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# INVESTORS IN PEOPLE REPORT

**Leyton Sixth Form College**

Presented by Vincent Dolan

Investors in People Specialist

On behalf of Investors in People South of England

7 July 2014



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## ■ Introduction

This is the Investors in People (IIP) assessment report following the recent assessment conducted by the Assessor, Vincent Dolan, for Leyton Sixth Form College (LSC). At this stage, the current version of the IIP Standard is fully met at the Core Level and there is sufficient evidence in place enabling the college to be confirmed once again as reaching Gold status of the single framework.

Further information on this assessment can be found in the assessment plan associated with this project.

The ethos of IIP is well embedded, as is the programme of putting people at the heart of the culture of LSC. There is also commitment to continuous improvement, as the initial feedback from the Assessor had been well received and acted upon.

The leadership team is committed to people development and to embedding a people-orientated culture throughout LSC, thereby benefiting both staff and pupils. This people culture and 'teaching and learning' have 'taken hold' over the last few years, which is very noticeable and is paying dividends, but requires continuous commitment, leadership, dedication and staff engagement, which is taking place 'from the top' with the principal.

## Explanation of the Single Framework

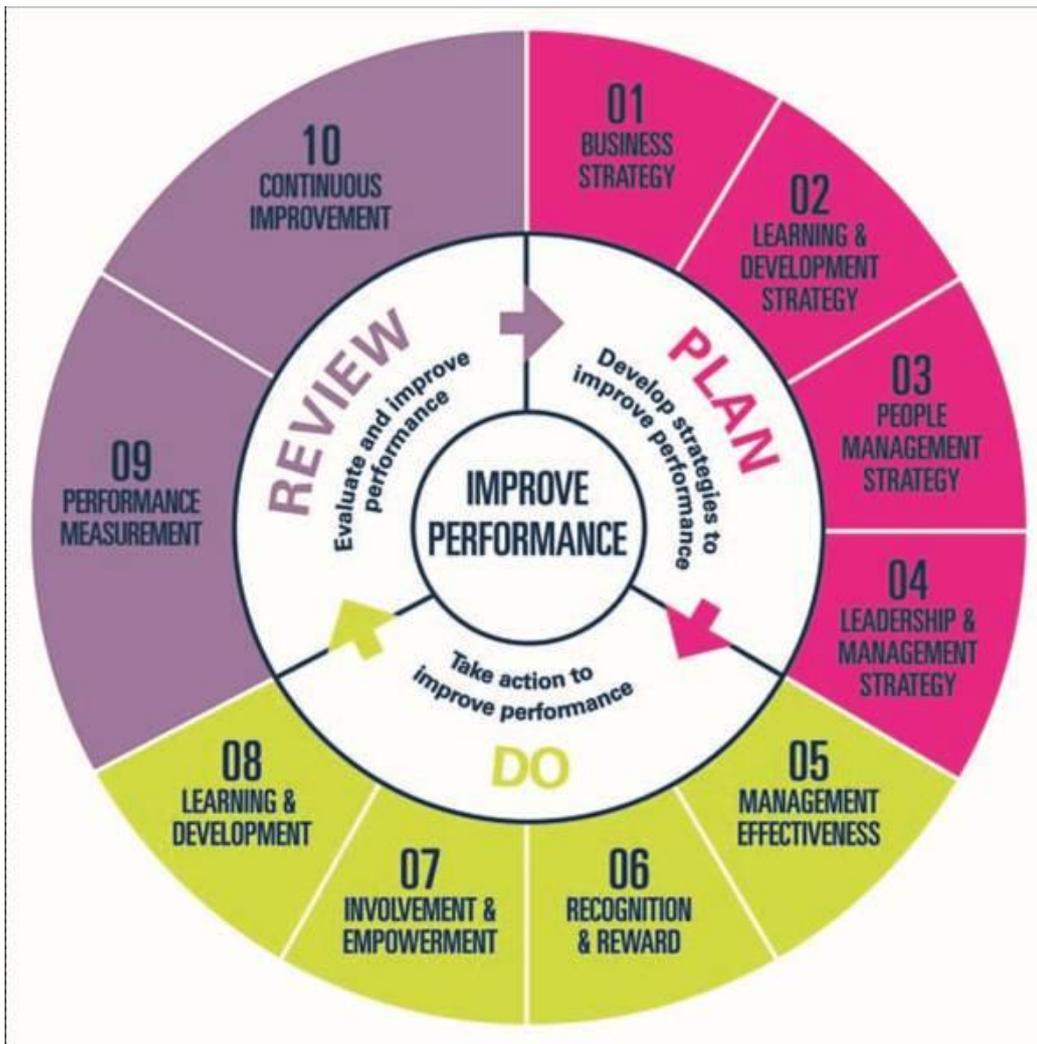
The core IIP Standard covers **39** requirements that an organisation has to meet in order to secure recognition; beyond this, the wider IIP framework adds many more advanced measures which reflect either new, better or more evolved practices. From a current total of **196** requirements, organisations can be formally recognised and celebrated for their achievements by meeting a minimum number of these more advanced measures.

The scoring system is transparent and easy to understand. Every evidence requirement achieved earns you one point. Simply put, the number of evidence requirements you achieve will be your score.

- The Standard plus **26** additional evidence requirements or more will be recognised as IIP Bronze.
- The Standard plus **76** additional evidence requirements or more will be recognised as IIP Silver.
- The Standard plus **126** additional evidence requirements or more will be recognised as IIP Gold.



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At this stage, LSC has achieved **39** evidence requirements at the Core Level plus an additional **126** evidence requirements, awarding it Gold status.

Core Standard: 39										
	Indicators									
ERs	01	02	03	04	05	06	07	08	09	10
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	✓*	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓		✓				✓	
5	✓*		✓						✓	
6	✓									



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Wider Framework: 126										
	Indicators									
ERs	01	02	03	04	05	06	07	08	09	10
4	Core	Core	Core	✓	Core	✓	✓	✓	Core	✓
5	Core	✓	Core	✓	✓	✓	✓	✓	Core	✓
6	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	✓	✓	✓	✓	✓		✓	✓	✓	✓
8	✓	✓	✓	✓	✓		✓	✓		✓
9	✓	✓	✓	✓	✓		✓	✓		✓
10	✓	✓	✓	✓	✓		✓	✓		✓
11	✓	✓	✓	✓	✓		✓	✓		✓
12	✓	✓	✓	✓	✓		✓	✓		✓
13	✓	✓	✓		✓			✓		✓
14	✓	✓	✓		✓		✓	✓		✓
15	✓	✓	✓		✓			✓		✓
16	✓	✓	✓		✓		✓	✓		
17	✓	✓	✓					✓		
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24	✓		✓		✓					
25	✓		✓							
26			✓							
27			✓							



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<b>Totals</b>	25	17	27	12	18	6	15	20	10	15
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### **Acknowledgements**

The Assessor extends his thanks to the staff, the leadership team, the principal and the governors for their time during the course of this particular assessment. The whole process was very effectively and professionally managed. Many thanks also go to Beno Azebiah, HR Manager, and to Dawn Hamilton Barrett, Vice Principal - Staffing, Resources and Infrastructure, for arranging everything, for their time and support and for providing the written evidence, including the extra evidence asked for.

### **Feedback**

Feedback was given at the end of the onsite activity and a further feedback session is planned for September 2014.

### **Report**

This report is written against the principles of the Standard, which LSC is very familiar with, and incorporates the points raised at the feedback meeting and the evidence collected over the course of the onsite visit. The report is intended to challenge LSC to support its continuous improvement and its journey to be recognised as an outstanding institution.

There are a selection of quotes from staff and examples used in the report to 'bring it alive' and add value for LSC moving forward.

It was agreed and requested by LSC at the planning meeting that a summary report would suffice covering the ten indicators of the Standard.

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## ■ Executive Summary

Leyton Sixth Form College (LSC) continues to evolve and develop as a college and is widely seen as being 'a great place to work'.

- The good practice identified at the last IIP assessment is well embedded.
- Consultation with and involvement of staff at all levels in the running of LSC is impressive and in a 'league of its own'.
- People are proud to work at LSC and talk openly about where they work.
- Involvement of people in recruitment and selection of staff from both external appointments and internally is very impressive.
- The ten key features are well embedded.
- Commitment to the development of staff, both teaching and non-teaching, is impressive, with a well-funded 'deal' for staff and notable outcomes such as educational qualifications.
- LSC is continuously attempting to find out how staff feel, and carries out a number of surveys, for example, best companies to work for, staff surveys and the continuous commitment to IIP.
- The open door policy operated by the principal and other members of the senior team is well regarded.
- Communications are described as working well throughout LSC and between departments.
- LSC has embarked on a partnership approach with other colleges in the borough, which is starting to take hold and spread good practice more widely as well as opening up opportunities for staff.
- Diversity and equality is very high on the agenda and the college takes a proactive approach, with people commenting on the recent discussions and training delivered by Stonewall.
- HR has changed for the better

A selection of quotes from staff at all levels is as follows:

***"Appraisals are real in the college."***

***"Feel valued and appreciated."***

***"Observations in classrooms good and professionally executed."***

***"Communications are excellent."***

***"Openness and appreciation has changed dramatically."***

***"Great duty of care across the college."***



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***“All departmental meetings excellent.”***

***“Good support and very clear measurements in place.”***

***“Feel valued very much in the college.”***

***“Every year is different here.”***

***“Ten key features well embedded.”***

***“Speaking up is part of the culture.”***

***“Aspiring managers course.”***

***“Mentors in place.”***

***“Becoming blue rather than greener.”***

***“More action and doing personal goals for everyone.”***

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## ■ Opportunities

With a very successful people strategy in place throughout LSC, it is difficult to identify many improvements. However, the leadership team may wish to consider the following points:

- Consider keeping the initiatives 'fresh' and interesting for long-serving staff members and people getting used to the culture. Continue to 'keep things alive' and not become complacent.
- Some people require more basic line management training and believe that in places this needs refreshing.
- A number of managers wish to have more feedback and discussion regarding their leadership and management style as a routine practice, not only if something is wrong.
- Consideration to be given towards producing a managers' guide, pulling together the role and function of managers at LSC and what 'good' should look like.
- Further discussion should take place relating to the impact of training, learning and development and its effect on LSC's performance.
- People felt that there should be ongoing discussion and training on topics such as diversity, equality and child protection, and that these topics should be taken to a higher level, for example, some members of staff thought that departments that had carried out innovative work with regard to equality (such as the art department) could give a lecture on this work.
- More opportunities to share best practice internally on people management topics.
- Carry out a review of the induction process for members of staff who join at various times of the year.
- Further external promotion of LSC as a good employer and a good educational establishment. How can you maximise the IIP Gold re-accreditation?

LSC is aware that further progress is possible and that there would be great value in maintaining the momentum that IIP and other external initiatives create at the time of any assessment. Given the level of change occurring both in the sector and in IIP (new standards will be launched in 2016), LSC is encouraged to continue to engage with IIP as an independent measurement and improvement tool, which will inevitably help with managing change and ongoing improvement in the performance required 'coming down the line'.

## ■ Review Findings

### Business strategy

The principal has been very clear on the vision, purpose and strategy for LSC and, along with the senior team, has communicated this effectively through a variety of channels. There are measurable priorities in place for each of the departments throughout LSC. The values have been incorporated into the performance review process and the message from all staff interviewed and at all levels is that the 'how' is as important as the 'what' when it comes to performance and delivery. It is important that all leaders model this as well; feedback from staff is that current perception on how the values 'stack up' internally is well embedded. Work is taking place to strengthen the use and link between the values, the ten key features and leadership and management behaviours, and this had improved enormously since the last IIP assessment, with notable new appointments being made both internally and externally. These are becoming 'owned' and modelled 'from the top' and by managers who are aware of the large workforce to be led and the challenges to be met.

***“On an annual basis we look at values as part of our planning to ensure we are living the values.”***

***“The current principal gives us ever greater clarity of purpose and pace.”***

LSC has a very clear direction and set of priorities within the 2013–2014 Strategic Plan. There are excellent opportunities for people to contribute to the planning process through meetings, briefings and away days. There is also strong involvement from stakeholders, with efforts made to engage the governors and obtain parent feedback on policy changes; all part of a well-thought-out, democratic and consultative process. All those interviewed believed that this was the case, and local departments and teams felt that their management chain was good at involving the 'doers' in performance improvement and business planning. Relations with trade union representatives are mentioned to be working extremely well, with both sides saying that, ultimately, they were constructive and consultative on most issues.

Staff were able to discuss LSC's aims as a 'given' and how these applied and motivated them in their own roles. They are routinely discussed in staff meetings, and everyone agreed that communication had improved in the last few years as a result of the staff survey, the ongoing restructuring of the top team and the college settling into a well and truly 'people-centred' organisation. It was encouraging to hear people talk in terms of LSC being an organisation that enabled them to deliver work they are proud of and make a positive difference to the pupils.

KPIs are in place and are reported on regularly following a performance management framework with performance reports, internal reviews and management information. There is credible evidence and plenty of examples of LSC improving performance throughout a range of departments, and any that are lacking in performance have clear plans in place to improve. If performance dips, senior management are keen to explore the reasons why and take action to improve the situation in a professional manner using classroom observation.



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***“CPD is excellent.”***

***“Social side of the college is excellent. Lots of people belong to reading groups, etc.”***

***“Messages passed on and user groups in place.”***

***“Surveymonkey regularly collected and results acted on.”***

***“Feel valued in the college.”***

***“Partnership training good.”***

***“Total openness of the college has impressed me as a new employee”***

***“Integrity in place. Top team working together.”***

***“Self-assessments completed and acted upon.”***

***“Best companies survey completed.”***

***“Very proud of the college.”***

## **Learning and devolvement**

There remains a strong top-level commitment towards learning and development, evidenced by the significant investment that has been made in it. The Learning and Development Strategy and Plan reiterates the genuine commitment, responsibilities and framework relating to training. This sets the ideal for what should be happening, and is embedded, particularly within departments, for example, the evaluation framework. The plans highlight corporate/college learning and development needs, including leadership and management development in order to equip the relevant leaders and managers with the knowledge, skills and behaviours to navigate their teams through change, through project management skills and in delivering educational excellence to pupils.

Workforce planning, employee engagement and talent management have a strong focus at LSC and frameworks have been created for each. The principal and line managers were able to discuss succession planning in most cases and a significant number of people have gained promotion in line with LSC's preference for 'growing our own' in addition to bringing in talent. There are opportunities for temporary promotion and people 'acting up'. Interviewees were in agreement about the merits of this, recognising the developmental positives. They were also able to describe how they use the performance review discussions and one-to-ones to discuss their career aspirations. LSC is genuinely encouraging key talent throughout the organisation for both teaching and non-teaching staff. This is better in some areas than in others, subject to the capability of line managers to do this well and their commitment to this part of their jobs.

Individuals, including managers, confirmed that they have the opportunity to be involved in identifying their own learning and development needs via the appraisal process and the resulting Personal Development Plans (PDPs). The appraisal process and regular one-to-ones provide everyone with the

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forum to discuss their development and career aspirations and are more or less consistently applied throughout LSC.

Everyone interviewed, and at all levels of senior, middle and junior staff, spoke very highly of the learning and development offered by LSC. Excellent efforts are made to ensure that training is focused on priorities. A good mix of internal and external experts is used to deliver training. People can adapt training to their preferred learning styles thanks to the range of methods available, although most had not completed learning styles questionnaires to identify how they best learn. Development methods were found to include courses, on-the-job training, e-learning, conferences and shadowing.

The overall culture at LSC very much projects the message that learning and development is extremely valuable. Managers have demonstrated their own commitment to personal and professional development with all of those interviewed describing extensive personal and professional development and a large number of people undertaking MAs for example.

PDRs, one-to-ones, significant investment and the quality of training interventions have combined to ensure that learning continues to have a high profile at LSC. Everyone described plenty of learning by 'doing' and good interaction with colleagues that helped ensure that learning is part of the culture, as well as benefitting from the partnership approach with other colleges led by the principal. People recognise that this is not always typical of organisations and ranked ongoing learning and development as one of the reasons they choose to stay at LSC. While there is no doubting the scale of the investment, there is no room for complacency. People did feel that learning achievements were celebrated, for example, certificates presented publicly at the Wednesday briefings, whereby all staff are present.

There was confirmation that the leadership team is excellent at broadening roles and providing people with 'stretching' opportunities. Most, but not all, believed that this demonstrates that personal development is supported at LSC. The experience of some members of staff was that training was only available for the immediate role they were performing. This appeared to be mostly to do with line managers not spending the time guiding and coaching them in order to develop them.

***“Access to training is good but sometimes only short notice is given to people. Better schedule of training is needed, and I suggest training coordinator post to coordinate things a bit better.”***

LSC has a formal programme of mentoring that people are aware of. Further formalisation of mentoring and identifying and developing mentors represents the next step. In addition to passing on knowledge and skills, this would potentially have relevance to efforts to secure and pass on LSC's culture to recent recruits.

Most members of staff joining LSC from outside described the organisation as friendly and welcoming, and outlined an effective introduction to their work with support from their manager and colleagues. New starters spoke warmly of their induction and the corporate day. At local level, this was not as positive. Ongoing vigilance is required to ensure that all staff receive a good local and corporate welcome to LSC as well as the initial training and support they need to become productive as quickly as possible. People changing roles described varying local inductions to new roles and often described an 'in at the deep end' experience that was less than ideal. Checks should be carried out for people joining at different

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times of the year to ensure that their inductions are handled as well as for those people joining at the start of term.

***“Child protection training good but maybe we now need higher level training.”***

***“Safeguarding training. Is it deep enough for people?”***

***“Is it time to revisit more management training, lectures, keeping things a bit fresh?”***

***“New to managing course available.”***

## **People strategy**

There is a genuine long-standing strategic approach towards equality and diversity at LSC. The recruitment strategy sets out the strategic actions taken to employ a workforce that fully reflects the community it serves. Progress is overseen by staff of the college, the leadership team and the governors.

Understanding of, and respect for, diversity (for example, ethnicity, age, gender, sex and sexual orientation) at both organisational level and individual level (for example, individual differences in style or confidence) is strong throughout LSC. Everyone considered that this applied internally as well as externally. There remain specialist groups (BME, LGBT, disabilities) that help keep the focus alive. The leadership team is aware of the challenge to promote employees from minority ethnic backgrounds to higher levels of management, and in places is making good progress.

Equality of opportunity in relation to learning and development was considered to be well embedded at LSC, and through regular performance management and line management one-to-ones everyone felt that they had equal access to opportunities.

***“Great ethos of encouraging the admin staff.”***

***“Equality and diversity well promoted”***

***“We are a pretty well-oiled machine.”***

***“Excellent learning and development.”***

***“Post-grad opportunities.”***

***“E-learning as well.”***

***“Teaching and learning and forums.”***

***“Mentoring going on.”***

***“Inset days.”***

***“Student-led show rounds.”***



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***“Keep working on those that don’t speak up.”***

The majority of those interviewed spoke positively about the approach taken by LSC and the flexibility it gives them as best it can in their day-to-day work. There were many examples of flexible hours, flexitime and return to work support. It is a hardworking environment. Within this setting, people described how most managers support them with their work/life balance. Leaders emphasised that having staff who are stressed is not in anyone’s interest and gave examples of steps they had taken to ensure that people do not work excessively long hours. The vast majority of people recognise the benefits of the work/life balance strategies, and flexible working arrangements are used where possible.

Recruitment and selection is carried out extremely well and most people believed it resulted in a diverse and talented workforce. All those involved in recruitment must attend training first. Internal vacancies are promoted and, to a certain extent, staff felt that the process worked well. Top managers were able to describe how the people recruited not only fit with the culture of the organisation but also with the organisational strategy. People can be recruited for specific skills and this contributes to creating the talented and diverse workforce that exists at LSC. Involvement of staff in recruitment and promotion opportunities is progressive and extremely well executed. In some areas of people management, for **example**, recruitment and selection, LSC is in a class of its own.

As a result of the amount of monitoring and discussion at LSC, most people reported receiving and giving good levels of balanced feedback. The twice-yearly appraisals are central to this and most members of staff receive regular one-to-ones. The staff survey enables people to give feedback to the organisation and this is taken seriously and is acted upon. The leadership team has worked hard in the last few years to provide staff with the opportunity for feedback but there is scope for further upward feedback. While the culture is changing in the majority of areas and within most management chains, it was apparent that a minority of staff do not feel that it is safe to challenge.

Restructuring has taken place in some areas, which staff stated have been executed extremely well, for example, the top team restructuring. There was a general consensus that the structure provides promotion opportunities and, where these are more difficult, everyone described how there were other development opportunities available, such as secondment.

***“Staff well-being group in place.”***

**Leadership and management strategy and management effectiveness**

To date, the approach towards leadership and management development has included both training and development and it was apparent that more ongoing development of the softer skills is encouraged and is taking place. Leadership and management development is a priority in the plan and the ethos at LSC. However, the extent to which managers are routinely reviewed against leadership behaviours is somewhat ‘patchy’ and it was apparent that a minority of managers may be uncomfortable discussing or reviewing their behaviours as well as those of others.

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Competencies have been created for all and there is a general understanding through the values that everyone can be, and is expected to be, a leader. This is emerging as a key strength at LSC. All of those interviewed recognised that everyone has a part to play and there is a growing recognition of the importance of accountability. The line management system encourages accountability through PDRs and one-to-ones. Everyone truly recognises leadership capabilities and developing a sense of leadership at every level, and this is seen as part of the current and next phase of organisational development at LSC, building on what is already in place. It appears that this is spreading through the partnership arrangements with other institutions but was not fully tested at this assessment.

The majority of staff described 'excellent' to 'good' working relationships with their line managers, who were seen to largely live up to their responsibilities. While LSC is undoubtedly on a path towards a high level of consistency in people management there were still some minor inconsistencies. There has been turnover in some management chains, which has largely been welcomed by everyone and, in those places where restructuring has occurred, this has been viewed as a change for the better. The Assessor received a lot of comments about how people management has improved and continues to improve throughout LSC.

For a number of years, managers have been exposed to the idea of developing people through applying coaching skills, and at interview it was recognised as commonplace by staff. There was lots of evidence of informal and formal coaching by managers working extremely well.

People held positive views on career opportunities and most were positive about how opportunities were promoted and were dealt with fairly. The amount of acting up has created opportunities for people. One-to-ones, PDRs and MAs, in addition to generally good staff-management relations all help to make staff feel that their careers are developing. Within the appraisal process, there is the opportunity to discuss aspirations, and most people feel that they receive sufficient guidance to build and develop their careers at LSC. There were many examples of individuals progressing and expanding their roles as well as good use being made of secondments and projects which were viewed as developmental. That said, there is no room for complacency, and some staff felt 'pigeon-holed' by managers, who did not seem interested in developing them beyond their current roles.

***“Managers’ appraisals could focus more on the role of the managers and line managers in terms of competency and delivery.”***

***“Results are required here but not overtaking the human side of the college.”***

***“Guest speakers brought in.”***

## Reward and recognition

Despite the huge amount of change throughout LSC over the last few years, in addition to the challenges and the changes within the educational sector, there is a lot of strong evidence of seeking to value and celebrate good performance, with a whole range of interventions, including thank you schemes, staff being publicly rewarded and staff events. Most, but not all, managers are good at verbally thanking and recognising staff contribution. LSC has developed its reward and recognition strategy and ensures that it is fair and competitive within the market; LSC pays the London Living Wage.

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Leaders and managers understand the importance of motivating their people and most, but not all, understand how to do this, with good examples provided of individuals' preferences being taken into account, for example, public or private recognition. Several managers described how they had improved in acknowledging the important contribution made by people as a result of management development or being reminded at managers' events.

The reward and recognition approach is reviewed intermittently in order to ensure it remains effective and competitive. There may be value in formalising the recognition strategy even further through consultation with all representative groups to ensure that the strategy reflects what staff want within the constraints that exist. Equally, managers could improve at 'checking in' with their staff with regard to what motivates them and how they like to be recognised. However, overall, people believe that LSC is an extremely good employer in comparison with other colleges, and many people had experience of working in other places. Beyond the reward and recognition provided by LSC and its managers, there is a high level of intrinsic job satisfaction that drives a good amount of additional discretionary effort that LSC and its students undoubtedly benefit from. People feel that the governing body needs to 'get to grips' with staff recognition and are hoping to see this take place.

### **Involvement and empowerment**

LSC has a range of forums in place that allow for consultation and involvement. This framework gives people the opportunity to contribute. There are also various working parties and staff meetings focused on both strategic and operational issues. People described LSC as an innovative college, with most people being able to put forward ideas and feel supported in implementing these ideas. Employee engagement is seen as a major strength at LSC and one of the best the Assessor has seen in both the public and private sectors.

Internal communication systems at LSC appear to be working well. Indeed, everyone confirmed that communication had improved over the last few years since the restructuring took place with regard to the senior leadership team in an effort to become more 'open'. The leadership team has made additional efforts to become more visible by holding meetings and visiting departments, and this has been noticed. However, there was some feedback that not all senior managers are making sufficient effort to become 'figureheads' for their staff.

Most people feel trusted in their roles and confirm that they are given the space and autonomy to make the decisions they feel are necessary on a day-to-day basis. There is a high degree of pride in working for LSC at all levels. There is a strategy 'from the top' to empower people, and this has evolved since the last IIP Assessment three years ago. Most senior leaders interviewed talked about engagement: listening to staff and wanting to remove obstacles that prevent them from working effectively. In some instances, this relates to systems and processes but in other cases it is management behaviours. This approach needs to go much further and be reflected in all management chains.

In addition, there is the will to continuously improve. Staff felt that this was taking place at the local level in a structured, considered way as well as throughout LSC. Everyone feels able to speak up and challenge in their management chains.



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***“Certainly high elements of listening. This is clear in going through the process of consultation, particularly around recruitment.”***

***“Good managers in place.”***

***“Challenging the way things are done.”***

***“Right decisions made now.”***

***“Staff forum in place.”***

The processes and systems required to ensure that performance management works effectively throughout LSC are well deployed and have improved since the last assessment. It is noticeable that there is more emphasis on monitoring teachers and providing feedback when necessary. The leadership team is clear on performance management expectations and what it means for them personally as well as for LSC. The scheme relating to people being able to visit departments and classes and observe, both announced and unannounced, is good but needs to ‘take hold’ in all places. No department or member of staff should be above scrutiny.

There are various ways at organisational level, whereby performance is measured and discussed consistently.

The link between learning and training interventions and performance could be further developed, perhaps through further examination of the impact of learning and development on overall college results.

The leadership team is aware of the costs of training and development, and reports on the overall impact of training, as mentioned above, to ensure value for money and that resources are targeted where needed. This might be a useful exercise to continue with in light of challenging times ahead with regard to budgets.

In some departments, managers understand the outcomes expected from learning and development, in addition to the anticipated outcomes in terms of improved performance or educational qualifications. In some areas, meetings are held to discuss follow-through on training interventions and sharing them at team meetings with others. However, this is inconsistent and can be improved.

Individuals could give examples of how training, learning and development had improved their performance and how they used their newly acquired skills in the workplace and to get promoted. Others cited improved knowledge through obtaining educational qualifications, and thought that their career prospects had improved. This is a key strength of LSC and one of the reasons people choose to continue to work there. People talk with pride about LSC.

***“Reviewing the HR policies.”***

***“Qualified mentors in place. Evaluation of mentors currently occurring.”***

***“Training budget is monitored and reviewed and reported to the governors.”***

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## **Continuous improvement**

People recognise that LSC is a good place to work and that there is top-level commitment to protecting the workforce. The contributing factors were the learning available, the flexibility with which they could manage their work, line management, employee engagement, diversity and clarity of vision, and supportive colleagues.

There has been an ongoing drive to continue to improve LSC as a place to work, particularly over the last few years. There is no sense of complacency, as evidenced by the use of internal review (for example, the staff survey and the accompanying action plans and departmental reviews) and also external review (statutory and regulatory bodies), and there is no shortage of external opinion and critique of LSC.

A number of managers were able to discuss how they had improved their management style and approach through attending management development training, through attendance at management meetings and through the restructuring of the top team.

There is a commitment to continuously improve, and people did recognise a particular approach towards it. The Quality Improvement Projects focus on key LSC priorities and are a very important contributory factor to continuous improvement.

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## ■ Recommendation and Next Steps

Having carried out the assessment process in accordance with the guidelines provided for Investors in People (IIP) Specialists by Investors in People – United Kingdom Commission for Employment and Skills (IIP – UKCES), the IIP Specialist is totally satisfied that Leyton Sixth Form College (LSC) meets the requirements of the IIP National Standard and has once again achieved Gold status.

IIP accreditation is granted indefinitely, with a proviso that an interaction is undertaken within eighteen months of accreditation and a full assessment takes place no greater than three years apart. Assessments can be undertaken at any time, and more frequent assessments are recommended in order to maintain levels of good practice and continuous improvement.

The organisation should discuss the timing of the next assessment with their IIP Specialist, using the improvement planning meeting to agree the best strategy for future use of the IIP framework.

## Customer satisfaction questionnaire

Both the IIP Specialist and IIP South of England would welcome your feedback on this assessment and you will shortly be supplied with a client satisfaction questionnaire from IIP to complete. Particular importance is placed on the feedback given by client organisations on Specialists. Therefore, we would very much appreciate it if you would complete the questionnaire.

## Promoting continuous improvement

We support organisations at every stage of their IIP journey, helping them to realise the power of their people, to optimise their performance and to achieve their full potential. We see IIP as the people partner for sustainable people solutions.

Please contact your Account Manager, Jennifer Tarjanyi, on +44 (0)75 0224 2421 or email her at [Jennifer.Tarjanyi@iipsouth.investorsinpeople.co.uk](mailto:Jennifer.Tarjanyi@iipsouth.investorsinpeople.co.uk) if you need further information.

Details of the support available to you can be accessed by contacting IIP South of England as follows:

T: 020 7728 3456

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W: <http://IIPsouth.investorsinpeople.co.uk>



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## ■ Appendix A: Evidence Summary

### Plan

- The vision for LSC.
- Values and ethos.
- Strategic plan 2013-2016.
- SWOT analysis.
- Departmental development plans.
- Management structure of LSC.
- Post-16 partnership reports.
- Partnership Steering Committee action plan.
- College calendar of meetings.

### Do

- Development plan for staff and governors.
- Candidate timetable (induction).
- Job descriptions.
- Application forms.
- Apprentices' scheme.
- LSC season programme of events.
- Links with other organisations, for example, UAL for development.
- Training logs.
- Recruitment and selection process.
- Line management minutes of meetings.
- Processing and monitoring of information.
- Staff development schedule.



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- Staff development and progression.
- Induction policy.
- Information on training interventions for teaching and non-teaching staff.
- Action plans.
- List of mentors.
- Staff benefits.
- Staff well-being.

**Review**

- Observation reports.
- QIPs.
- Staff reviews.
- Midyear reviews.
- Learning reviews.
- Reviews of appraisees.
- Testimonials from apprentices.
- Best companies survey 2013-2014.