities for improvement and through constant and robust formal and informal evaluation processes, constantly strive for the best possible outcomes for pupils.

- During interviews, people demonstrated a great deal of pride in working for the school, for playing a part in its success and for doing their job to the very best of their ability. There was also a clear sense of commitment and of shared purpose.

- The School has made effective use of the Investors in People survey to gather perceptual feedback from employees for use in continuous improvement action planning. This is an excellent way to impartially and confidentially gather feedback to inform the planning and improvement of people management.

- The School uses benchmarking both formally and informally to review and improve School and people strategies.

- There are high levels of consultation and staff engagement across the school.
SELECTION OF QUOTATIONS (NON ATTRIBUTABLE)

“When I came here I was overwhelmed by the positivity. Everyone is very friendly”

“I like the fact that if you have a good idea, people want to know what you have to say and it’s considered”

“The fact that you can freely say what you have done well and share good practice is the first thing that excited me when I came to this school”.

“I really enjoy working for Judith. It is a privilege to work for a Head Teacher who is pushing the boundaries of the curriculum. She is very supportive”.

“Coming here has been a positive experience”.

“Judith is an inspiration. She motivates, she encourages and everything she does is about the good of the school”.

SLT “They are Inspiring people and people you want to aspire to. They work well as a team, they put the work in, are committed and they still have time for you. You don’t have to wait for help, they are always there”.

“Judith has the right priorities and the right qualities. She has warmth and is very approachable. She is decisive and is not soft on what we need to achieve”.

“It’s a lovely school. It’s a really nice place to work”.

“The transition to new leadership was really good. It’s been really great”.

“Judith has a human approach. Her warmth is very noticeable. She sends hand written Christmas cards to every member of staff”

“Modelling of professionalism and humanity is important and they do that”.

“The Head has talked about 360° appraisal and I would like that”.

“I love the Head Teacher, She is vibrant, knows what she is doing and is confident and that comes across. Everyone is very impressed with her”.

“We are confident in her as a leader but you will never be intimidated by her. She is very fair. Everyone that I know here respects her”.

“I get support from every single individual in my department. I couldn’t have asked for better”.
“I have experienced nothing other than positivity”.

“The school have really invested in me”.

“…….. is really sweet. She has fitted in like part of the furniture. She thinks of us individually not just the school”.

“I feel valued”

“I love it. Everyone is working together”.

“I have never worked in such a well-resourced department. Everything is very structured which saves time and helps with pressure”.

“They are not prescriptive. They don’t dictate to us how we should teach. We are trusted to do it the right way”.

“There is a breath of fresh air running through the school”.

“Judith has only been here for less than a year but she has bought so much to the school. Most importantly she has bought herself. There is a new culture, a new way of thinking. She has bought a smile to people’s faces and has bought normality and laughter”.

“Right from the word ‘go’ I have loved Judith’s style. She makes you feel you can do anything”.

“…. is absolutely inspirational. It’s nice working in a school where your line managers are inspirational”.

“We are a close knit team, well-resourced and good at exchanging ideas”.

“(My line manager) leads by example. Everyone can talk the talk but she practices what she says”.

“The Head is very, very accessible. She is visible within the school and has an open door policy”.

“Leading people is such a privilege”
School Strategy and Communication (Indicator 1)

Strategy Development

We commenced this review by attending the Whole School Training Day where all teaching and support staff were involved in School Improvement Planning. This was an excellent opportunity to witness how the Head Teacher and members of her senior team involve everyone who contributes to the School achieving its objectives, in the development of the School Improvement Plan. Rather than develop the SIP at senior level and then pass it out for comment, as is the case with many Schools, the Head involves people at an earlier stage so that they have a direct input to the content of the SIP.

As part of this activity, people from multiple disciplines worked together in well facilitated teams to focus on the four main headings within the SIP: Teaching and Learning, Achievement, Leadership and Behaviour. The teams were required to identify their top 10 actions for the forthcoming year. We were delighted to witness people’s enthusiasm and engagement with the task in hand as they worked collaboratively to debate and agree priority issues for inclusion in the SIP.

Feedback from people during their one to one interviews was largely positive about this process particularly in relation to the formation of small multi-disciplinary teams which gave everyone including quieter members of staff the confidence to participate.

The benefit of this robust ‘bottom up’ process is that people across the school feel that they have a real part to play in shaping the school’s future and that their input is welcomed and valued. The Investors in People Assessment at BGGS clearly captured how involving people in this way results in people having a depth of understanding, buy-in, commitment and ownership and creates a real sense of shared purpose.

This approach also ensures that people have absolute clarity regarding how what they do as individuals, impacts directly on the achievement of individual, departmental and whole school objectives.

The School shared the collated output from this activity with us. It is far too comprehensive to include in this report and difficult to summarise but suffice to say, we were impressed with the energy, enthusiasm and passion that went into defining the priorities for the school for the forthcoming year.

Heads of Curriculum Areas (HOCAs) have now been empowered to determine how they wish to proceed with School Improvement Planning. They will either continue to involve their teams or may choose to further develop the SIP for their area based on the input from the whole school activity before passing it out to their teams for further scrutiny.

Objectives at Individual level are discussed and agreed at annual performance reviews and are reviewed regularly throughout the year. Objectives are set in the context of both professional standards for teachers and the achievement of team/departmental and whole school objectives.
Communication

Communication is considered to be a strength by the vast majority of people interviewed. Regular departmental meetings, curriculum leadership team meetings, staff meetings, staff training days, Thursday meetings etc. all provide excellent opportunity to re-enforce the schools aims and strategic priorities, report progress and also to share good practice.

Attendance at the whole school training day gave us a feel for the quality of communication at BGGS. The day started with individuals and the whole school team being thanked by the Head Teacher for the contribution they have made to the school over the past year, “Thank you for your professionalism”. New people were welcomed and Ofsted Report highlights celebrated. Vision, priorities, achievements of the past year and areas for future development were reflected upon and Judith gave an insight into the culture of collaboration and continuous improvement that she is aiming to further develop within the school throughout 2014 – 2015.

Some people did comment about the lateness of this SIDP activity. It is normally carried out earlier in the term to allow more time to add detail at curriculum level. We would urge the school to conduct a review of the SIDP activity at the earliest opportunity to ensure that feedback is captured and informs future event planning whilst embedding that culture of continuous improvement.

Consultation with Representative Groups

Consultation with representative groups (NASUWT and NUT) is considered to be effective with meetings scheduled to take place every 2 weeks or as and when required. Representative groups find the Head very approachable and describe the working relationship as positive. During nationwide Industrial action earlier this year, they worked collaboratively in the best interest of the school and the pupils despite advice from the NASUWT to be less collaborative. See heading ‘Positive Culture’ for feedback on collaboration outside of representative groups.

Values

There is no doubt that people working in the school have very strong personal values. We heard constantly about respect, Integrity, honesty, ‘Leaders of Learning’, dignity, empowering others to lead, and the passion and desire to move girls from below to above national average. “Bringing Girls Great Success” – BGGS. However, our assessment revealed that there is no common understanding of a clearly defined set of values for the school and this is therefore an area for improvement. The Head Teacher agreed that more work could be done to explore debate and more clearly define the values of the school. Linked to management capabilities
and performance management clear definition of the values, (by people across the school to ensure buy-in and ownership) will be very powerful in ensuring that values are constantly reflected upon and maintained.

**Social Responsibility**

There is a huge sense of Social Responsibility within the School. Links with the local community are clearly very important and many people talked about how they had “...built trust with the community and now girls and their families are owning their own learning and aspiring to better themselves”. “We are part of our community and keep good links”.

Cervical Cancer injections have been available to all girls and where parents have shown resistance they have had one to one discussions to encourage them to see the benefits.

A number of charities are supported every year, PCSO’s come into the school and chat with the children, family book boxes are available for pupils to take home to their families, there are mother’s groups to develop literacy and the school is currently bidding for additional funding to increase the number of community classes. Many other examples of CSR were forthcoming during our time with the school but of particular note is the outreach work which has led to greater awareness of child protection issues which in turn has led to a significant increase in referrals to Social Services from 3 in 2013 to 24 in 2014.

Social Responsibility is clearly firmly interwoven within the School’s strategy and their approach is leading to very good attendance at parents evenings.
Leadership and Management (Indicators 4, 5 & 10)

Leadership at Bordesley Green Girls’ School is considered to be Inspirational and there is absolute confidence in the Head Teacher and members of the senior team to take the school forward successfully. People expressed pride in how, due to the quality of leadership, the school has continued to develop and improve over time. They also expressed their confidence in the school's ability to continue to improve and be successful in the future as a direct result of the strength of that leadership.

It was certainly a pleasure to meet with the Head Teacher, members of her senior team and middle managers during this review. They are undeniably passionate about the school and their desire to do their very best for the pupils was palpable. It was clear that all staff across the school, both teaching and non-teaching share this passion and commitment to ensuring that pupils achieve their full potential.

There is equal understanding that the school can only achieve this through a strong leadership team who are also focused on enabling staff at all levels within the school to develop and achieve their own potential. This assessment exercise revealed many examples of how people throughout the school have developed and grown over time through the identification and nurturing of their talent and we were delighted to find that this activity was not confined to teaching staff. A perfect example (one of many) is the lunch time supervisor who is now also a classroom assistant at Joseph Chamberlain 6th Form College “….as a result of the support I have received from the school. They have really invested in me”.

Moving forward, the SLT have further plans to build capability and from September have planned for all teaching and support staff to work on a one-to-one basis with children providing mentoring, homework support and work shadowing opportunities. Whilst developing the children, this also provides valuable opportunity for people to develop and deploy skills that they wouldn’t otherwise have.

People’s view of the strength of leadership at the School was quite outstanding. Here are just a few of the many quotations taken from people during our discussions which clearly demonstrate how they perceive their leaders and managers, and the level to which they are regarded:

- **SLT** - “They are Inspiring people and people you want to aspire to. They work well as a team, they put the work in, are committed and they still have time for you. You don’t have to wait for help, they are always there”.
- “(My manager) is absolutely inspirational. It is nice working in a school where your line managers are inspirational"
- “I really enjoy working for Judith. She is a keen linguist and is really pushing languages”.
- “She is constantly looking ahead and pushing boundaries”.
- “Judith teaches Emersion Teaching which stretches the kids cognitively by teaching in French”.


• “It is a privilege to work with a Head Teacher who is so forward thinking and so supportive”
• “(My line manager) leads by example. Everyone can talk the talk but she practices what she says”.
• “I can go to my manager about anything at all. She is very supportive”
• “I really enjoy working for Judith. It is a privilege to work for a Head Teacher who is pushing the boundaries of the curriculum”.
• “She is an inspiration. She motivates, she encourages and everything she does is about the good of the school”.
• “She is decisive and is not soft on what we need to achieve”.
• “Modelling of professionalism and humanity is important and they do that”.
• “I love the Head Teacher, she is vibrant, knows what she is doing and is confident and that comes across. Everyone is very impressed with her”.
• “We are confident in her as a leader but you will never be intimidated by her. She is very fair. Everyone that I know here respects her”.
• “Right from the word ‘go’ I have loved Judith’s style. She makes you feel you can do anything”.
• “She is outstanding. She is giving more staff the opportunity to go up the ladder”.

The Leadership and management strategy is totally aligned with the priorities and ambitions of the school with full consideration being given to building the capability of people for the future. We were delighted to see examples of secondment onto the senior team to deliver outcome focused projects which has provided new opportunities for middle leaders to demonstrate and develop skills whilst driving improvements within the school. Originally one place was available for secondment but due to the high quality of entrants, two secondments have been made available. Secondees will be mentored by the Head Teacher and thought is already being given to planning for next years’ secondments.

Other evidence of mentoring was forthcoming during this assessment including a trainee teacher who has one professional and one subject mentor. “My mentors have been brilliant. I have had weekly meetings with them both and they have observed my lessons at least once per week. I have had help from every single individual in our department and never felt a hindrance”.

The assessment clearly showed that the senior leadership team are conscious of the power of leading by example and role modelling behaviours for others to mirror so that they can in turn influence the behaviour of others. The Senior Team at BGGS are collectively seen as role models for inspirational leadership and their style is clearly very influential in helping others to develop their own leadership skills.

“It is the small things that make a difference. I always acknowledge e-mails and thank people, give people opportunities for stretch, involve people, encourage them to work more collegially. Saying ‘thank you and well done’ makes all the difference”.
“You can have credibility if you are a good role model”.
“There is a lot more clarity this year, it’s more explicit. Role modelling of the required qualities is happening all the time”.
“She`s a wonderful role model. A breath of fresh air”.  
“Judith is keen for us to role model positive behaviours”

In addition to role modelling Job descriptions and relevant CPD consisting of development programmes, coaching and mentoring etc. provide further insight into the knowledge, skills and behaviours required to lead, manage and develop people effectively. The performance review process provides opportunity to measure capability against expectations and plan learning and development accordingly.

We talked extensively about the benefit of clearly defining management capabilities and whilst there is some clarity as described above, the school aim to be even more explicit in the future so that performance and development can be managed even more effectively. “We are talking about it now and aim to be more explicit”.

Leaders and managers at BGGS are also supported in the development of their leadership capabilities through more formal means. The school invests in the development of middle leaders with 3 places per year being made available on the NPQML course run by Edge Hill University. Those who have attended are now training other people within the school. Support is also provided by an external practitioner.

In addition to leaders and managers, “We are all being encouraged to lead”.  
“We are all leaders of learning”  
“There is always keenness for people to be upskilled and develop leadership skills by attending leadership courses”.

Our assessment exercise revealed many examples of this. One excellent example is the opportunity which was opened up for anyone in the school to join the extended leadership team for a one year secondment. 3 Heads of Curriculum areas (HOCAs) were successful but “it could have been anyone”. Other managers are being asked which aspects of leadership they want to develop, and then helped to shadow or get involved with these aspects of SLT activity.

Other examples include the whole of the English team who have been given responsibility for different areas, two posts have been created for lead practitioners in KS5 English and Physics and designated people are in charge or working groups in areas such as literacy, teaching and learning and the Comenius group which aims to help both pupils and staff to better understand the range of European cultures, languages and values.

For all people at BGGS, feedback on performance occurs both formally and informally across the entire organisation. The annual performance review is considered to be a highly effective and very supportive developmental process, which seeks to provide clear and consistent assessment of performance against clearly defined objectives and for supporting development within the context of the school development plan to ensure that people across the school have the skills and support they need to perform effectively in their role and that learning and development is planned to enable people to perform and develop to the extent of their ability and potential. These take place in September/October with interim reviews taking place January/February each year.

“They are really good. We are asked to evidence our successes and bring them to the appraisal to discuss. There is also discussion about future targets linked to the SDP”.
All new staff are given a performance management portfolio at Induction.

In addition to annual performance review feedback on performance occurs both formally and informally across the entire organisation. For teaching staff there is on-going monitoring of performance, support and feedback throughout the appraisal period. Monitoring occurs through a range of work-related activities such as paired lesson observations, and learning walks which are used to provide balanced information on the teacher’s performance. This ensures that standards are constantly maintained and elevated and that teachers receive feedback on their performance in a timely manner so that they can continually improve their performance.

**Continuous Improvement in the way people are managed and developed**

It was abundantly clear during this assessment, that people feel that improvements have been made over time in the way they are managed and developed. Many reflected upon changes over the past year and made direct comparisons between the styles of the former and current Head Teacher and clearly feel that a change of leadership has enabled the development of a different and more positive culture. She is considered by most to be more consultative and has a broader approach to the curriculum.

“*It’s a lot more relaxed since Judith has been here. She speaks to you, is very approachable and is prepared to have a laugh and a joke*”

“*Everyone is much happier now. The current Head is much more approachable. People didn’t feel that they were listened to and now they are listened to*”

“*She really wants our views. Last year – I wouldn’t have said so much, but now you feel it’s worth saying things. The management change has made a huge difference. It’s more positive than before. She is more forward thinking*”.

“*Judith has only been here for less than a year but she has bought so much to the school. Most importantly she has bought herself. There is a new culture, a new way of thinking. She has bought a smile to people’s faces and has bought normality and laughter*”.

Learning and Development and Review (Indicators 2, 8 & 9)

The culture of review at BGGS ensures that there is constant focus on the elevation of standards. Use of School Improvement Development Planning, lesson observations, learning walks, performance reviews, regular team and departmental meetings, all provide opportunity to identify opportunities for improvement and the resulting individual and collective learning and development priorities of people across the school who will deliver those improvements.

In addition to the formal mechanisms described above, people can also request CPD at any time.

The investment in learning and development activity is highly valued by all of the people interviewed although it was also noted that some people feel that there is scope to further improve learning and development opportunities.

Many praised their personal learning experience with some people describing their learner journeys, highlighting excellent opportunities for career progression and personal enrichment.

Many examples of career progression and enrichment were captured during the assessment including:

- Progression from Academic Mentor – Teacher training at BGGS - TLR
- Two students on PGCE placements at BGGS now have permanent posts within the school
- HR Officer to HR Manager
- Seven people have been promoted within the school year 2013 - 2014
- Secondments to the senior leadership team in 2014 and further secondments planned for next year
- Posts created for lead practitioners in KS5 English and Physics
- A strong commitment to develop people through shadowing opportunities
- Managers are encouraging their people to progress and improve their career opportunities even though it may mean that they will have to move to another school to gain promotion
- All support staff will be involved in lesson 6 on Fridays where they will have the opportunity to mentor pupils.

It was clear from Interviews that everyone school wide benefits from an extensive range of learning and development opportunities in order to play their part in the delivery of school objectives. Both internal and external resources are used effectively to deliver the required outcomes. Sharing knowledge and learning with and from each other is particularly strong. Examples given at the assessment include:

- Secondment to SLT to deliver specific projects
- Training days covering a wide variety of subjects which can be run by staff
- Health and Safety
- Child Protection
- Learning Walks
- Paired observations – being observed and observing others
- Coaching and Mentoring
• Weekly meetings to share good practice and knowledge
• Anti-Bullying and Harassment

People throughout the assessment were able to clearly articulate the impact their learning and development has had on them as Individuals, on their ability to improve pupil outcomes and the impact on strategic priorities.

“The anti-bullying training was brilliant. I have used the techniques to identify bullying in the school which I wasn’t previously aware of. I see things I didn’t see before”.

A small number of people interviewed felt that there was still scope to improve accessibility of learning and development.

Positive Culture (Indicators 3, 6 & 7)

The Head Teacher and her team clearly recognise that effective people strategies facilitate excellence in providing the best opportunities for the school’s staff, their pupils and extended community.

We commend the Head and her team for their absolute determination and ability to create a positive culture, which ensures that people are happy working in an environment where they are supported to develop and grow and achieve their full potential. All people interviewed were clearly very motivated and their many positive comments confirmed that the environment and culture within the school makes it an enjoyable and rewarding place to work.

Throughout the assessment people said that BGGS was a good or great place to work. When asked, “What makes BGGS School such a good place to work?”, people talked enthusiastically about Inspirational leadership, empowerment, support, opportunities for career progression and the culture of continuous review and improvement. Many also reflected upon the “little touches” such as Christmas Cards and a box of chocolates and in particular the words “thank you”. They also used words such as “warmth”, “nice atmosphere”, “family atmosphere”, “fairness”, feeling valued etc to describe the environment and culture in which they work. They all clearly contribute to the positive culture which supports staff to maintain their focus on pupil attainment.

Recruitment & Selection

Recruitment and Selection is perceived to be fair and ethical. We found an excellent example of the support given to an unsuccessful candidate who as a result of the positive feedback and support received is still feeling motivated and positive about the future.
Reward and Recognition

The Head Teacher and the wider management team are hugely proud of the achievements of their people and are very keen to show their appreciation.

“She is wonderful. Always eyes open to spot people to praise. Warm, friendly and eager to edify her staff”.
“The Head said ‘I was told if I needed to pick someone’s brains I should come to you’. It made me feel valued”
“I was observed by Ofsted after 4 days of being here. I got ‘Outstanding’ and Judith came down to the classroom to congratulate me straight away”.
“They are always very complimentary. It makes me feel really appreciated”

We were also pleased to witness the Head Teacher opening the Whole School Training Day by thanking Individuals and the whole school team for the contribution they have made to the school over the past year, “Thank you for your professionalism”. People confirmed to us that this was typical of the thanks and praise they receive on an on-going basis within the school.

“They are always saying thank you in meetings and we have loads of meetings!”
“Judith is always thanking staff. She thanks people at every briefing – even for the smallest things, and she name checks achievements- makes it personal”.
“She mentioned my name which felt good”
“Judith is very observant. She recognises what you have done but doesn’t look for weaknesses. She makes you feel what you are doing is good”.
“Judith has a human approach. Her warmth is very noticeable. She sends hand written Christmas cards to every member of staff”.

Staff meetings, briefings, e-mails, notice boards and weekly Staff Bulletins all provide further opportunity to say thank you and celebrate success.
The Head Teacher sends cards and letters of thanks and congratulations and will also send bereavement cards to demonstrate compassion and show that people are valued.

A celebratory lunch was held following the Ofsted Inspection. The staff party had to be ‘taken away’ as it was funded out of the school budget which was considered inappropriate. However, a tea party was held to compensate.

Teachers receive performance related pay and there is due scrutiny of the performance data to ensure that any reward and recognition linked to that is fair. There is also a tradition of paying staff for out-of-hours learning and there is a commitment to continue with this for as long as the budget allows.
Involvement and Empowerment & Consultation

There is superb evidence of a culture of Involvement and Empowerment and the assessment exercise revealed some excellent practice in this regard. One highlight of the many examples of Involvement and Empowerment is the Learning Resource Manager who has been empowered to create a very valuable learning resource. The library is welcoming, colourful, comfortable environment in the school library where she:

- Provides work experience for girls from other schools, works collaboratively with librarians at other schools to invite authors and poets in to their schools, each taking turn to host, organise transport etc.
- Works with public libraries- takes pupils along to Small Heath Library where they help the librarian to choose books for his collection. “They invariably end up reading the books they have chosen”.
- Develops the reading scheme for YR7 with a target of reading 100 books before the age of 16
- Produces family boxes of books which can be taken home for the benefit of the whole family for one month after which another box can be chosen
- Encourages staff, women’s groups families, pupils etc. to take books
- Plays gentle music to calm people down
- Runs homework clubs every night after school
- Runs a reading circle at 08.30 every morning where pupils read and discuss newspaper articles whilst BBC News 24 is running in the background – all raising awareness of world news and current affairs.

All providing excellent enrichment for the girls and their families.

Consultation generally is perceived to be effective and there were many excellent examples of good practice which suggests that this is organic and very much part of the culture within the school.

However, the assessment exercise also revealed that despite very good intentions and the wealth of positive evidence, there is scope to improve consultation, involvement and empowerment in some areas.

“Consultation levels generally are reduced”

To ensure that consultation is fully effective, we strongly recommend that you conduct a review of the effectiveness of consultation at all levels of the school to ensure that you are consulting with people as widely and deeply as possible/appropriate, before changes are introduced. You may wish to conduct this exercise with your Middle Managers in the first instance to enable you explore the effectiveness of consultation between the senior team and middle managers whilst role modelling how you would like them to conduct this exercise with their people to enable them to develop effective consultation arrangements that are appropriate to their teams.
Continuous Improvement

There is empirical evidence of a culture of continuous improvement at BGGS. This assessment activity revealed that people consistently and positively challenge the way things work. The School Improvement Development Plan is seen as a blueprint for improvement and representative of collective ownership arising from self-evaluation, discussion and reflection. HOCAs lead in departmental and team objective setting and everyone’s contribution is both expected and valued. People confirmed that they are encouraged to put forward their ideas for improvement and the assessment exercise revealed many examples of how people had been encouraged and empowered to not only put their ideas forward, but to develop and implement them. This has resulted in increased motivation and commitment, greater buy-in and ownership whilst bringing about improvements within the school. A superb example of this is the two staff members who will join the extended leadership team on secondment for the 2014/2015 academic year. To win this secondment, candidates were asked to submit their ideas for an outcome-focused project which drives improvement within the school. Through their success, the winning candidates now have complete ownership and responsibility to deliver their project and the desired outcomes.

This heightens awareness of the culture of continuous improvement, but also increases motivation, provides opportunity to identify talent, opportunity to capture good ideas and suggestions, and heightens awareness that people are powerful and really do make a difference.

Learning walks, lesson observations, School Improvement Development Planning, Thursday morning briefings etc. all provide opportunities to share good practice and continually improve performance. Such is the culture of continuous improvement that people feel they can offer ideas for improvement at any time and their suggestions are welcomed and valued.

“I have regular fortnightly meetings with the Acting Deputy Head to discuss the most effective and positive approaches to solving problems”

“They are very supportive of ideas”

“They value your opinions”

“We have the best … department. We are not afraid to try new ideas”

“…… took my advice and listened to my ideas from day one”

“I like the fact that if you have good ideas, people want to know what you have to say and it’s considered”

“You views, opinions and experience are welcomed”

“You have chance to voice, suggest and discuss”

Teachers are encouraged to visit other schools to identify best practice and bring those techniques and ideas back to the school.

The JPD (Joint Practice Development) initiative is also an excellent way to develop new ways of working and share good practice. This involves people identifying an area they need to develop, researching good practice and then, with others who have the same need, jointly
planning how to deliver teaching and learning. The technique is practiced on three students and students are observed to assess impact. If successful, this is shared across the school.

Conversely, we did encounter a very small amount of less positive feedback in this area. “There is decades of experience not being utilised” “Two thirds of the people are making all the big calls but beneath them is a pool of talent that is not being stretched and utilised”.

**Work-Life Balance**

There is a willingness to support people in their work-life balance and this assessment exercise revealed many examples of flexible working including opportunities for part-time working and job share. One of the many examples included job share opportunities for two heads of department who both attend on Wednesdays for handover and continuity. BGGS also allow Haj visits and work around cultural and religious needs such as Ramadan. We did however observe that most senior people probably work under too much pressure, with less opportunity for work-life balance. There are also some people who feel that work-life balance could be better commenting that they are often required to come in during the holidays. Whilst this is expected, it often occurs in the middle of the holiday period which can be more disruptive than if it were planned to happen at the beginning or the end of the holiday.
Appendix 1 – Continuous Improvement Plan

Suggested Actions

**Vision and Core Values** – Develop a **clear** Vision which defines **where** the school aims to be. Develop a set of core values which underpin your vision and determine **who** you aim to be.

Strong values are a key strength within the school but they are not defined as such. Once defined the core values could perhaps form part of the performance review appraisal process so people also receive feedback against values/behaviours ensuring that they are constantly focused upon and applied consistently throughout the school.

**Leadership and Management** - Consider developing a management charter for which robustly defines the skills, knowledge and behaviours that are required from people in leadership and management positions in respect of their ability to lead, manage and develop people effectively. Involve all leaders and managers of people in the development of this charter. You could also potentially involve everyone across the school in identifying what a good leader and manager should look like for them and this could influence how the capabilities are defined in your charter whilst raising levels of collaboration and highlighting to everyone the importance you place on effective leadership and management.

From this, further develop your performance review process to ensure that all managers of people are regularly reviewed against the defined capabilities and receive constructive feedback on their performance accordingly.

Ensure that management style consistently reflects your values and include performance against your values and codes of professional conduct in your management reviews.

Consider mechanisms to gain more rounded feedback on the effectiveness of leadership and management. Consider 180° or 360° feedback to inform your feedback to people managers. (Survey Monkey)

This will provide:
- Greater clarity regarding expected people management competencies
- The ability to benchmark managers and develop tailored personal development plans
- Greater consistency of approach in the way people are managed.
**Consultation, Involvement and Empowerment**

The assessment exercise revealed that despite very good intentions and a wealth of positive evidence, there is scope to improve consultation, involvement and empowerment in some areas of the school. To ensure that consultation is fully effective, we strongly recommend that you conduct a review of the effectiveness of consultation at all levels of the school to ensure that you are consulting with people as widely and deeply as possible/appropriate, before changes are introduced. You may wish to conduct this exercise with your Middle Managers in the first instance to enable you to confirm the effectiveness of consultation between the senior team and middle managers whilst role modelling how you would like them to conduct this exercise with their people to enable them to develop effective consultation arrangements that are appropriate to their teams.

As an immediate priority, gain feedback from people who attended the SDP day to establish what worked well and to capture their ideas for improvement.

**Talent Management**

At the next round of performance reviews in September, ensure that you capture people’s hopes and ambitions for the future. Ensure that all people who conduct performance reviews consider the identification and nurturing of talent as part of the process. You may wish to pool this information so there is visibility of people’s talents, hopes, desires and ambitions across the SLT.

**Reward and Recognition Strategy** - Consider developing a formal reward and recognition strategy to ensure consistency of approach. Look at externally benchmarking your strategy by LA comparisons. Involve people in the development of this strategy and ensure it provides opportunity for people to recognise the contribution their colleagues make to the organisation.

A clear strategy designed as suggested above would enable teaching staff to recognise support staff and vice versa.

**Recruitment** - Wherever possible ensure that the views of team members are taken into account when recruiting and selecting new recruits.

**Coaching** – Explore different coaching models to ensure that this high performance method of learning achieves maximum effectiveness.

**Return on Investment**

Ensure that the return on your investment in people strategies is reported clearly to all stakeholders. We did identify some activity in this area but the school would benefit from reporting ROI more consistently and widely than is presently the case as there are small pockets of people who feel less well informed.
Appendix 2 – Assessment results summary

The Investors in People Framework

The Evidence Requirements

| The Indicators | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 1              | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2              | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3              | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4              | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5              | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6              | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7              | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 8              | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 9              | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 10             | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

The number of evidence requirements met is **166**

Key:

- Purple: The Core Investors in People Standard
- Yellow: Your Choice from the Investors in People Framework
- White: Not part of the Investors in People Framework