



# INVESTORS IN PEOPLE **BRONZE** REVIEW REPORT

Parayhouse School  
Project ID: 11/1048

Presented by Andrea Defries  
Investors in People Assessor  
On behalf of Inspiring Business Performance Limited

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Delivered by IBP, an official partner for London, South East and South West England

## Introduction

This feedback report presents the findings from the Investors in People Review over two days on the 5<sup>th</sup> and 6<sup>th</sup> December 2011. The report sets out these findings, identifies areas of strengths and also offers some challenges and suggestions where the school may wish to consider further development.

As agreed at the Investors in People Review planning meeting and further detailed in the Investors in People Review Plan, there were 36 people in scope for interviews and 15 people have been selected. This amounts to approximately 42% in line with the Investors in People guidelines. People selected included members of the senior leadership team, key teachers, learning support assistants, therapists, trustees and governors.

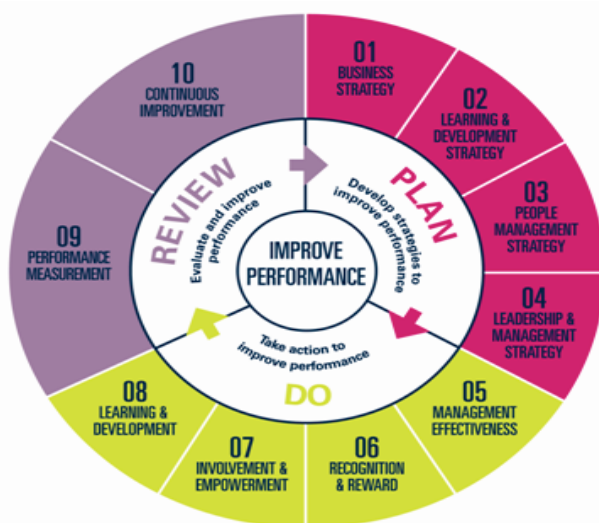
The assessor would like to thank all those involved in their review for their open, honest and enthusiastic participation. A particular thank you to Sarah Jackson, head teacher for managing the review process and allowing me to use the head teacher's office. It was a most enjoyable and informative experience.

## Investors in People outcome

The review confirmed that Parayhouse School continues to meet the requirements of the Investors in People Standard. The Assessor is also satisfied that an additional 29 evidence requirements of the Investors in People Framework are met.

**Parayhouse School is therefore to be congratulated on its successful achievement of recognition as an Investor in People 'Bronze' status.**

**An outline of the Investors in People standard is shown in the model below.**



## Executive Summary

This Investors in People review has shown Parayhouse School to be a nurturing and progressive environment. There is a truly passionate head teacher, knowledgeable and supportive senior management team, dedicated and creative teachers; and caring, empathetic learning support assistants.

### Key strengths include:

- The passion and care to support students to achieve the school's vision to provide language and learning skills for life is striking.
- People are absolutely driven to achieve an improved Ofsted inspection result and everyone is focused on the strategy to deliver on this key objective.
- Leaders' encouragement and support for individual learning and development is extremely high. Several people began their career as volunteers or learning support assistants and are now key teachers.
- There is highly effective teamwork and everyone provides equal contribution.

### For the future the key challenges include:

- Ensuring there is funding and income to sustain the school, particularly in the current extremely difficult economic climate.
- Re-locating the school into premises that provide a far better environment for the needs of the students and staff.
- Managing any changes that will impact significantly on the school that are driven by the Government/Department of Education.

**The feedback in this report is around the school's priorities as agreed during the planning meeting.**

**The staff and the Board of Trustees are engaged with the school**

- There is an understanding and involvement in the school's strategy and direction
- Staff feel they contribute and are rewarded and valued for their work.
- The Board is engaged and motivated to work with the school

**Eighty percent of all lessons are considered good or above - aligned with Ofsted requirements**

- Staff are motivated to provide first class education
- Staff are supported with their own learning and development
- There is effective leadership

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**Eighty percent of all lessons are considered good or above aligned with Ofsted requirements**

**Positive practice**

- Parayhouse school is a non-maintained special school and filling all places and receiving funding is absolutely vital for sustainability. Therefore there is a real concern that the deeply disappointing Ofsted report may impact on future financial security. However although it is thought the inspection did not fully take into account the fact that this is a special school, all staff are absolutely driven to achieve an improved result at the next inspection. To support this key objective a new three-year school development plan has been created that includes action points from the Ofsted report.
- It seems one of the issues during the Ofsted inspection was the difficulty in demonstrating independent learning and learning outcomes. To address this there has been a significant focus on lesson planning that can clearly show the learning objectives, planned activities and 'I can' statements. A new lesson plan template has also been developed to ensure consistency across the school. Furthermore some joint planning meetings have commenced to reduce duplication, enhance collaboration and better meet student needs.

- There is a wide range of regular meetings to share information and discuss strategy and issues. The weekly general staff meeting includes everyone and works very well. The rotating chair and secretary positions give people an opportunity to experience these roles and everyone including learning support assistants feel comfortable expressing their views. It is a good example of how the school receives input from staff and also how people feel involved and engaged.
- Following the Ofsted report an external education consultant has been appointed to help staff re-focus and prioritise on what students need to receive more effective independent learning. This support has been very well received at all levels within the school. The constructive feedback in narrative format to differentiate from grading is most successful. Staff commented they enjoy the feedback and there were several examples of how people have tested out and successfully changed their approach to particular aspects of their work.
- The support given by therapists is much appreciated. In particular conversations that help teachers and learning support assistants to think in a different way and see new perspectives. Good feedback was received about the handwriting programme, social stories, phonics programme; and sensory diets all of which are impacting positively on student behaviour and learning.
- The new position of family development manager was created following a suggestion at the strategy day. This has proved successful and received positive feedback in the Ofsted report. It is a good example of how leaders encourage involvement, empowerment and ownership of decisions.

### **Potential development opportunities**

- The school has identified what it expects from managers and this is described in the job descriptions, Bristol guide and further discussed in performance reviews. In the future however it is possible that leaders will be required to enhance their role. As an example with the focus on facilitating 'learning' in contrast to 'teaching', this could include being more involved in coaching and mentoring. It is therefore suggested that the knowledge, skills and behaviours of managers is reviewed.
- Currently senior managers lead most of the Individual development plan meetings (IDPs) with a half-year review by the line managers. However some line managers have requested that they would like to lead the IDP meetings and some people prefer to discuss their IDP with senior leaders. In addition several people would also like some more time allocated to IDPs. It might therefore be helpful to review this process and make sure it is most effective

- During the IDP meetings training opportunities are discussed. Most of the learning and development ideas are suggested by the individual, and this works quite well. However several people commented they would also like to have some more pro-active ideas and recommendations from their managers and the senior leadership team
- There are further opportunities to enhance performance management for senior managers and therapists. This could include more observations, constructive feedback and possibly a 360 degree appraisal.
- In addition to the current individual development plans it might be helpful to have a whole school training plan to bring together all the information on one easy to read spreadsheet. It could include name, date, training, objective, cost; and outcomes against objectives. This would make it easier for the senior leadership team and the governors to view the training and development both planned and received: and monitor the return on investment.
- There is a structured recruitment and selection process with a comprehensive application pack, an opportunity to spend time working in the school if desired; and a selection panel to make final decisions. However although it is rare, there are examples where some jobs have not been advertised. It might be helpful to review this process and ensure that it is considered fair.
- Parayhouse has been very successful in recruiting a good mix of female and male staff. This is welcomed because there are many more boy students than girls, and strong male role models are extremely important. It may be helpful therefore to further consider the backgrounds of the students and if there are ways to enhance the diversity of the workforce.

## Comments

*'The OT's input has been fantastic. The handwriting programme and sensory diets have really helped our students'*

*'We have all learnt from the speech and language therapist and the Ruth Miskin programme was excellent'*

*'The school has done wonders for me by making higher education available'*

*'The Headteacher is a great listener and gives me an enormous amount of support'*

*'We get a lot of support from the assistant head who is very approachable and will always listen to your concerns'*

## The staff and the Board of Trustees are engaged with the school

### Positive practice

- People feel valued for their contribution from leaders, managers, parents and team members. There are examples of thank you comments, sharing success and appreciation for ideas.
- Everyone has an equal opportunity to receive learning and development and there are numerous examples of sharing ideas, knowledge and experience. This includes during the general staff meetings, team meetings, inset days, key teacher meetings, therapists meetings, at the annual strategy day and whilst working in the classroom.
- In addition to the IDP meetings there are ad hoc conversations about learning and development throughout the term with leaders who are always open to suggestions. In most cases training is provided and people feel able to make any requests. There is a dedicated training budget and several people are studying for foundation degrees for which they receive study leave and financial support. There are several examples where these opportunities have resulted in changing people's lives and opening up new and exciting career paths.
- There is a clear distinction between the roles and responsibilities of the Governors and Trustees. The Governors are involved at a high level in the running of the school including the curriculum and health and safety. The Trustees are involved in premises, finance and senior appointments. The chair of Trustees is particularly focused on funding and finding new premises for the school. This support is appreciated.
- The Professor of organisational behaviour at the London Business School is the new Chair of Governors. Please are delighted to have a person with such knowledge and experience joining the board and are very much looking forward to the input that will be provided.

## Potential development opportunities

- Although some Governors and Trustees are intending to occasionally attend the both the Governor and Trustee meetings, it might be helpful to plan a more formal joint meeting to enhance collaboration. This would help share ideas and experience to inform key decisions.
- There is an opportunity for members of the staff to deliver presentations to the governors and trustees. This would help build relationships and increase the knowledge and information required for decision making.
- There is a sense that the school is driven by its values. However although there is a school ethos, there is not a clear set of values that everyone agrees, understands and can articulate. Values help to quickly communicate what's important to the school. They also act as reference to ensure that agreed fundamental principles and standards are maintained. A clear set of values could be helpful for everyone including staff, students, parents, governors, trustees, volunteers, applicants and people who are considering placing students in the school.
- Unlike most schools, students travel from a number of different boroughs, hence communication with parents can be difficult. Therefore there was a suggestion from a member of staff to create an online parents association.
- To receive feedback on staff engagement and some of the new approaches following the Ofsted inspection, it might be helpful to implement a staff survey. This could be anonymous if preferred.

## Comments

*'Management has a high regard for our work and that feels really good'*

*'I thought I might be too old to do a degree, but I was very much encouraged by the headteacher. The school provided the funds and gave me study leave. I thoroughly, thoroughly enjoyed it and now I have a foundation degree in Education from the Institute of Education!'*

*'The passion, enthusiasm, fairness, straightness and love for learning flows through the school'*

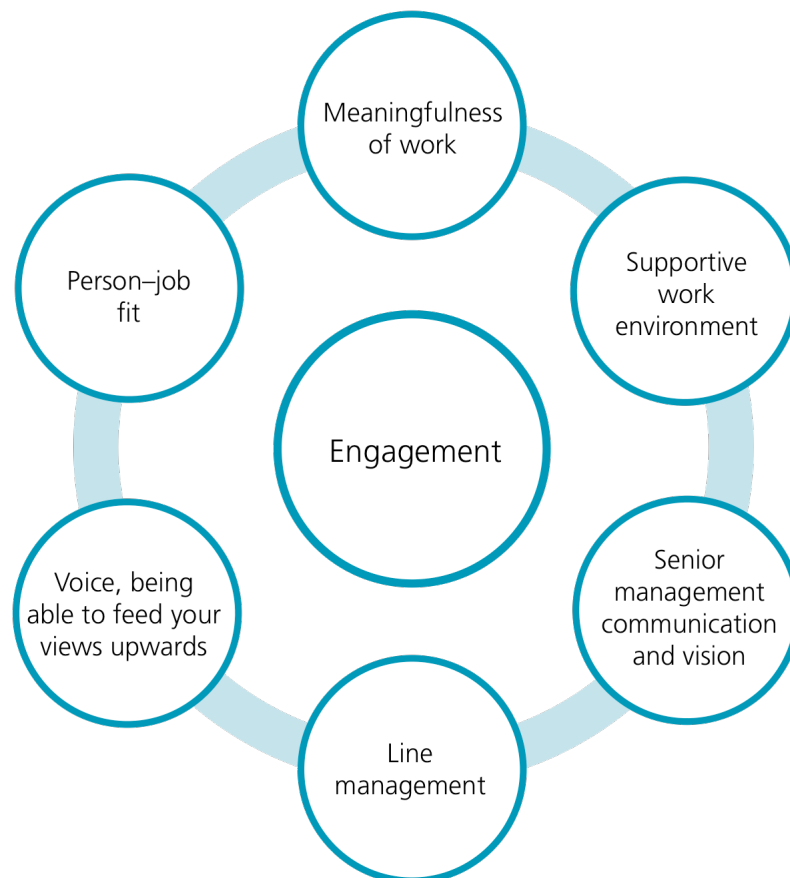
*'There is a great atmosphere in this school. Leaders are approachable and you are encouraged to say what you think. We often go to the pub on Fridays and I've made some really good friends. There's an enormous amount of care for the children and families and you don't feel thank goodness its time to go home, but really look forward to coming in'*

### Supporting information

The Chartered Institute for Personal Development (CIPD) see engagement as having three core facets:

- Intellectual engagement (thinking how to do the job better),
- Affective engagement (feeling positive about doing a good job)
- Social engagement (discussing work-related improvements with others at work)

### The CIPD employee engagement model



## Recommendation and Next Steps

Having carried out the assessment process in accordance with the guidelines provided for Assessors by Investors in People – United Kingdom Commission for Employment and Skills, the Assessor is satisfied that **Parayhouse School meets the requirements of the Investors in People National Standard, Bronze Status.**

Investors in People recognition is granted indefinitely, with a proviso that reviews take place no greater than 3 years apart. Reviews can be undertaken at any time and more frequent reviews are recommended to maintain levels of good practice and continuous improvement. The organisation should discuss the timing of the next review with their Assessor and Adviser, using the Improvement Planning Meeting to agree the best strategy for future use of the Investors in People framework

Should you wish to contact a Client Relationship Manager at IBP for any reason, please telephone 0800 612 3098, use the contact option on our website [www.ibp.uk.com](http://www.ibp.uk.com) or send an email to [info@ibp.uk.com](mailto:info@ibp.uk.com)

## Support Available

### Investors in People Interactive

This **free** online support tool is designed to guide you through development activities and help you maintain the benefits of using Investors in People as an organisational development tool. Obtain an on-going understanding of your organisation's current strengths and development areas by using the tool's diagnostic function which is built around 5 management practices which relate directly to the Investors in People indicators

You can also review and update your progress within the tool and access a wide range of downloads, good practice tips, templates and other resources to inspire and inform - no matter where you are on your Investors in People journey

[www.investorsinpeople.co.uk/interactive](http://www.investorsinpeople.co.uk/interactive)

### Managers Pitstop

IBP has teamed up with [Managers PitStop](#), to offer **free** online Leadership and Management training for managers, business leaders, human resources professionals and individuals. The training, which would normally cost some £200 per person, is available as bite-sized audiovisual online tutorials that last between five and 25 minutes, the training covers recruiting, coaching and managing people.

Each tutorial is accompanied by a selection of downloads which include top tips, exercises and resources for further training. The wide range of topics covered include: absence management; developing people; delegating to others; managing change in business; resolving conflict; evaluating training; recruitment interviews; inductions; barriers to performance; and self-esteem. Log on via our website or using the link below:


[www.managerspitstop.com/ibp](http://www.managerspitstop.com/ibp)

### Promoting continuous improvement

IBP offers an integrated advice and assessment support service, workshops, surgeries and networking events to promote continuous improvement and maximise the benefits of working with The Standard. We also work with a team of highly experienced consultants to offer an extensive range of tailored business support and organisational development solutions to help improve business performance. Details of the support available to you can be found on: -

Internet: 

[www.ibp.uk.com](http://www.ibp.uk.com)

Telephone: 

**0800 612 3098**

Email: 

[info@ibp.uk.com](mailto:info@ibp.uk.com)

## Annex A: Evidence Summary

### PLAN

#### How does Parayhouse School develop the strategies to improve performance?

- Business strategy (Indicator 1)*
- Learning and development strategy (Indicator 2)*
- People management strategy (Indicator 3)*
- Leadership and management strategy (Indicator 4)*

- There is a current 3 years SDP that includes recommendations from the Ofsted inspection.
- People influence strategy through team meetings and ad hoc conversations.
- There is a dedicated learning and development budget managed by the school business manager.
- There are yearly IDP meetings and half yearly reviews to develop individual learning and development plans. Where people request external training, if the budget is available it is usually provided.
- Therapists attend planning meetings, therapists meetings and the general staff meeting.
- The family support manager position came out of the strategy day discussions.
- The education consultant observed all staff and gave constructive feedback.
- Everyone can input into the general school meeting agenda
- There are no meetings on Thursday because people are generally too tired.
- LSAs have their own meeting to discuss issues specific to the group

### DO

#### What actions does Parayhouse take to improve performance?

- Management effectiveness (Indicator 5)*
- Recognition and reward (Indicator 6)*
- Involvement and empowerment (Indicator 7)*
- Learning and development (Indicator 8)*

- There is a wide range of learning and development including narrative/story telling, restraint training, Ruth Miskin literacy, Maketon training, Autism.
- Several people are studying for foundation degrees and/or diplomas. These are funded by the school and study leave is provided.
- There are 7/8 inset days and a yearly strategy day.
- There are Christmas celebrations and a secret santa. Many staff members also help with the school production.
- There are incident reports, a newsletter to parents and a website that is being enhanced.

- There is a wide range of training including autism, handwriting skills, Maketon, phonics.
- There is an NQT induction programme and mentoring from assistant head
- A NQT is attending Hammersmith and Fulham NQT programme on Thursday afternoons.
- Peoples' talents are used including gardening, football, school production, maketon training and drama.
- There are regular topic focused meetings and each member of staff attends two with most people attending the behaviour meeting. Topics have included social stories, sensory diets and the curriculum.
- A list is provided in the staff room for people to share information and make requests for assistance.
- The GSM has a rotating chair and secretary.
- Everyone has targets i.e. set up a school choir, become an arts award assessor.
- The Artsmart award was suggested by the art teacher and this is going ahead
- There are regular visitors' morning for parents and visitor teachers. The students enjoy these mornings.
- Celebration include champagne when a staff member graduated
- Volunteers assist with reading, H&F provided an anti-smoking session and TFL how to use a bus
- Parents have regular drop in days and there was a very successful sailing day
- To assist Governors, some statistics are explained
- Jobs are advertised on the Hammersmith and Fulham website and TES. There are also people who were volunteers who became LSAs and then teachers. In addition current staff are sometimes asked if they know people who want to apply. In nearly all cases there is a panel interview process and lesson observation for potential teachers.
- Staff who have left the school still stay in touch
- There is a virtual learning platform that teachers and student can access
- Induction is effective and includes an application pack and time in the school before starting to see if the applicant is still interested.
- A recommendation from a LSA to change from juice and biscuits at the break to juice and fruit for health and nutrition reasons was accepted and implemented.
- L&D is self-guided
- Family support manager trained as a registered intermediary
- Overseas teachers receive support including mentoring to achieve QTS

## REVIEW

### How does Paryahouse evaluate and improve performance?

*Performance measurement around learning and development (Indicator 9)  
Continuous improvement in people management and development (10)*

- A new SDP has been developed to plan for implementing the recommendations from the Ofsted report.
- A more structured and consistent approach to lesson planning has been created following the Ofsted report around setting objectives, agreeing strategy and identifying learning outcomes for individual students according to their ability.
- There is a new lesson planning template that everyone will be using, in contrast to each team developing their own.
- The OT is now full time and feedback is that this is preferable to the previous part time position.
- There are regular governor meetings and in future following advice from the educational consultant there will be separate Governor sub committee meetings.
- Governors and Trustees intend to increase collaboration and visit the school more often.
- The family support manager role is to be re-structured following the education consultant's evaluation and feedback.
- The speech and language therapist has joined the leadership team and this is working very well.

**Annexe B: Outcomes Table - Evidence Requirements Framework Matrix**

| Core Standard |            |    |    |    |    |    |    |    |    |    |
|---------------|------------|----|----|----|----|----|----|----|----|----|
|               | Indicators |    |    |    |    |    |    |    |    |    |
| ERs           | 01         | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |
| 1             | ✓          | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| 2             | ✓          | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| 3             | n/a        | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| 4             | ✓          | ✓  | ✓  |    | ✓  |    |    |    | ✓  |    |
| 5             | n/a        |    | ✓  |    |    |    |    |    | ✓  |    |
| 6             | ✓          |    |    |    |    |    |    |    |    |    |

Parayhouse has met an additional 29 evidence requirements as shown in the matrix below.

| Wider Framework - 32 additional evidence requirements are selected |            |      |      |    |      |    |    |    |      |    |
|--|------------|------|------|----|------|----|----|----|------|----|
|  | Indicators |      |      |    |      |    |    |    |      |    |
|  | 01         | 02   | 03   | 04 | 05   | 06 | 07 | 08 | 09   | 10 |
| 4  | Core       | Core | Core |    | Core |    |    | ✓  | Core |    |
| 5  | Core       |      | Core |    |      |    | ✓  | ✓  | Core |    |
| 6  | Core       | ✓    | x    |    |      |    |    | ✓  |      |    |
| 7  |            | ✓    |      |    |      |    |    |    |      |    |
| 8  |            |      |      |    |      |    | ✓  |    |      |    |
| 9  |            | ✓    | ✓    |    |      |    |    |    |      |    |
| 10   |            |      | ✓    |    |      |    | ✓  | ✓  |      |    |
| 11   |            | ✓    |      |    |      |    |    |    |      |    |
| 12   |            |      |      |    |      |    | ✓  | ✓  |      |    |
| 13   |            |      |      |    |      |    |    | ✓  |      |    |
| 14   |            |      |      |    |      |    |    |    |      |    |
| 15   |            |      | x    |    |      |    | ✓  | ✓  |      |    |
| 16   |            | ✓    |      |    |      |    | ✓  |    |      |    |
| 17   |            | ✓    | ✓    |    |      |    |    |    |      |    |
| 18   |            |      | ✓    |    |      |    | ✓  |    |      |    |
| 19   |            |      | x    |    |      |    |    | ✓  |      |    |
| 20   |            |      | ✓    |    |      |    |    | ✓  |      |    |
| 21   |            |      |      |    |      |    |    |    |      |    |
| 22   |            |      |      |    |      |    |    |    |      |    |
| 23   |            |      |      |    |      |    |    |    |      |    |
| 24   |            |      |      |    |      |    |    |    |      |    |
| 25   |            |      | ✓    |    |      |    |    |    |      |    |
| 26   |            |      | ✓    |    |      |    |    |    |      |    |
| 27   |            |      |      |    |      |    |    |    |      |    |
| 28   |            |      |      |    |      |    |    |    |      |    |
| 29   |            |      |      |    |      |    |    |    |      |    |