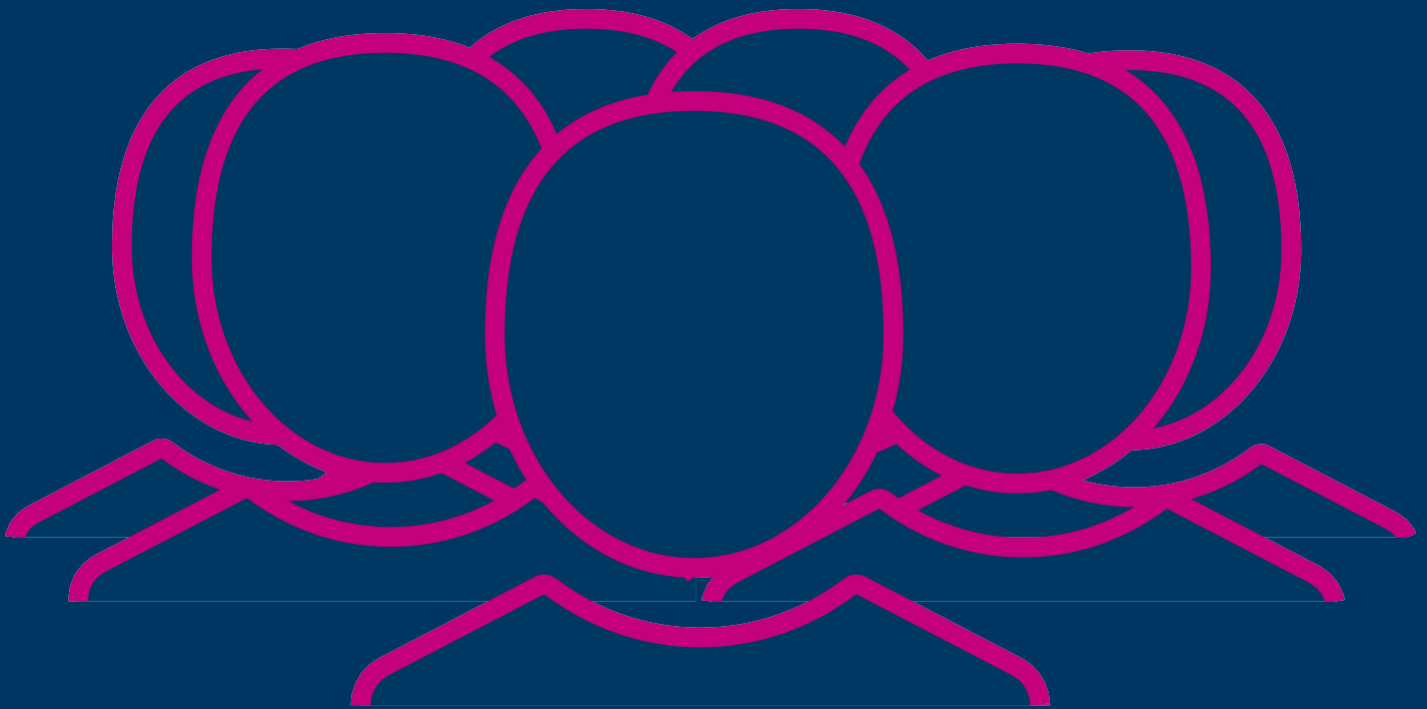


INVESTORS IN PEOPLE™

We invest in people



Feedback

Elmwood School

Project number: CEN-20-00796

Practitioner: Howard Jones



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You did it! You retained

INVESTORS IN PEOPLE™

We invest in people Gold

You're still at the GOLD level of We invest in people accreditation.

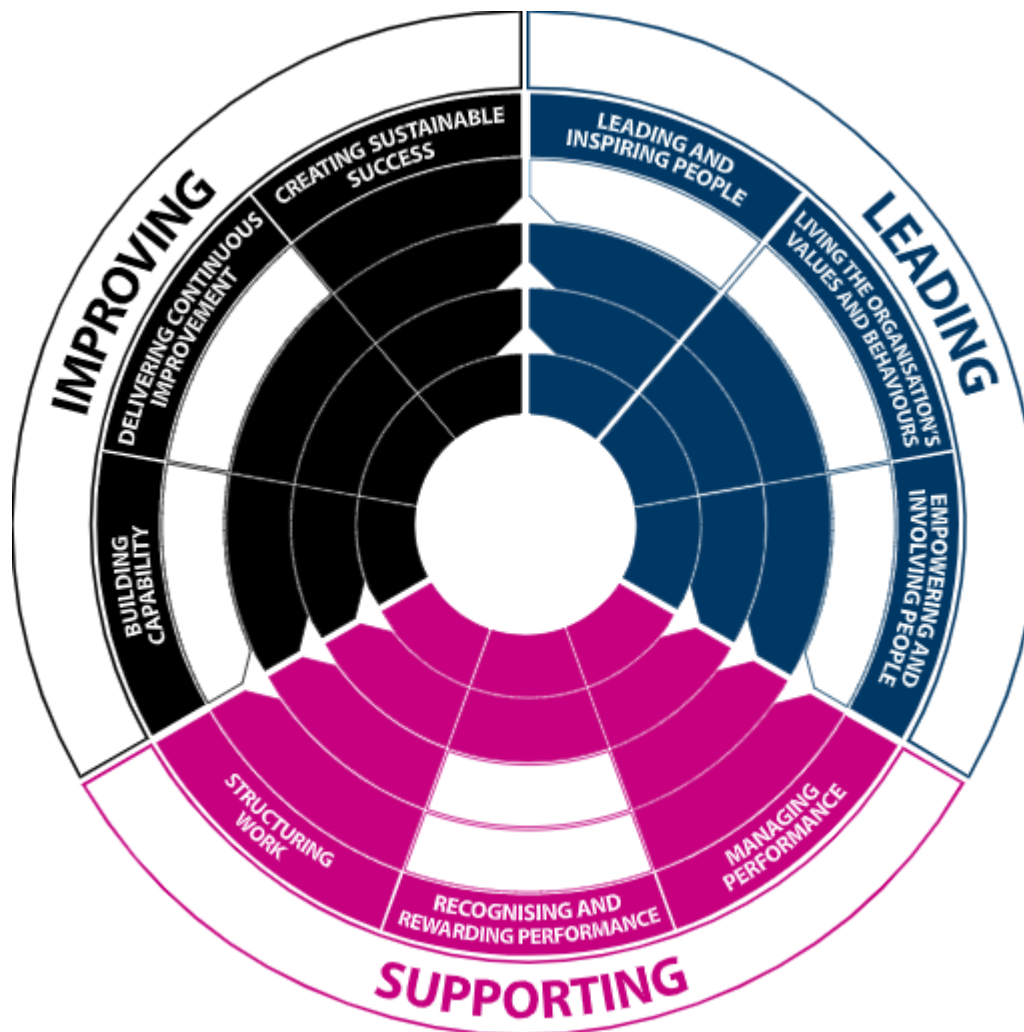
Detailed feedback and recommendations inside...

- What to be proud of
- What to work on
- Our recommendations
- What's next

Key dates

Accreditation date	12-month meeting	24-month meeting	Accreditation renewal
07/07/2021	N/A	05/07/2022	05/07/2023

At a glance



You achieved High Performing status against three of the nine assessment indicators:

- Managing performance
- Structuring work
- Creating sustainable success

Advanced performance level was achieved for five of the remainder:

- Leading and inspiring people
- Living the organisation's values and behaviours
- Empowering and involving people
- Recognising and rewarding high performance
- Building capability.

What's Working Well

- You've shared an exciting and motivational School Vision, which encompasses your drive to re-imagine the potential of each child (and the staff who work with them) to make active and positive contributions beyond the gates of Elmwood School.
- This aspiration engages everyone in your team. Individuals can see how they contribute to its achievement, regardless of their role.
- Almost all leaders and managers are supportive, and approachable. They communicate effectively and help people achieve their goals and targets
- Your Values are at heart of the way the school operates and drive positive behaviours across the team.
- Your approach to managing performance is positive, constructive, and developmental.
- Everyone has a clear role; your structure works well, encouraging collaboration and the sharing of ideas. People work together well and operate as one team.
- You're committed to delivering continuous improvement. Everyone's keen to identify and try new ways of working which will enhance the way you support your students and their families.
- You're managing the COVID-19 situation very well. People feel you reacted quickly, decisively and in line with the school's ethos. You were guided by the need to safeguard the health and wellbeing of students, staff, and parents.

Even better if you

- Ensure all leaders interact with teams and individuals across the whole school and are visible in all areas.
- Continue to survey staff attitudes and deploy strategies to enhance relationships which help build a consistent level of trust across the organisation.
- Encourage everyone to challenge behaviours not in line with your Values.
- Consistently consult people in all areas when changes are being considered or planned which will impact on them.
- Continue to involve staff in reviewing your approach to recognition and reward to identify ways you can motivate everyone to achieve high performance.
- Continue to review your policies so they are easy to access, speed up decision making and enable people to react quickly to changing circumstances.

- Encourage everyone to take responsibility for continuous improvement, be innovative and suggest ideas to improve positive outcomes for the school and its stakeholders.

What's next?

When you've had a chance to read this report, we'll explore and discuss your results in your **feedback meeting**.

WHO?

The meeting will include Lee, members of your leadership team and Howard.

WHEN?

The feedback meeting date is to be agreed.

WHERE?

We'll meet via video-conference.

WHAT?

Together, we'll...

- **discuss your result** and our recommendations in detail.
- brainstorm 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 later.

Don't forget to celebrate!

Let your people know how you did. **Reward them** for their hard work and **include them** in the journey you're on.

Assessment results

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

Survey highlights

Your survey response rate was exceptionally high at 84%.

Your overall survey score is strong, although it is 50 points lower than in 2017. You marginally outperform the IIP average benchmark and are just below your sector benchmark. See your overall benchmark score and comparison scores illustrated below.

Your overall survey scores

Benchmark



- YOUR BENCHMARK
 - **733**
 - AVERAGE IIP BENCHMARK *
 - **727**
 - AVERAGE INDUSTRY BENCHMARK
 - **744**
- Showing results for Other education incl. support activities

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

Your 2017 Result

Benchmark



- YOUR BENCHMARK
 - **784**
 - AVERAGE IIP BENCHMARK *
 - **727**
 - AVERAGE INDUSTRY BENCHMARK
 - **744**
- Showing results for Other education incl. support activities

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

Who took your survey?

Survey Response Rate

Overview

TOTAL RESPONSES

38 responses out of 45 (84%)



RESPONSE METHOD



Email link: 38 responses out of 38

Open access: 0 responses out of 38

Your survey results by indicator

Indicator summary

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Indicator Score	Difference from IIP Average
INDICATOR 1 Leading and inspiring people	22.4%	42.1%	20.4%	5.3%	2.6%	5.9%	1.3%	5.5	-0.1
INDICATOR 2 Living the organisation's values and behaviours	39.5%	46.3%	6.8%	4.2%	1.6%	1.1%	0.5%	6.1	+0.2
INDICATOR 3 Empowering and involving people	25.7%	42.1%	15.8%	7.2%	4.6%	2.6%	2.0%	5.6	-0.2
INDICATOR 4 Managing performance	37.5%	42.8%	11.2%	3.9%	2.0%	1.3%	1.3%	6	+0.3
INDICATOR 5 Recognising and rewarding high performance	13.8%	28.3%	28.3%	14.5%	5.9%	3.3%	5.9%	5	-0.2
INDICATOR 6 Structuring work	27.6%	49.3%	16.4%	3.9%	0.7%	2.0%	0.0%	5.9	0.0
INDICATOR 7 Building capability	18.4%	53.2%	15.8%	5.8%	2.1%	3.2%	1.6%	5.6	+0.1
INDICATOR 8 Delivering continuous improvement	21.7%	44.7%	22.4%	7.2%	1.3%	2.6%	0.0%	5.7	+0.1
INDICATOR 9 Creating sustainable success	29.6%	41.4%	15.8%	6.6%	3.9%	1.3%	1.3%	5.8	-0.0

Indicator summary

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Indicator Score	Industry
INDICATOR 1 Leading and inspiring people	22.4%	42.1%	20.4%	5.3%	2.6%	5.9%	1.3%	5.5	-0.2
INDICATOR 2 Living the organisation's values and behaviours	39.5%	46.3%	6.8%	4.2%	1.6%	1.1%	0.5%	6.1	+0.1
INDICATOR 3 Empowering and involving people	25.7%	42.1%	15.8%	7.2%	4.6%	2.6%	2.0%	5.6	-0.2
INDICATOR 4 Managing performance	37.5%	42.8%	11.2%	3.9%	2.0%	1.3%	1.3%	6	+0.1
INDICATOR 5 Recognising and rewarding high performance	13.8%	28.3%	28.3%	14.5%	5.9%	3.3%	5.9%	5	-0.3
INDICATOR 6 Structuring work	27.6%	49.3%	16.4%	3.9%	0.7%	2.0%	0.0%	5.9	-0.1
INDICATOR 7 Building capability	18.4%	53.2%	15.8%	5.8%	2.1%	3.2%	1.6%	5.6	-0.0
INDICATOR 8 Delivering continuous improvement	21.7%	44.7%	22.4%	7.2%	1.3%	2.6%	0.0%	5.7	-0.1
INDICATOR 9 Creating sustainable success	29.6%	41.4%	15.8%	6.6%	3.9%	1.3%	1.3%	5.8	-0.2

Indicator summary

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Indicator Score	Previous surveys
INDICATOR 1 Leading and inspiring people	22.4%	42.1%	20.4%	5.3%	2.6%	5.9%	1.3%	5.5	-0.4
INDICATOR 2 Living the organisation's values and behaviours	39.5%	46.3%	6.8%	4.2%	1.6%	1.1%	0.5%	6.1	-0.3
INDICATOR 3 Empowering and involving people	25.7%	42.1%	15.8%	7.2%	4.6%	2.6%	2.0%	5.6	-0.6
INDICATOR 4 Managing performance	37.5%	42.8%	11.2%	3.9%	2.0%	1.3%	1.3%	6	-0.2
INDICATOR 5 Recognising and rewarding high performance	13.8%	28.3%	28.3%	14.5%	5.9%	3.3%	5.9%	5	-0.8
INDICATOR 6 Structuring work	27.6%	49.3%	16.4%	3.9%	0.7%	2.0%	0.0%	5.9	-0.3
INDICATOR 7 Building capability	18.4%	53.2%	15.8%	5.8%	2.1%	3.2%	1.6%	5.6	-0.2
INDICATOR 8 Delivering continuous improvement	21.7%	44.7%	22.4%	7.2%	1.3%	2.6%	0.0%	5.7	-0.5
INDICATOR 9 Creating sustainable success	29.6%	41.4%	15.8%	6.6%	3.9%	1.3%	1.3%	5.8	-0.4

Themes (Highs and lows)

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Score	Difference from IIP Average
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Highs

Setting objectives <small>INDICATOR 4: Managing performance</small>	47.4%	44.7%	5.3%	2.6%	0.0%	0.0%	0.0%	6.4	+0.6
Adopting the values <small>INDICATOR 2: Living the organisation's values and behaviours</small>	47.4%	43.4%	3.9%	2.6%	1.3%	0.0%	1.3%	6.3	+0.2
Measuring and assessing performance <small>INDICATOR 4: Managing performance</small>	44.7%	39.5%	5.3%	5.3%	5.3%	0.0%	0.0%	6.1	+0.5
Living the values <small>INDICATOR 2: Living the organisation's values and behaviours</small>	36.8%	47.4%	7.9%	6.6%	1.3%	0.0%	0.0%	6.1	+0.3
Making decisions <small>INDICATOR 3: Empowering and involving people</small>	31.6%	50.0%	10.5%	5.3%	2.6%	0.0%	0.0%	6	+0.1

Lows

Deploying the right people at the right time <small>INDICATOR 7: Building capability</small>	15.8%	44.7%	21.1%	5.3%	5.3%	5.3%	2.6%	5.3	0.0
Participating and collaborating <small>INDICATOR 3: Empowering and involving people</small>	18.4%	34.2%	21.1%	10.5%	7.9%	5.3%	2.6%	5.2	-0.3
Adopting a culture of recognition <small>INDICATOR 5: Recognising and rewarding high performance</small>	18.4%	26.3%	31.6%	7.9%	5.3%	2.6%	7.9%	5.1	-0.4
Recognising and rewarding people <small>INDICATOR 5: Recognising and rewarding high performance</small>	13.2%	30.3%	27.6%	15.8%	3.9%	3.9%	5.3%	5	-0.0
Designing an approach to recognition and reward <small>INDICATOR 5: Recognising and rewarding high performance</small>	10.5%	26.3%	26.3%	18.4%	10.5%	2.6%	5.3%	4.8	-0.2

What your people told us

Leading

“XXXX is brilliant - he’s easy going and approachable - we can have a laugh”

“We’re allowed to get on with our work. We have clear standards to meet for hygiene and cleanliness”

“I can’t speak highly enough about the support I’ve had from the leadership team both personally and professionally”

“I’ve never felt so cared for by an SLT”

“They changed my role without any discussion. I didn’t get the support I was promised, and my PDP wasn’t reviewed and updated”

“I don’t feel I can challenge - its more hierarchical now. We don’t see as much of the Head as we used to”

“Our RAP targets are very clear - I can see how I fit in with it in my role”

“We’ve made changes to make things better for the children. We’ve involved everyone as much as we can and have consulted with people and with the unions”

“We really do care for each other here - I feel supported and try to support those around me”

“Consultation processes are well managed with individuals, pods and the whole school”

“I get the impression that one member of the senior team prefers one Phase. Sometimes we feel like second class citizens”

“I’d like to see all SLT members around the whole school more often”

LEADING AND INSPIRING PEOPLE

Indicator 1: Leading and inspiring people

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Base Questions							
I trust the leaders of my organisation	26.3%	42.1%	15.8%	5.3%	2.6%	7.9%	0.0%
Management communicates the organisation's ambition	21.1%	44.7%	18.4%	5.3%	2.6%	5.3%	2.6%
My manager motivates me to achieve my best	26.3%	39.5%	18.4%	7.9%	2.6%	2.6%	2.6%
My organisation develops great leaders	15.8%	42.1%	28.9%	2.6%	2.6%	7.9%	0.0%

Your Raising Achievement Plan (RAP) was developed with staff, governors, and external partners/stakeholders and is reviewed and updated annually. Your overall aim is to no longer Require Improvement against any of the OFTED inspection criteria. Everyone agrees this is right focus for the school and understands how they contribute to its successful achievement.

Those interviewed feel communication with leaders and managers is good and that they have plenty of opportunities to engage in two-way dialogue. Regular meetings take place at leadership, phase, and team levels. Visual management and informal dialogue ensure everyone is aware of changes and priorities quickly.

Leaders and managers have Job Descriptions which include reference to Leading and Managing Staff/People. They include to:

- Assist with the selection and recruitment of new teaching staff.
- Performance manage curriculum leads, teachers, instructors and / or teaching assistants including carrying out appraisals, providing professional development opportunities, and holding staff to account for their performance.
- Create an ethos within which their direct reports are motivated and supported to develop their skills and knowledge.
- Commit to their own professional development, proactively identifying development opportunities.

People give their managers feedback on their effectiveness during one-to-one meetings, team development sessions and formal appraisals. They have a clear understanding of what effective managers at the school are expected to do.

Most people have confidence in the capabilities of school leaders and feel you will achieve the key objectives outlined in your RAP.

LIVING THE ORGANISATION'S VALUES AND BEHAVIOURS

Indicator 2: Living the organisation's values and behaviours



The Elmwood Way is communicated as an integral part of your vision and aims to everyone in your learning community. Your three core Values are shared internally via school policies, written communications, and visual management. They are also prominent on your website.

Virtually everyone agrees they are led and managed in line with these aims and that they are at the heart of everything you do. Leaders consciously acted in line with your ethos when responding to the COVID-19 pandemic and its potential impact on the school community. Decisions were made to safeguard the wellbeing of students and staff.

Your people understand your values, believe they are the right ones, and are motivated to behave in line with them. Examples were shared of individuals and teams 'going the extra mile' to support learners, colleagues, and parents/carers. Many shared examples of where they've made decisions based on your ethos, rather than taking an easier option.

Everyone understands how to behave and are encouraged to demonstrate positive and supportive behaviours with everyone they meet. Governors and leaders nurture a culture of openness and honesty where people consistently behave in line with your values.

As reflected in your survey results, a number of those interviewed said they wouldn't be comfortable challenging inappropriate behaviours but would report it to a manager or leader to deal with.

EMPOWERING AND INVOLVING PEOPLE

Indicator 3: Empowering and involving people



Everybody agrees they have access to all the knowledge and information they need to perform well. People feel empowered to identify new/better ways to do their jobs. Regular briefings, meetings and newsletters ensure people know what’s going on at school and with individual pupils and Phases.

Examples were shared of individuals taking the lead on specific projects and whole school initiatives.

Although you have several formal and informal processes in place to consult staff, some would like more opportunities to participate in decision making and to be involved earlier when changes are planned. Particularly when they potentially impact directly on their roles and working patterns.

Governors, leaders, and managers trust and support people to make decisions and involve them in establishing the decisions they can make. People feel empowered to question the way the school operates if they think their input may enhance how your overall plans are achieved.

Supporting

“Staff and managers appreciate us - we get thanked in ‘shout-outs’”

“There’s a lot of collaboration across the Phases now. I like it as I see some of the pupils in a different light”

“XXXX always says thank you and well done.”

“It’s a lovely job - no two days the same!”

“We’re a team. Colleagues support each other and live our Values”

“All I’ve experienced since joining, is support”

“We’re able to access counselling and have been encouraged to exercise and try art as part of the school’s approach to wellbeing”

“I have an appraisal every 6 months but can approach SLT members any time I like to ask a question or get a decision on something”

“I appreciate we’re a small team that needs to be flexible, but I think roles and responsibilities need to be more clearly defined. They can be wishy-washy”

MANAGING PERFORMANCE

Indicator 4: Managing performance

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Base Questions							
I have agreed my objectives with my line manager within the last 12 months	47.4%	44.7%	5.3%	2.6%	0.0%	0.0%	0.0%
My manager helps me improve my performance	26.3%	44.7%	18.4%	5.3%	0.0%	2.6%	2.6%
I feel encouraged to perform to the best of my abilities	31.6%	42.1%	15.8%	2.6%	2.6%	2.6%	2.6%
I have discussed my performance with my manager in the last 6 months	44.7%	39.5%	5.3%	5.3%	5.3%	0.0%	0.0%

Your people know what’s expected of them and have a clear ‘line of sight’ between their own goals/targets and the aims of the school. Leaders and managers agree objectives, targets, and standards with people during formal observations, evaluations and annual appraisals. These are

also used as an opportunity to review performance and explore learning and development needs. Appraisals take place consistently and are viewed as positive and constructive.

Those new to the school receive lots of formal and informal feedback and agree goals/targets as soon as they join the team.

People monitor their own performance; each agrees challenging individual objectives in line with their career stage, their aspirations and school/phase priorities.

Leaders and managers invest time managing performance and supporting people to achieve their objectives; they have open and honest conversations with their people about their performance and deal with underperformance quickly.

Governors and external advisers/inspectors also play a key role in managing performance. They monitor individual and team activities through regular visits, reviewing learner’s work and formal monitoring and data collection and analysis.

Everyone feels they receive plenty of feedback on their performance.

Everyone is expected to strive for high performance and to achieve exceptional results with, and for, your pupils, their parents/carers, and the community you serve.

RECOGNISING AND REWARDING HIGH PERFORMANCE

Indicator 5: Recognising and rewarding high performance

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Base Questions							
I am consistently recognised when I exceed expectations	13.2%	28.9%	23.7%	18.4%	5.3%	5.3%	5.3%
I get appropriate recognition for the work I do	13.2%	31.6%	31.6%	13.2%	2.6%	2.6%	5.3%
I feel appreciated for the work I do	18.4%	26.3%	31.6%	7.9%	5.3%	2.6%	7.9%
I am rewarded in ways that match my motivations	10.5%	26.3%	26.3%	18.4%	10.5%	2.6%	5.3%

Given the constraints within which you operate, you’ve developed a positive approach to recognition and reward which motivates your people to achieve high performance.

Governors and leaders regularly review how you recognise and reward people.

Governors, senior staff and Leads frequently informally praise, recognise, and thank people

for high performance and when they demonstrate behaviours in line with your ethos.

Briefings and weekly meetings include formal opportunities for managers and colleagues to recognise and thank people for specific things they've achieved that week/day.

STRUCTURING WORK

Indicator 6: Structuring work

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Base Questions							
I am able to develop the skills I need to progress	13.2%	52.6%	23.7%	5.3%	0.0%	5.3%	0.0%
I have the right level of responsibility to do my job effectively	26.3%	47.4%	21.1%	2.6%	2.6%	0.0%	0.0%
My role enables me to work well with others	26.3%	52.6%	13.2%	5.3%	0.0%	2.6%	0.0%
My work is interesting	44.7%	44.7%	7.9%	2.6%	0.0%	0.0%	0.0%

Everyone interviewed has a clear job description which defines the purpose of their role and their key responsibilities. These are reviewed regularly to ensure they meet the changing needs of learners, and your priorities. There is no duplication in the way roles are designed. Your current structure is leading to high levels of collaboration across teams and phases in pursuit of your RAP objectives.

Your people agree their jobs are interesting and challenging and that the skills, knowledge, and behaviours they need to perform them are clear. Roles are designed with clear decision-making autonomy and there are a wide range of policies and processes in place which support people to make decisions. Policies and practices could be more regularly reviewed and simplified to speed up decision-making and increase flexibility where appropriate. Several policies are shared externally via your website.

Everyone agrees they are encouraged to work across the school. Several examples were shared of shadowing, peer learning and mentoring support and opportunities to gain experience in different aspects of the school.

Open communication and flexibility make it easy for people to collaborate effectively. Team working and collaboration are strengths of the school with people establishing formal and informal networks to share information and good practice, develop ideas and solve problems together.

Improving

“We’re encouraged to try new things - we’re always talking about ideas and new ways of working”

“They take on board our suggestions - we’re listened to, things change as a result”

“I’d like to see us getting back to more staff social activities after lockdown - they’re good for team building”

“Observations and monitoring are positive. The approach helps me achieve my best - the feedback is always constructive”

“It’s wonderful here - I’ve never worked anywhere like it”

“I really love my job!”

“We use surveys with pupils, parents and staff to find out how people are feeling and to identify lessons we can learn”

“We encourage TAs to achieve their PGCE if they’re interested in teaching - we’re part of a teacher training hub”

“I love the job!”

“I’m asked for my ideas - they think about them and get back to me pretty quickly”

“I’m involved in planning for my subject as well as wider whole school issues”

“There are times when we need more explanation about the rationale for changes. There were some changes made to the curriculum without any discussion”

“The leadership team is still new. We’re having coaching to help us work together as well as we can”

“The school and its managers have high standards, which is great. Everyone here’s committed to getting the best for the kids!”

BUILDING CAPABILITY

Indicator 7: Building capability



Leaders and managers regularly discuss learning and development and personal and professional aspirations with people. They ensure individual and team needs are identified and met. The school provides a wide range of learning opportunities which help people develop the skills and knowledge they need to achieve high performance, to progress, and achieve their full potential.

You're flexible in the way people are developed. Activities mentioned included coaching, mentoring, formal qualification-based programmes, and eLearning. Your people feel the quality of the training and development they participate in is good and that activities are normally well planned and relevant.

Despite the impact of the pandemic, staff CPD/learning and development has continued by increasing the use of online courses, TEAMS etc.

Leaders, managers, and experienced staff provide advice, guidance and support to colleagues; they're happy to invest time helping people access any learning and development they need.

Examples were shared of your people putting the learning they have received into practice. These included safeguarding, teaching and learning, leadership and management and coaching and mentoring skills.

Formal and informal evaluation takes place to monitor the quality of learning staff and governors participate in, and its impact on performance.

The Head Teacher's termly reports to Governors refer to key learning and development activities deployed and their impact on staff performance, resilience and skills.

New people, and those new to a role, confirm the school's recruitment and selection

processes are open, fair, and effective. Opportunities are advertised internally and externally when appropriate, and suitably experienced staff are encouraged to apply for them.

You invest time in resource planning and continue to modify your structure to ensure you are in the right shape to achieve your vision and aims. You've identified succession planning for leaders and governors as a priority and are beginning to work on both.

DELIVERING CONTINUOUS IMPROVEMENT

Indicator 8: Delivering continuous improvement

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Base Questions							
I look for improvement ideas from my colleagues	21.1%	52.6%	18.4%	7.9%	0.0%	0.0%	0.0%
I am encouraged to improve the way I do things	21.1%	42.1%	26.3%	5.3%	0.0%	5.3%	0.0%
I am responsible for improving the way we do things	18.4%	36.8%	26.3%	13.2%	2.6%	2.6%	0.0%
I am trusted to try new approaches in the way I work	26.3%	47.4%	18.4%	2.6%	2.6%	2.6%	0.0%

There's a focus on continuous improvement at Elmwood School. Leaders and Curriculum Leads access internal and external sources to come up with new ideas and approaches to support learners, their parents/carers, and the community.

Governors monitor the operation and outcomes of the professional development arrangements. They are committed to ensuring that the school's professional development process is fair and non-discriminatory.

Staff surveys are deployed regularly to gather feedback. A recent exercise gave people the chance to feedback on the effectiveness leaders and to score the degree to which they trust them.

Lesson observations/target review and setting at the school is carried out consistently in all phases.

The school's Key Stage 4 Results are published on your website, along with trends over the last 10 years. They show positive improvements in key subjects and are well above those of comparator schools nationally.

You've achieved several quality awards. They include Green Tree School Gold Award and the Leading Parent Partnership Award 2020 -2023.

You believe your partnership with parents is crucial and of paramount importance to the good progress that our learners make at school.

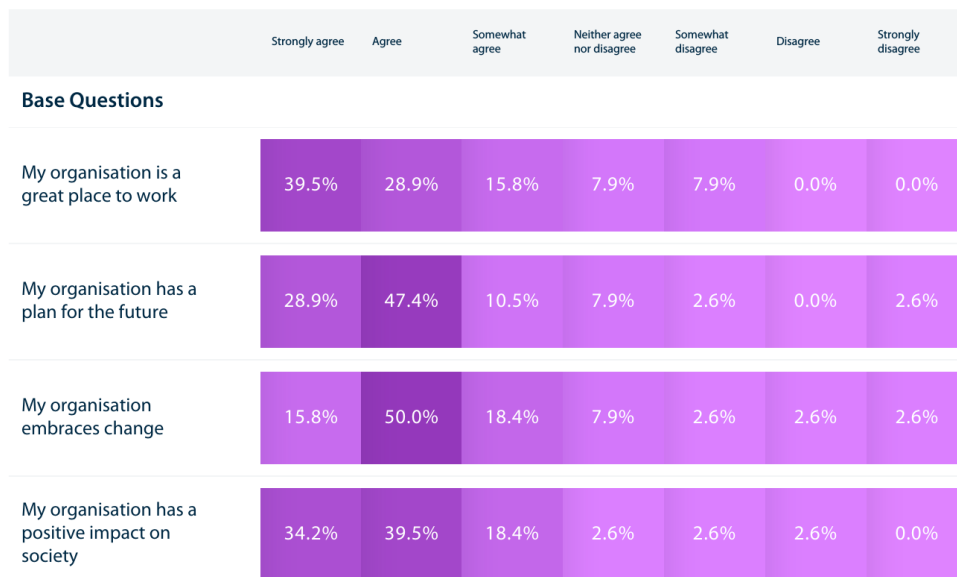
As a school, you work exceptionally hard to develop an effective relationship with all your parents and carers, through regular, on-going communication and events.

People are encouraged to contribute ideas and suggestions during whole staff and phase meetings, appraisals and through informal dialogue.

Everyone feels supported to try out new ideas and to take reasonable risks when considering innovative ways. When ideas are proposed, they are responded to, and acted upon quickly.

CREATING SUSTAINABLE SUCCESS

Indicator 9: Creating sustainable success



You consistently communicate the school’s future priorities clearly, enabling people to understand your aims and aspirations, which are firmly rooted in the OFSTED inspection framework key questions. Your people are involved in long- and short-term planning at team/Phase level and feel their input is valued.

Almost everyone interviewed believes Elmwood School is a great place to work; they are committed to its success and found it difficult to come up with ways it could be better when asked for their ideas. As leaders, you are aware of future external challenges and are working hard to develop your own capabilities in response to them.

Your people feel that changes are usually communicated well, with the rationale and anticipated outcomes explained. Some staff feel this isn’t always the case.

You ensure you understand the changing needs of the communities you serve. You collect and analyse feedback from learners, staff, parents and carers and use it to influence decisions you make and changes you implement.

When changes take place, you evaluate their impact, identify any lessons learned and celebrate success.

People who demonstrate enthusiasm and/or expertise are given the opportunity to lead change. A number of those interviewed are championing whole school initiatives and priorities. Change is seen as ‘business as usual’. If things don’t work out as planned, you use them as an opportunity for learning and improvement.

You're committed to equality and diversity and to the ongoing development of everyone in your team. Your team is diverse and reflects the communities you serve.

Everyone interviewed understands the importance of the school's relationship with parents, carers, the local authority, OFSTED and the wider community. Staff and learners are involved in a wide range of social and charity activities including recent activities for supporting Make Tummies Full, 4 Steps to a Smile and SENDIASS, as well as supporting Walsall Outreach.

There is no doubt Elmwood School has a hugely positive impact on the communities you serve.

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