



# Annual review report

Beacon Hill School

Accreditation number: 17/0852

Accreditation valid from: 06/05/2017

Assessment conducted by: Sandra Hannah

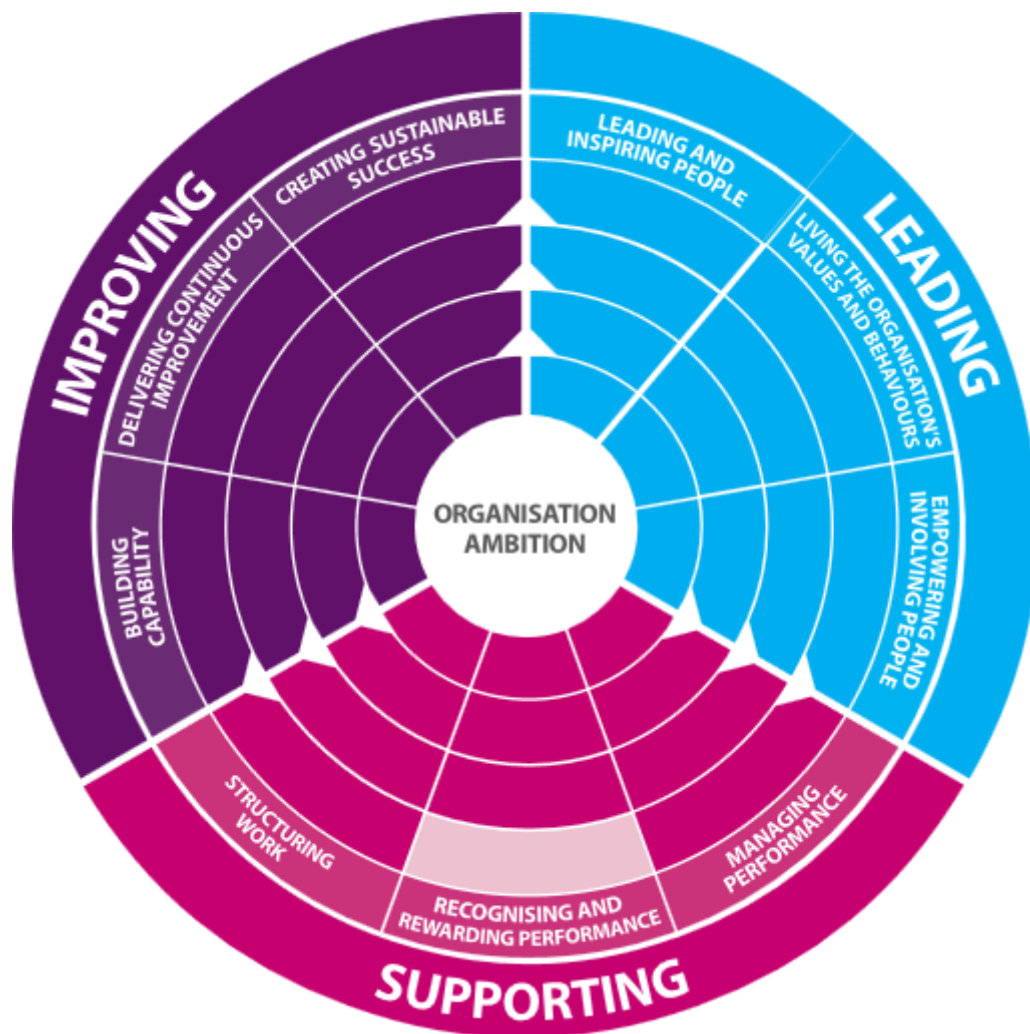


## Summary of Annual Review

An annual review of Beacon Hill School was carried out on 05/05/2017. Prior to the annual review, the Headteacher and Deputy Headteacher carried out another self-diagnostic. The practitioner met face to face with the Headteacher and Deputy Headteacher to discuss progress since their last assessment and their plans for the next 12 months.

## Previous Assessment Results and Recommendations

On 06/05/2016, Beacon Hill School was awarded Platinum Accreditation against the Standard.



The key recommendations made as a result of this assessment were:

- Reinforce the concept of coaching as a recognised term to develop staff and the variety of opportunities provided
- Continue to work with leaders and staff with regard to future capabilities during the transition period with regard to the Headteacher post
- Continue to review the aims/values regularly to reinforce the positive work of staff
- Hold discussions with staff to review challenging behaviours that may not be in line with the school's values
- Discuss with staff how conscious they are with regard to feeling empowered to make decisions and act on them
- Consider who will undertake staff PDM once the current Headteacher has left the school
- Further involve staff in designing the school's approach to recognising and rewarding people, as well as reinforcing the policy details in school and determine whether there is any requirement for high performing teams and people to receive any greater non-financial recognition and reward
- Continue to work on the potential structure for the school post July 2016
- Share additional details with staff with regard to how people are chosen for roles in school, based on proven capability
- Discuss with staff their beliefs and understanding with regard to the statement "being responsible" for improving the way we do things to review any potential concerns
- Discuss with staff their beliefs about being able to experiment without feeling worried about making mistakes, again to review any concerns

## Context of Annual Review

Since the school's review in May 2016, there have been the following changes:

- The new Headteacher is now in post following the previous Headteacher's retirement
- The senior leadership team now consists of the Headteacher, Deputy Headteacher and three Assistant Headteachers
- The number of children attending school has risen. Children with more complex needs are now attending school
- Due to the size of the primary department, a temporary Assistant Headteacher's post has been created.
- There have been some additional staffing changes such as a teacher has retired and there is a new manager for the Sensory department. This team is looking at restructure at present.
- There has been more sickness than usual during the autumn term, due to a number of viruses and two staff are currently on long-term sick
- The post 19 provision, Excel North has hit barriers in items of funding. A consultant has worked with trustees to review the potential of a social enterprise route and work experience opportunities for students
- A working group has been established to develop EHCPs
- Planning has been reviewed, as this has been considered as "too big". Staff are reviewing what they need to plan for a successful lesson, whilst still being mindful of consistency. End of year reports are also under review, as they too are large documents to complete
- The school is moving to assessment without levels

## Progress Against Action Plan

The table below presents the recommendations from the review in 2016, the action taken to date by the school and feedback from the practitioner in terms of current progress made

Recommendation	Action taken	Practitioner feedback
<p>Reinforce the concept of coaching as a recognised term to develop staff and the variety of opportunities provided</p>	<ul style="list-style-type: none"> <li>No action as yet has been taken on this action point, however, the monitoring of teaching practice in terms of feedback is currently being reviewed</li> </ul>	<p>The practitioner would encourage the school to spend some time with staff to reinforce the concept of coaching</p>
<p>Continue to work with leaders and staff with regard to future capabilities during the transition period with regard to the Headteacher post</p> <p>Continue to work on the potential structure for the school post July 2016</p>	<ul style="list-style-type: none"> <li>The school will consider another restructure for the next academic year 2017-2018. Departments will be changed to be EY and KS1 as one department, KS2 and KS3 as another and KS4 and KS5 as a third department. Future capabilities will then be developed once the structure of the school and leadership team has been agreed</li> <li>A new post is being developed – Safeguarding Lead and Pastoral Officer, as part of the safeguarding team and to relieve some of the Deputy Headteacher’s work, as this part of the role has increased dramatically. This post should be filled by September 2017 for the new academic year.</li> </ul>	<p>The practitioner would encourage the school to develop a set of future capabilities once the structure has been agreed and will review this at the next meeting in May 2018</p> <p>Once the structure of the school is agreed for 2017-2018, develop an organigram and share with staff</p>
<p>Continue to review the aims/values regularly to reinforce the positive work of staff</p>	<ul style="list-style-type: none"> <li>The aims of the school have remained the same. A staff handbook is to be developed. The safeguarding code of conduct will include the staff code of conduct, to include behaviours such as dress and general behaviours to staff and pupils. This is to provide a consistent message.</li> </ul>	<p>The practitioner would encourage the school’s approach to the development of a staff handbook to reinforce the aims of the school through the standards that are set.</p>

<p>Hold discussions with staff to review challenging behaviours that may not be in line with the school's values</p>	<ul style="list-style-type: none"> <li>• There is a belief that people do challenge behaviours that are not in line with the school aims. Standards required for teaching assistants are being more explicitly reviewed during the PDM process.</li> </ul>	
<p>Discuss with staff how conscious they are with regard to feeling empowered to make decisions and act on them</p>	<ul style="list-style-type: none"> <li>• The PDM process is being used with teaching assistants to empower them further to make decisions and review standards required</li> <li>• Briefings remain a problem with difficulty in swapping people around, but this is being considered</li> </ul>	<p>Progress is being made to support the teaching assistant group (the largest in school) with regard to standards required</p> <p>Further consideration is required to enable communication opportunities to improve for all staff</p>
<p>Consider who will undertake staff PDM once the current Headteacher has left the school</p>	<ul style="list-style-type: none"> <li>• Decisions have been taken in terms of PDM. The Headteacher continues to conduct PDM with SLT members. The Assistant Headteachers are conducting PDM with teaching staff. The Headteacher and Deputy Headteacher are sharing the responsibility at present to conduct PDM with teaching assistants. The Business Manager conducts PDM for office and site staff. The next stage is to engage a staff member with a TLR to conduct PDM with lunchtime supervisory staff. The structure may change for next year.</li> </ul>	<p>Good progress has been made in deciding the structure for the PDM process, so all staff have an opportunity to review performance with a named performance manager.</p>

<p>Further involve staff in designing the school's approach to recognising and rewarding people, as well as reinforcing the policy details in school and determine whether there is any requirement for high performing teams and people to receive any greater non-financial recognition and reward</p>	<ul style="list-style-type: none"> <li>• The Headteacher is currently reviewing reward and recognition opportunities, an example being how people are rewarded and recognised for attendance at residential. At present, lieu time is given. Payment could not be made but there is the potential for shopping vouchers as an example. Some staff have been asked for opinions.</li> <li>• Changes have been made to end of term meetings. Each is now focused on staff well-being, with different activities each time. All have been well received.</li> </ul>	<p>The practitioner would encourage the SLT members to raise the issue of reward and recognition more formally with staff on a regular basis, to seek their ideas and opinions with regard to the variety of ways in which people can be recognised and rewarded in school.</p> <p>The school will not recognise the concept of rewarding higher performing teams and individuals with a higher form of reward and recognition, as this does not fit the culture of the school.</p>
<p>Share additional details with staff with regard to how people are chosen for roles in school, based on proven capability</p>	<ul style="list-style-type: none"> <li>• There is a belief that staff are already a fundamental part of the recruitment process, but that TAs may be encouraged to volunteer to be part of the recruitment process for lunchtime supervisors.</li> </ul>	<p>The practitioner would encourage the SLT to share with staff how the selection process works, in terms of matching candidates to the job description and person specification details in the interview process</p>
<p>Discuss with staff their beliefs and understanding with regard to the statement "being responsible" for improving the way we do things to review any potential concerns</p> <p>Discuss with staff their beliefs about being able to experiment without feeling worried about making mistakes, again to review any concerns</p>	<ul style="list-style-type: none"> <li>• The Headteacher will bring staff together in September 2017 to collectively review the school plan and highlight the involvement of all staff with regard to being responsible for improving how this are done in school, reiterating where "experimentation" is possible, whilst at the same time, adhering to strict policies and procedures.</li> </ul>	<p>The SLT can evaluate the effectiveness of approach in terms of supporting people to recognise their responsibilities to continuous improvement after September 2017, following the planning day.</p>

## Key Areas for Focus

The school has made some progress with regard to the actions stated in the continuous improvement plan from the assessment in 2016. This is to be commended in light of the changes within the structure of the school and the additional number of pupils admitted to the school, some with more complex needs.

However, the school has completed its yearly staff survey at Easter time 2017 and the overall results have decreased since 2016, with numbers now in the disagree and strongly disagree categories. This is disappointing for the school, but the qualitative data is being used to recognise where improvements could be made. The breakdown of statistics shows that the main issues are in the primary department of the school, followed by the secondary department. The senior leadership team recognise that the primary department has grown and a temporary Assistant Headteacher post has been developed to support in the primary department. Workload is being reviewed in terms of planning and report writing

Communication is an area that was highlighted by the survey, which somewhat supports the actions in the continuous improvement plan in this report. In addition, behaviour management was highlighted as an area with lower scores. The Headteacher and Deputy Headteacher are now sharing the responsibility of conducting PDM with teaching assistants to address standards, as well as being a direct support for the TA voice, so any potential issues can be addressed. Part time working hours are also being reviewed by the Headteacher.

At this stage, Indicator Two Living the Organisations Values and Behaviours and Indicator Three Empowering and Involving People would be two indicators with the potential to be affected against the current heat map results from 2016.

## 12-month Action Plan

Key actions for Beacon Hill School to address ahead of their next intervention in 12 months' time.

- Continue to address the issues highlighted from the most recent staff survey. Work has already started to review potential improvements. An interim staff survey may help to determine how the improvements are impacting
- Develop the new organigram for the school once the next restructure has taken place.
- Develop a set of future capabilities required for all leaders throughout the school to continue to support staff
- Develop the staff handbook to ensure all staff recognise the behaviours required that link to the values/aims of the school. Continue to encourage people to challenge inappropriate behaviours
- Continue to embed the new structure for the PDM process and evaluate effectiveness. Link this with the future capabilities and leadership structure for the next academic year.
- Continue to review the approaches for reward and recognition for staff, involving them in the design of the approaches taken.
- During regular meetings, review with staff their beliefs with regard to being responsible for continuous improvement and seek their support accordingly.

## Date of Next Intervention

<b>Beacon Hill School Accreditation date</b>	<b>Beacon Hill School 24-Month Review</b>	<b>Beacon Hill School Accreditation Expiry</b>
06/05/2016	06/05/2018	06/05/2019



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