



# Insights

# Assessment Report & Amnesty Review – June 2017



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## Acknowledgements

The Assessor would like to thank the Senior Leadership Team of BSix for their continued commitment to Investors in People and for using the Framework to receive feedback and advice to support the College's ambition. Thank you also for your contribution to the IIP 6<sup>th</sup> Generation planning process and for being honest in your approach and discussions.

Thanks must also go to Rebekah Harris and Steve Poland, for arranging the online assessment, gathering relevant information to support the desktop review and to arranging the discussion schedule. This is very much appreciated, as it enabled the onsite days to run extremely smoothly.

I would also like to thank everyone for their welcome and also those who participated in the review for their time, enthusiasm, energy and the open, honest and interesting discussions, all of which ensured that the assessment was a pleasure to carry out.

### 2017 Amnesty Review

The commitment from the Senior Leadership Team at BSix to using the Framework to receive feedback and advice to support their ambition remains steadfast.

I would like to thank Steve Poland for ensuring that the time onsite ran smoothly. Once again, I would like to thank everyone who participated in the interviews, especially at such a busy period in the academic year and during potentially unsettling organisational changes.

# Executive Summary

## 2017 Amnesty Review

BSix was assessed for accreditation against the Investors in People Standard in June 2016 the outcome of which was a 12-month Protected IIP5 Gold level accreditation. This was subject to the creation and actioning of a focused action plan linked to addressing identified development areas. The agreed deadline being 12 months from the previous review, i.e. 17th June 2017.

At the feedback meeting, the Senior Leadership Team (SLT) made the commitment to come forward for their Amnesty Review, and a proposal was drawn up. The context meeting was held on 20<sup>th</sup> April 2017; Ken Warman – Principal, Steve Poland – HR Consultant and Gill Atmeare, Investors in People Practitioner attended this meeting. The purpose of the context meeting was to:

1. Discuss the progress since the 2016 IIP Assessment
2. Plan the Amnesty Review
3. Update the 'as is' heat map

As the review was linked to a focused development action plan, the online assessment tool was not used. The assessor met with 16 people from across the organisation on a one to one basis to gather evidence.

### **As a result, we are delighted to accredit BSix at Gold award level.**

People were positive, and despite many changes, morale at all levels was good. People were feeling positive about the future indicating that they felt the leadership team had made the right decisions given the economic situation that the organisation finds itself in.

People have heard the messages that the Principal gave leading up to the formal announcement. The people interviewed have heard the message about reward and recognition including the development opportunities and high level of support for Continued Professional Development (CPD) and career progression.

For support staff work on department structures and jobs remains yet to be resolved. However, support staff are aware of, and in agreement with, linked proposals. Overall, the Practitioner believes that teachers and support staff have now stepped up and owned the situation.

The Kevin Watson Project (KWP) has improved people's perception regarding observation and performance improvement. Discussions highlighted consistently positive feedback demonstrating that people felt engaged with the process and supported. This is commendable, as previously performance improvement had been viewed by some as punitive.

Communication, linked to the financial challenges being faced by the college, has increased feelings of trust, which should augur well when the restructuring pinch point takes effect in late Autumn. The Practitioner confirms the importance of open communication seeing this as crucial to avoiding slippage in the improvements being felt. The Practitioner suggests that the college may wish to consider using the Investors in People – Health and Wellbeing Framework to maintain the ethos that now exists.

The observation element of KWP is, irrespective of changes, motivating people to deliver the four key targets. The ethos and values are underpinning this regarding being student focused. An additional motivator for people is the opportunity to be part of the 'Teach Like a Pro'

initiative including the opportunity to share and develop their good practice via the London Sixth Form Partnership.

The Principal has ensured that people have clear expectations regarding current and future delivery; he is clear that his non-directive management style is designed to empower people. Throughout the interviews, people explained how they respected this approach including the adult-to-adult relationships adding that they are treated with respect when being open and honest in asking for support.

There is a clear strategy for improving performance based on the Kevin Watson Project, the minimum levels of performance and the four key targets (Retention, Achievement, Success rate and Attendance). People understand these and have taken ownership with consistent feedback now being given on their progress.

Consistency was also noted regarding valuing direct access to the Principal. People commented on the support provided by the Principal adding how this motivated them for higher performance in line with the values which have remained at the heart of the college during recent times of change. Interviewees spoke about how teams now feel in charge of their own destiny linking to the opportunity to put the business case forward for the restructure. This, coupled with the Principal's non-directive management style, enables people to challenge should they feel they have an alternative to a situation.

The College has made a great deal of progress regarding how it rewards and recognises high performance. The SLT has decided not to have the internal quality reviews in the 2016/2017 academic year as a major recognition of staff performance and their ability to self-assess. Changes have been made to the collaborative assessment week's exercise involving managers and teaching staff.

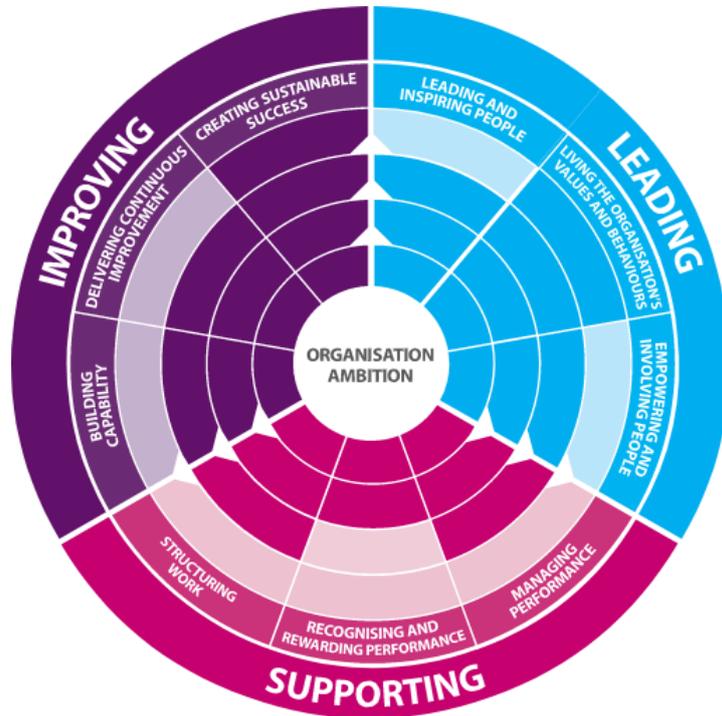
Early in the 2017 / 2018 academic year the SLT plan to further review reward and recognition adding value to the improvements thus made so far. To ensure the success of this, the SLT is considering utilising the Engage for Success framework.

Initiatives in 2016/2017 have included a staff lunch at Christmas; staff conferences in the Spring and Summer terms; internal promotion of staff; mentoring arrangements for new and aspiring managers; the use of Responsibility Allowances to promote management experience; full implementation of the new pay arrangements for Sixth Form teachers and agreed annual cost of living award.

Throughout the interviews people explained how that they feel the approach taken in respect of the need for financial savings was pragmatic, they also spoke about how they were encouraged to come up with suggestions for savings, enabling them to feel they part of the consultation and the solution.

People also spoke about how the latest change has helped to build the relationships between support and curriculum teams adding that it is very much 'business as usual' during the on-going changes.

## BSix 2017 Amnesty Review Outcome



BSix final award outcome – Gold level accreditation



## Introduction

BSix decided to engage with the Investors in People 6<sup>th</sup> Generation Framework after meeting with their Practitioner late in 2015. BSix has been recognised since 2010. Therefore, this is the organisation's third engagement with Investors in People Framework and the third with this Practitioner. The organisation chose to engage with the Investors in People 6<sup>th</sup> Generation believing it would be an opportunity to take the temperature of where they currently are, what they have put in place and what they still need to do to improve. They also believed the Investors in People 6<sup>th</sup> Generation accreditation process would help them to recognise what they do well in working towards their ambition of continuous improvement.

*'The new IIP6 framework fits with our natural reflectiveness.'*

Organisations that meet the world-recognised Investors in People Standard reflect the very best in people management excellence. Underpinning the Standard is the Investors in People Framework. Based on 25 years of leading practice, the latest research and workplace trends, the Investors in People Framework is organised around nine key indicators of high performance each with three underpinning themes.

To achieve accreditation, organisations are assessed against these themes and indicators, leading to an award level of standard, silver, gold and platinum that represents the level of performance achieved, or the level of 'maturity', from a fundamental 'developed' level to 'high performing'. Assessment is carried out using surveys, interviews, meetings and observation. The approach taken in the assessment of BSix is summarised in a later section of the report. The accreditation awarded represents the current level achieved, and the standard can be used to facilitate the on-going development of people management practices.

As this is an amnesty report, the full report has been added as an appendix (see Annex 2) for ease of reference, therefore, the report that follows details the findings of the 2017 amnesty review. The report follows the format of:

- Introduction to each indicator and summary findings of 2016 online assessment data.
- 2016 recommendations
- 2017 amnesty review findings
- Conclusion
- Recommendations for further development

## Organisational context

BSix is an ambitious 6<sup>th</sup> form college based in Hackney, East London; initially serving the local community but who also draws students in from across London and beyond. BSix is proud to be a comprehensive sixth form college offering courses in a wide range of subjects and at all levels. They believe that all young people can achieve high standards. They are big enough to offer such a breadth of courses but also small enough to give their students individual care, encouragement and attention.

The mantra and mission statement of BSix are – *Achieve, Study, Aspire* and this states the expectations of students and staff alike. The College truly embodies the ethos of the Investors in People Standard, and this can also be evidenced by the six key facts about BSix:

1. We'll make you successful
2. Our teachers are excellent and learn with you
3. We believe that all young people can be successful
4. We welcome everyone
5. We want you to take part
6. We want you to develop all-around

The values of BSix are at the heart of the college and are lived on a daily basis; these are highly visible across the college and are applied to staff and students alike.

### Strategy

The College has developed a clear strategy that is focussed on continuous improvement, and it measures its success on Student achievement and progression. The college wants to be more embedded in the community to enable it to continue to provide opportunities for local people to achieve their ambitions. Having carried out the assessment the strategies in place are highly effective. There are clear processes in place to include people in the strategic planning process, which supports the college's comprehensive ethos.

### Staff

The College wants to be known for training staff, retaining them, enabling them to be successful and having people who want to work at BSix and not having people who want BSix to simply build their CV. In 2016 the online assessment identified that 70% of people working at BSix considered it to be a great place to work and, from discussions, it was evident that everyone is highly committed to the success of the students, and they tend to think of the students before themselves.

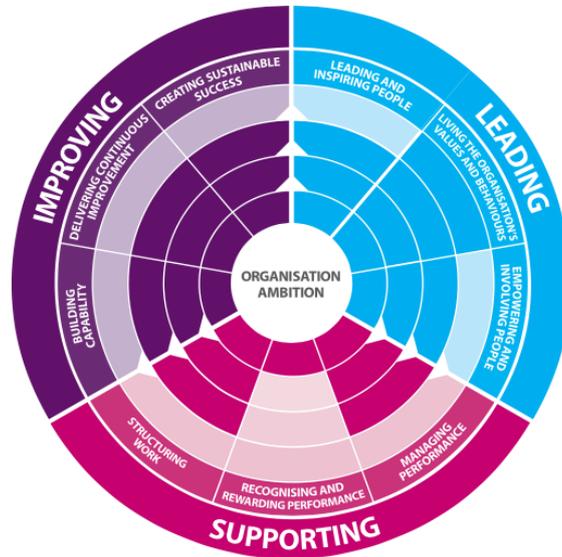
The college has some robust processes in place to identify learning and development needs; these are supported by the learning and development process, which replaced the appraisal system in 2013. The identified needs are collated into the CPD plan, which is resourced and monitored and reviewed on a termly basis. People enjoy working at BSix and back in 2013 people appeared to be there for what BSix could do for them; however, evidence gathered in 2016 demonstrates a change of mindset.

### 2016 BSix Self-diagnostic

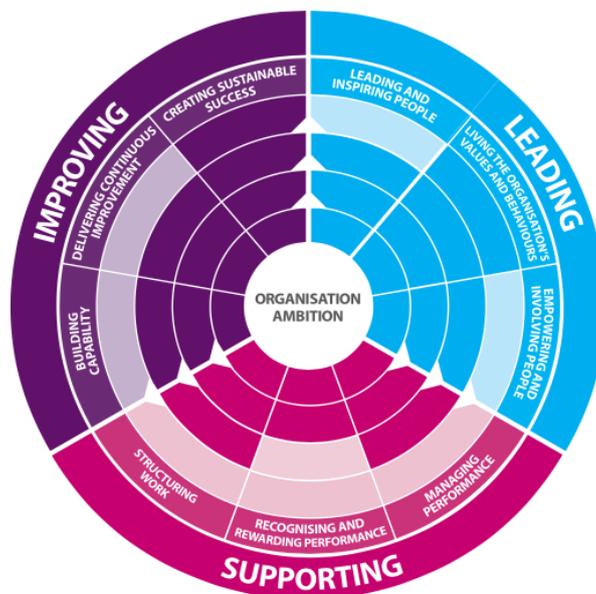
Having carefully considered the IIP Framework, BSix believe that they are operating predominately at the 'established' level, with eight of the nine indicators at advanced, the remaining indicator five at developed.

The heat maps below summarise where BSix believes it currently sits against the each of the nine IIP indicators and where it aspires to be to achieve its organisational ambition. The shaded cells represent the maturity level against the each indicator. Several maps are included to show 2016 and 2017 perceptions. The more cells shaded, the more mature and embedded the practices are within BSix.

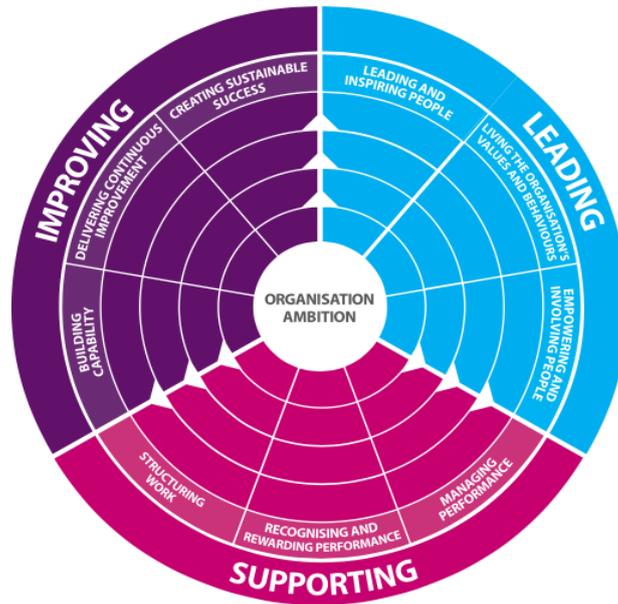
**'As is' heat map 2016**



**'As is' heat map 2017**



## Aspiration or 'To-be' heat map 2016 and 2017



## 2016 Assessment Approach

Following the initial context meeting between Ken Warman – Principal, Rebekah Harris – Assistant Principal Staff & Student Recruitment, Steve Poland – HR Consultant and Gill Atmeare the Investors in People Practitioner, from which details for the organisational analysis were elicited, the organisation was assessed primarily using the Online Assessment and interviews.

People were informed of the IIP assessment and accreditation process when they were asked to take part in completing the online assessment and to possibly take part in a discussion with the Practitioner. This gave time to deal with any questions or issues that staff raised. There were no material issues, and all the staff were more than happy to be involved

As an organisation of 120 members of staff, all staff were asked to complete the online assessment. Seventy-one completed surveys were returned (59%), indicating a reasonable level of engagement by staff. Returned surveys represented all functions and levels of BSix.

Surveys were analysed to determine key themes or issues and these were used as one basis on which interviews were designed and administered. Semi-structured interviews were carried out with 22 respondents, from all functions and levels based, selected purposively because they were ideally placed to discuss IIP related issues. The percentage of people selected for interviews is 50 % over the recommended percentage; this was to ensure that a sufficient number of roles and disciplines were included.

The Practitioner met with each person at BSix; the discussions lasted between 30 and 60 minutes. During the meetings, people were advised of the confidentiality of the discussions and throughout they very willing to talk about the business and their experiences in an open, honest and constructive manner.

As part of the assessment, one of the Practitioners observed a Department meeting, which provided additional evidence and insight into how the organisation operates.

Data on which the assessment was based included that elicited from the survey and interviews, observations and documents provided by BSix.

## How BSix was assessed in 2016



The online assessment was deployed to 120 employees and saw a response of 71 (59%). This was above the international Investors in People guidelines, and therefore the sample is considered statistically significant.



Based on the finding from the online assessment, we interviewed 22 employees from across the organisation.



An observation of a departmental meeting was carried out on 25<sup>th</sup> May 2016.

A desktop review was carried out of the following:

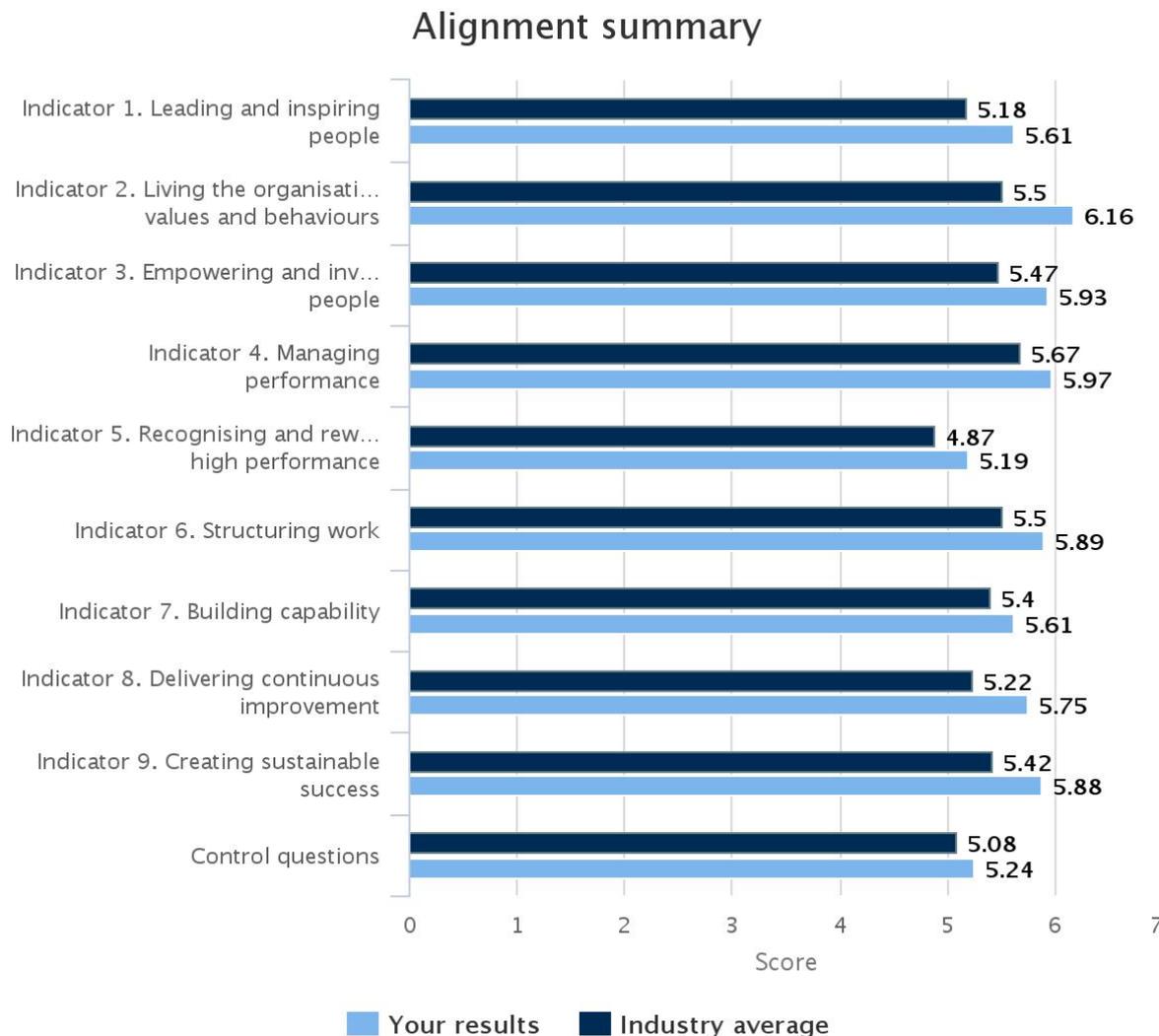
- Self-assessment Report 2014 - 2015
- Quality Improvement Plan (QIP) 2015 – 2016
- QIP Manual 2015 -2016
- Mid-year quality review 2015 – 2016
- Values statement
- CPD Plan 2015 – 2016
- Minimum levels of performance and results
- Raising attainment strategy
- Value added policy
- Student study programme – ex-curricular activities
- Effort process and report
- Student development centre
- Student centre case study
- Lesson observation template
- Student voice strategy
- Management standards
- Appraisal 2013 report
- Transition strategy
- Progress information
- Management training programme
- Restructuring Proposal 2014
- Ofsted report 2016



## Detailed 2016 Assessment Outcome

This section provides a detailed analysis of organisation BSix's assessment against the IIP framework. The table in Annex 1 shows the assessed maturity level for each of the 27 themes within the IIP framework. For the purposes of establishing an industry benchmark, data collected from the educational sector has been used as a benchmark and is shown below.

### BSix industry benchmark



This overview provides a summary of BSix's online assessment results, showing a breakdown of responses at an aggregate indicator level, as well as the score of alignment.

The online assessment covers all nine indicators of the IIP standard, and each of the questions asks the respondent to rate agreement with the statement aligned to one of the indicators. The responses are categorised from Strongly Disagree (1) to Strongly Agree (7). The 1-7 point scale is then used as a score of alignment against the standard. The table below summarises BSix's alignment to the nine IIP indicators.

The highest measure of alignment against the Standard is seven, whereby an organisation demonstrates complete alignment with the Standard, according to responses collected in the online assessment.

BSix's average alignment scores are above the educational benchmark scores for all nine indicators. This information will be referred to under the relevant indicators later in this section of the report.

### Overview of online assessment results

IIP Indicator	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Indicator 1. Leading and inspiring people	25.25% (71)	38.25% (109)	20.00% (57)	7.50% (21)	5.50% (16)	3.00% (8)	0.50% (2)
Indicator 2. Living the organisation's values and behaviours	40.75% (115)	43.50% (124)	11.00% (31)	2.75% (8)	0.75% (2)	1.00% (3)	0.25% (1)
Indicator 3. Empowering and involving people	41.50% (118)	32.75% (93)	14.75% (42)	3.50% (10)	2.75% (7)	4.50% (13)	0.25% (1)
Indicator 4. Managing performance	39.50% (113)	37.50% (106)	11.75% (33)	5.75% (16)	2.00% (6)	3.50% (10)	0.00% (0)
Indicator 5. Recognising and rewarding high performance	20.25% (58)	31.75% (90)	18.00% (51)	14.50% (41)	8.00% (22)	6.25% (18)	1.25% (4)
Indicator 6. Structuring work	35.25% (100)	40.25% (115)	12.50% (36)	5.50% (15)	2.75% (7)	3.00% (9)	0.75% (2)
Indicator 7. Building capability	24.00% (69)	40.75% (116)	19.75% (56)	6.75% (19)	4.50% (12)	3.25% (9)	1.00% (3)
Indicator 8. Delivering continuous improvement	28.75% (82)	38.50% (109)	20.75% (58)	6.00% (17)	2.25% (7)	3.75% (11)	0.00% (0)
Indicator 9. Creating sustainable success	32.25% (92)	39.50% (112)	15.00% (42)	10.75% (30)	1.50% (5)	0.50% (2)	0.50% (1)
Control questions	21.50% (61)	31.00% (88)	20.00% (57)	12.75% (37)	6.75% (19)	8.00% (22)	0.00% (0)

Please note that some totals will exceed the number of overall submissions due to multiple questions across indicators.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I know how my organisation invests in people	21% (15)	27% (19)	25% (18)	10% (7)	8% (6)	9% (6)	0% (0)
I am engaged in how my organisation invests in people	23% (16)	25% (18)	23% (16)	15% (11)	3% (2)	11% (8)	0% (0)
My organisation is high performing because it invests in people	21% (15)	37% (26)	14% (10)	15% (11)	7% (5)	6% (4)	0% (0)
My organisation achieves positive outcomes because it invests in people	21% (15)	35% (25)	18% (13)	11% (8)	9% (6)	6% (4)	0% (0)

## Indicator 1: Leading and Inspiring People

This indicator explores whether leaders make the organisation's objectives clear and whether leaders are trusted and inspire and motivate people to deliver against these objectives.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I trust the leaders in my organisation	23% (16)	45% (32)	15% (11)	6% (4)	7% (5)	3% (2)	1% (1)
My organisation develops great leaders	16% (11)	24% (17)	28% (20)	14% (10)	11% (8)	6% (4)	1% (1)
Our leaders clearly communicate the organisation's vision and objectives	37% (26)	39% (28)	20% (14)	3% (2)	1% (1)	0% (0)	0% (0)
Our leaders motivate me to achieve exceptional results	25% (18)	45% (32)	17% (12)	7% (5)	3% (2)	3% (2)	0% (0)

The results from the online assessment undertaken in 2016 as shown in the above graph demonstrated that 96% of people strongly agreed – somewhat agreed that leaders clearly communicate the organisation's vision and objectives, 68% strongly agreed – somewhat agreed that the organisation develops great leaders, 83% strongly agreed – somewhat agreed that people trust the leaders in the organisation; and 87% of people strongly – somewhat agreed that leaders motivate them to achieve exceptional results. In 2016, the organisation's alignment score for this indicator was 5.61, which was, at that time, 8.3% above the benchmark performance data for the industry average of 5.18.

### 2016 Recommendations

In 2016, BSix were found to be at the Advanced level for Indicator 1. The recommendations made in the 2016 report included:

- Consider how to ensure that people know and understand when an issue is up for consultation and when it is not, this will help to improve the perception that there could be more consultation. BSix also needs to consider how to ensure that communication outside of all staff briefings, so from the HOD's to their teams is on message. And works upwards as well as downwards, addressing this especially around harnessing people's ideas will help to increase the level of engagement that people at all levels have with the College.
- *'Motivating people to achieve exceptional results'* – It is still early days after the Ofsted inspection and many people are still working out in practical terms what it means for them for their teaching practice in continuing the journey towards 'qualitative accountability' and they need to see the 2015 / 2016 examination results to enable them to do this. The learning and development process together with the Internal Quality Reviews should provide the basis for people to know what it is they will need to do differently for the 2016 / 2017 academic year to achieve the College's objectives.
- *'Future leadership capabilities are defined, and leaders meet these challenges'* – it is appreciated that it is early days for the SMT and they simply need more time to become more embedded. A piece of work to define future capabilities (perhaps as competencies) could be considered in line with the teaching standards.

## 2017 Amnesty Review Findings

The college will not be carrying out Internal Quality Reviews (IQR's) of teaching and learning in 2016/2017. The IQR process is being replaced by an assessment week looking at different assessment methods and processes.

A classroom observation working party has been set up with representatives from each of the teaching departments. The remit of the group is planned to include the entire learning and development (appraisal) process, including monitoring CPD processes to ensure that training and development is identified and implemented consistently and outcomes followed up and evaluated. This is part of an approach linked to building trust through staff involvement and consultation, which is noted as already working effectively with people commenting on how the level of trust in the SLT has improved.

The formal meeting schedule has been revised so that Heads of Department and the SLT meet jointly on Mondays enabling consistent messages to be conveyed on Monday and then again in team meetings on the following Wednesday. Other improvements include:-

- The Lesson Observation project led by Kevin Watson, Principal of Leyton Sixth Form College and Chair of the London Sixth Form Partnership; fostering transparency and trust across and between departments and with College management.
- Department Heads now produce weekly bulletins for every department.
- Cross-College consultation now takes place on assessment and readiness to learn. This is published in the Classroom Expectations / Teaching, Learning and Assessment documentation.
- Briefings from the Principal on Area Based Reviews, Ofsted visits, financial resilience and quality improvement are circulated around the College.
- Arrangements are in place for consultation on restructuring proposals.

The initiatives taken in the 2015/2016 academic year led to an 11% improvement in success rates and reversed the decline in success rates of the previous academic year. Subject reviews have taken place for all underperforming courses with an expert panel asking: *'What are you going to do differently to improve results?'* Linked initiatives in 2016/2017 have included:

- Providing mentors for new managers.
- Coaching for two teachers from Harriet Harper, Institute of Education and former HMI.
- Developing the executive coaching project for six members of staff.

Three college managers have taken on cross-college projects for the 2016/2017 academic year to extend their management experience and to provide them with opportunities for whole-college leadership.

An extended Senior Management Team group has been established which includes Heads of Department and provides further opportunities for developing senior management awareness and experience. College managers are each supported by an external mentor with sector and/or senior management experience.

The London Sixth Form Partnership will provide a variety of opportunities for management development across five colleges. This includes a shared management development programme that will run alongside and complement the College’s internal management development programme. Linked initiatives in 2016/2017:

- Aspiring Leaders course organised through the London Sixth Form Partnership of five colleges.
- Developed an Executive coaching project.
- Mentoring for new and aspiring managers using experience external mentors.
- Internal promotion of two members of staff to Head of Department roles.
- Piloting a 360-degree feedback scheme in Creative Industries.

### Conclusion for 2017

The organisation has retained the advanced level for indicator 1.

Indicator 1 Results	
Indicator theme	Level achieved
<ul style="list-style-type: none"> <li>• Creating transparency and trust</li> </ul>	Advanced
<ul style="list-style-type: none"> <li>• Motivating people to deliver the organisation’s objectives</li> </ul>	Advanced
<ul style="list-style-type: none"> <li>• Developing leadership capability</li> </ul>	Advanced
<b>Overall performance level achieved for Indicator 1</b>	<b>Advanced</b>

### Opportunities for development

To maintain and develop the current level of performance, to move towards the organisational ambition and towards high performance, you may wish to consider:

**Creating transparency and trust** Consider how to ensure that people know and understand when an issue is up for consultation and when it is not, this will help to improve the perception that there could be more consultation. BSix could consider how to ensure that communication outside of the full staff briefings is working well ensuring that upwards and downwards messages are clear and consistent. This is particularly relevant in capturing and taking on board people’s ideas and suggestions.

**Developing leadership capability** *‘Future leadership capabilities are defined, and leaders meet these challenges’* – it is appreciated that it is early days for the SMT and they simply need more time to become more embedded. A piece of work to define future capabilities (perhaps as competencies) could be considered in line with the teaching standards.

## Indicator 2: Living the organisation's values and behaviours

This indicator explores whether people and leaders act in line with the organisation's values at all times and if people have the courage and support challenge inconsistent behaviours.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I share the same values as my organisation	51% (36)	39% (28)	7% (5)	3% (2)	0% (0)	0% (0)	0% (0)
My day to day behaviour reflects the organisation's values	47% (33)	46% (33)	3% (2)	4% (3)	0% (0)	0% (0)	0% (0)
My organisation's values guide the way we operate and make decisions	31% (22)	45% (32)	21% (15)	3% (2)	0% (0)	0% (0)	0% (0)
We challenge behaviours which are not in line with our organisation's values	34% (24)	44% (31)	13% (9)	1% (1)	3% (2)	4% (3)	1% (1)

In 2016, the results of the online assessment showed that 97% of people strongly agreed – somewhat agreed they shared the same values as the organisation, 96% of people strongly agreed – somewhat agreed their day to day behavior reflected the organisation's values, 97% strongly agreed – somewhat agreed that the organisations values guide the way they operated and made decisions and 91% of people strongly agreed – somewhat agreed they challenged behaviours which are not in line with the organisation's values. In 2016, the alignment score for this indicator was 6.16, which, at that time, was 12% above the benchmark performance data for the industry average at 5.5.

### 2016 Recommendations

In 2016, BSix were found to be at the High Performing level for Indicator 2. The recommendations made in the 2016 report included:

- Continue to develop the current processes that you have in place, in short more of the same!
- Consider how to ensure that the rationale for decision making when a student is retained when under behaviour sanctions is fully explained and understood by the person who has raised this, this also comes under indicator 3 – Empowering and involving people.

### 2017 Amnesty Review Findings

The values of the college remain at the heart of the way in which it operates and have been present throughout all of the proposed changes.

Heads of Department and Senior Tutors are meeting weekly to discuss student issues and agree on appropriate actions. The Vice Principal for Student Development meets Heads of Department to review cases. This addresses the feedback that occasionally people did not feel that students were always dealt with when their behaviours did not match those expected. Linked initiatives:

- Two former senior managers from BSix have been appointed on an interim basis to cover the vacant Vice Principal Student Achievement post; they are leading on all

aspects of the student experience and reinforcing traditional BSix values and approaches.

### Conclusion for 2017

The organisation has retained the High Performing level for Indicator 2.

<b>Indicator 2 Results</b>	
<b>Indicator theme</b>	<b>Level achieved</b>
<ul style="list-style-type: none"><li>• Operating in line with the values</li></ul>	High performing
<ul style="list-style-type: none"><li>• Adopting the values</li></ul>	High performing
<ul style="list-style-type: none"><li>• Living the values</li></ul>	High performing
<b>Overall performance level achieved for Indicator 2</b>	<b>High performing</b>

### Opportunities for development

To maintain and develop the current level of performance, to move towards the organisational ambition and towards high performance, you may wish to consider:

- Living the values    Consider how to ensure that the rationale for decision making when a student is retained due to behaving under expectations is fully explained and understood by the person who has raised this as an issue. This is also referred to under Indicator three below – Empowering and involving people.

## Indicator 3: Empowering and involving people

This indicator explores if there is a culture of trust and ownership in the organisation where people feel empowered to make decisions and act on them.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I am encouraged to take initiative in my role	49% (35)	34% (24)	9% (6)	1% (1)	3% (2)	4% (3)	0% (0)
I am trusted to make decisions in my role	47% (33)	35% (25)	11% (8)	3% (2)	0% (0)	3% (2)	1% (1)
I feel empowered to make decisions and act on them	32% (23)	35% (25)	24% (17)	3% (2)	2% (1)	4% (3)	0% (0)
I participate in decision making with others in my organisation	38% (27)	27% (19)	15% (11)	7% (5)	6% (4)	7% (5)	0% (0)

In 2016, the results from the online assessment demonstrated that 92% of people strongly agreed – somewhat agreed that they were encouraged to take initiative in their role, 91% strongly agreed – somewhat agreed that they felt empowered to make decisions and act on them, 80% of people strongly agreed – somewhat agreed that they participated in decision making with others in the organisation; and 93% strongly agreed – somewhat agreed that they were trusted to make decisions in their role. In 2016, the alignment score for this indicator, at that time, was 5.93, which is 8.4% above the benchmark performance data for the industry averages at 5.47.

### 2016 Recommendations

In 2016, BSix were found to be at the Advanced level for Indicator 3. The recommendations made in the 2016 report included:

- To move BSix to high performing in the next 12 months the College needs to ensure that the processes that are currently in place are reviewed and developed to ensure that they remain fit for purpose, enable the processes to become fully embedded, recover from the April 2016 Ofsted using the 2015/ 2016 examination results. Use the learning and development cycle to 'reset' the MLP's in September and above all enable the departments to move through the Tuckman<sup>1</sup> model of team performance, as there are teams that are currently still in the storming and norming phases with some already in the performing mode.

### 2017 Amnesty Review Findings

Overall Minimum Levels of Performance (MLP's) have been set; these are part of the four key objectives. The Principal meets Heads of Department to set individual MLP's.

The Management Development programme includes approaches to empowering and involving people. People are directly involved through the Teaching & Learning Group and the Lesson Observation Group.

<sup>1</sup> Tuckman, Bruce W (1965). "Developmental sequence in small groups". Psychological Bulletin 63 (6): 384–399. doi:10.1037/h0022100. PMID 14314073

Initiatives in 2016/2017 include:

- Kevin Watson's lesson observation project.
- Regular briefings and updates for staff.
- Whole-College CPD day on 31st March 2017 on the theme of Teaching, Learning & Assessment.

### Conclusion for 2017

The organisation has retained the Advanced level for Indicator 3.

Indicator 3 Results	
Indicator theme	Level achieved
• Empowering people	Advanced
• Participating and collaborating	Advanced
• Making decisions	Advanced
<b>Overall performance level achieved for Indicator 3</b>	<b>Advanced</b>

### Opportunities for development

To maintain and develop the current level of performance, to move towards the organisational ambition and towards high performance, you may wish to consider:

Empowering and involving people      To move BSix to high performing in the next 12 months the College needs to ensure that the processes that are currently in place are reviewed and developed to ensure that they remain fit for purpose, enable the processes to become fully embedded, recover from the April 2016 Ofsted using the 2016/ 2017 examination results. Use the learning and development cycle to 'reset' the MLP's in September and above all enable the departments to move through the Tuckman model of team performance, as there are teams that are currently still in the storming and norming phases with some already in the performing mode.

## Indicator 4: Managing performance

This indicator explores how objectives within the organisation are aligned, performance is measured, and feedback is used.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I am encouraged to achieve high performance	45% (32)	35% (25)	13% (9)	4% (3)	1% (1)	2% (1)	0% (0)
I set my objectives with my line manager	42% (30)	34% (24)	11% (8)	3% (2)	6% (4)	4% (3)	0% (0)
My organisation's success is reliant on all of us achieving our individual objectives	39% (28)	40% (28)	10% (7)	10% (7)	1% (1)	0% (0)	0% (0)
My performance is reviewed regularly	32% (23)	41% (29)	13% (9)	6% (4)	0% (0)	8% (6)	0% (0)

In 2016, the results of the online assessment demonstrated that 89% of people strongly agreed – somewhat agreed that the organisation’s success was reliant on everyone achieving their individual objectives, 87% of people strongly agreed – somewhat agreed that they set objectives with their line manager, 93% strongly agreed – somewhat agreed that they are encouraged to achieve high performance, and 86% of people strongly agreed – somewhat agreed that their performance was reviewed regularly. In 2016, the alignment score for this indicator was 5.97, which was, at that time, was 4.9% above the benchmark performance data for the industry average at 5.69

### 2016 Recommendations

In 2016, BSix were found to be at the Advanced level for Indicator 4. The recommendations made in the 2016 report included:

- Consider how to monitor the quality of objectives setting through the learning and development process to ensure that people are aware of what has been set and what they need to do to achieve these, it feels that this is especially relevant to the service departments.
- Consider reviewing the induction process to ensure that people know and understand the College structure, who does what, where to go for help with practical administration issues and the BSix way of doing things. This will enable people to know and understand exactly where they fit into the College and also how their contribution enables it to be successful.

### 2017 Amnesty Review Findings

Four common objectives have been set for teachers in 2016/2017, these are:

94% Retention, 89% Achievement, 84% Success Rate and 85% Attendance

The Principal now checks individual objectives and outcomes through regular 1 to 1 meetings with Heads of Department.

Induction processes are currently under review as part of one of the cross-College projects. The plan is that greater emphasis will be placed on the ‘socialisation’ of new staff rather simply concentrating on information and processes.

- The Principal has weekly meetings with all Heads of Department and checks individual objectives for quality monitoring purposes.
- The Teaching, Learning & Assessment Strategy sets out clear standards and will form part of new staff induction. This includes focusing on agency staff.

### Conclusion for 2017

The organisation has retained the Advanced level for Indicator 4.

Indicator 4 Results	
Indicator theme	Level achieved
<ul style="list-style-type: none"> <li>• Setting objectives</li> </ul>	Advanced
<ul style="list-style-type: none"> <li>• Encouraging high performance</li> </ul>	Advanced
<ul style="list-style-type: none"> <li>• Measuring and assessing performance</li> </ul>	High performing
<b>Overall performance level achieved for Indicator 4</b>	<b>Advanced</b>

### Opportunities for development

To maintain and develop the current level of performance, to move towards the organisational ambition and towards high performance, you may wish to consider:

Performance management	Consider how to monitor the quality of objectives setting through the learning and development process to ensure that people are aware of what has been set and what they need to do to achieve these.
Performance management	Consider reviewing the induction process to ensure that people know and understand the College structure, who does what, where to go for help with practical administration issues and the BSix way of doing things. This will enable people to know and understand exactly where they fit into the College and also how their contribution enables it to be successful.

## Indicator 5: Recognising and rewarding high performance

This indicator considers the degree to which the business has created a culture of appreciation where people are motivated to perform at their best.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I feel appreciated for the work I do	27% (19)	38% (27)	15% (11)	7% (5)	6% (4)	4% (3)	3% (2)
I/my team are consistently recognised when we exceed expectations	22% (16)	28% (20)	24% (17)	14% (10)	6% (4)	6% (4)	0% (0)
I/my team receive higher levels of recognition and reward for higher levels of performance	15% (11)	30% (21)	13% (9)	23% (16)	10% (7)	8% (6)	1% (1)
My organisation has a flexible approach to recognition and reward	17% (12)	31% (22)	20% (14)	14% (10)	10% (7)	7% (5)	1% (1)

In 2016, the results of the online assessment demonstrated that 68% of people strongly agreed – somewhat agreed that the organisation had a flexible approach to recognition and reward, 80% of people strongly agreed – somewhat agreed that they felt appreciated for the work they do, 74% of people strongly agreed – somewhat agreed that they were being consistently recognised when they exceeded expectations and 58% of people strongly agree – somewhat agreed that they received higher levels of recognition and reward for higher levels of performance. In 2016, the alignment score for this indicator was 5.19, which was, at that time, 6.5% above the benchmark performance data for the industry averages at 4.87.

### 2016 Recommendations

In 2016, BSix were found to be at the Developed level for Indicator 5. The recommendations made in the 2016 report included:

- Consider as the pressures on the College and its people to deliver continues, how you are going to retain the current level of the psychological contract that people have with the organisation, without this, the level of employee engagement will decrease as will their performance.
- Consider reviewing the current reward and recognition strategy, using focus groups and/or engagement surveys to establish if people consider the current approach and strategies are fair and relevant to find out how people would prefer to be rewarded and recognised, especially for high performance.
- Consider becoming involved with Engage for Success (<http://engageforsuccess.org>) whose work and thinking sits firmly behind the Investors in People Framework and whose 2010 research report – Engaging for Success – enhancing performance through employee engagement by David MacLeod – set the scene for IIP 6th Generation. <http://engageforsuccess.org/creating-an-engaged-workforce-cipd-report-2010>

### 2017 Amnesty Review Findings

It is a given that the college is naturally restricted regarding how it can recognise and reward high performance, especially with current requirement to reduce financial expenditure and staff headcount. However, what the college has achieved in a relatively short period of time is impressive.

This progress has been based on developing the already strong psychological contract e.g.

- Brand – throughout the interviews, people expressed an improved belief in the leadership capabilities of the Senior Leadership team and in the way in which they have handled the proposed reduction in spend and headcount.
- Changing employment relationships – the way in which the proposed reduction in spend and headcount was communicated, is preparing people for what was potentially coming and enabling them to engage with the process.
- Communication – people consistently commented that they have more of a voice and spoke about how their managers have been prepared to listen and take on board their proposals for reduction in spend and headcount.
- Trust – the level of trust has been considerably strengthened as has the transparency around the reduction in spend and headcount. The non-directive leadership and management style of the Principal contributes to this.
- Reward and recognition – this is where the biggest improvements have been made. It is important for the people who work at BSix that their employer is socially responsible, they have the freedom and flexibility for personal growth, connectivity and a chance to give back through the student-focused approach, their need for challenging work and new experiences, the opportunity to work with a great team are met. This has been achieved through the following:
  - Removing the internal quality reviews in the 2016/2017 academic year as a major recognition of staff performance and their ability to self-assess.
  - Changing the approach to the assessment weeks that have been collaborative exercises involving managers and teaching staff.
  - Quantified and expressly stated the college's approach to reward and recognition, e.g. opportunities for promotion as well as personal and professional development and opportunities to take on additional responsibilities.
  - Early in the 2017 / 2018 academic year, the SLT is planning a full review of reward and recognition. As part of the review, they will also consider utilising the Engage for Success framework.

Initiatives in 2016/2017 have included a staff lunch at Christmas; staff conferences in the Spring and Summer terms; internal promotion of staff; mentoring arrangements for new and aspiring managers; the use of Responsibility Allowances to promote

management experience; full implementation of the new pay arrangements for Sixth Form teachers and agreed annual cost of living award.

### Conclusion for 2017

The organisation has retained the Established level for Indicator 5.

Indicator 5 Results	
Indicator theme	Level achieved
<ul style="list-style-type: none"> <li>Designing an approach to recognition and reward</li> </ul>	Established
<ul style="list-style-type: none"> <li>Adopting a culture of recognition</li> </ul>	Established
<ul style="list-style-type: none"> <li>Recognising and rewarding people</li> </ul>	Established
<b>Overall performance level achieved for Indicator 5</b>	<b>Established</b>

### Opportunities for development

To maintain and develop the current level of performance, to move towards the organisational ambition and towards high performance, you may wish to consider:

Recognising and rewarding high performance      Consider as the pressures on the college and its people to deliver increase, how you are going to retain the current level of the psychological contract that people have with the organisation, without this, the level of employee engagement will decrease as will their performance.

Recognising and rewarding high performance      Consider reviewing the current reward and recognition strategy, using focus groups and/or engagement surveys to establish if people consider the current approach and strategies are fair and relevant to find out how people would prefer to be rewarded and recognised, especially for high performance.

Recognising and rewarding high performance      Consider becoming involved with Engage for Success (<http://engageforsuccess.org>) whose work and thinking sits firmly behind the Investors in People Framework and whose 2010 research report – Engaging for Success – enhancing performance through employee engagement by David MacLeod – set the scene for IIP 6th Generation. <http://engageforsuccess.org/creating-an-engaged-workforce-cipd-report-2010>

## Indicator 6: Structuring work

This indicator explores if the organisation is structured to deliver the organisation's ambition and roles are designed to deliver organisational objectives. It also investigates whether the organisation creates interesting work and encourages collaborative ways of working.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Our roles are structured to enable us to work well together	31% (22)	41% (29)	15% (11)	6% (4)	3% (2)	4% (3)	0% (0)
My role allows me to develop the skills needed to progress	32% (23)	36% (26)	14% (10)	6% (4)	3% (2)	6% (4)	3% (2)
My role is structured to allow me responsibility	38% (27)	42% (30)	11% (8)	6% (4)	2% (1)	1% (1)	0% (0)
My work is interesting and uses my skills and capabilities	40% (28)	42% (30)	10% (7)	4% (3)	3% (2)	1% (1)	0% (0)

In 2016, the results of the online assessment showed that 92% of people strongly agreed – somewhat agreed their work was interesting and used their skills and capabilities, 82% of people strongly agreed – somewhat agreed their role allowed them to develop the skills needed to progress, 91% of people strongly agreed – somewhat agreed their roles were structured to allow them responsibility and 87% of people strongly agreed – somewhat agreed their roles were structured to work well together. In 2016, the alignment score for this indicator was 5.89, which was, at that time, 7% above the benchmark performance data for the industry averages at 5.5.

### 2016 Recommendations

In 2016, BSix were found to be at the Advanced level for Indicator 6. The recommendations made in the 2016 report included:

- *Roles are designed in order to meet the changing needs of communities, markets, organisational strategy and employees* – the College has just been through a major restructure which has yet to become fully embedded, therefore it is a matter of time to allow a full academic year to be completed to be able to consider what further changes are needed to the structure and the roles within this to deliver the College's ambition of 90% student attendance and retention.
- *Policies and practices are reviewed regularly and improved to speed up decision making and increase individual ownership* – once again this is a case of simply allowing the relatively recently formed teams to move into the performing stage of team development and reviewing policies, practices and processes to ensure that they support people to be qualitatively accountable.
- *The organisation's structure encourages people to create formal and informal networks to maximise collaboration* - some evidence was found of this starting to happen through cross-college meetings for functional roles, observations outside people's departments and sharing good practice in team meetings but this also needs time to become more embedded into the BSix way of doing things.

## **2017 Amnesty Review Findings**

Further restructuring has been needed in the 2016/2017 academic year in light of outcomes from 2015/2016 and on-going funding issues. Some restructuring took place at the end of the 2015/2016 academic year with the closure of the college's Hair & Beauty Department and demonstrated that current processes and procedures are robust and perceived to be fair.

Throughout the interviews, people acknowledged their awareness of the restructuring that has already taken place and the further reductions in headcount that have been proposed following the funding review. People consistently explained how they have been involved in putting forward alternative proposals and how these have or are being considered.

They also spoke about how this process has brought the support and curriculum teams closer together and is enabling improved collaboration across the college.

The London Sixth Form College Partnership is extending opportunities for developing both formal and informal networks and maximising collaboration. English and Maths staff have been brought together to form two teams, each with a subject co-ordinator. Heads of Department have started having their own group meetings outside of the formal College Management Group meetings.

The London Sixth Form Colleges Partnership has provided a wide range of opportunities for the sharing of good practice, peer review and development, shared training and development activities and conferences, classroom observation, subject networks; and leadership and management development.

### **Conclusion for 2017**

The organisation has retained the Advanced level for Indicator 6.

<b>Indicator 6 Results</b>	
<b>Indicator theme</b>	<b>Level achieved</b>
• Designing roles	Advanced
• Creating autonomy in roles	Advanced
• Enabling collaborative working	Advanced
<b>Overall performance level achieved for Indicator 6</b>	<b>Advanced</b>

### **Opportunities for development**

To maintain and develop the current level of performance, to move towards the organisational ambition and towards high performance, you may wish to consider:

Structuring work      *Roles are designed in order to meet the changing needs of communities, markets, organisational strategy and employees – the College has just been through a major restructure which has yet to become fully embedded, therefore it is a matter of time to allow a full academic year to be completed to be able to consider what further*

changes are needed to the structure and the roles within this to deliver the College's ambition of 90% student attendance and retention.

Structuring work *Policies and practices are reviewed regularly and improved to speed up decision making and increase individual ownership – once again this is a case of simply allowing the relatively recently formed teams to move into the performing stage of team development and reviewing policies, practices and processes to ensure that they support people to be qualitatively accountable.*

Structuring work *The organisation's structure encourages people to create formal and informal networks to maximise collaboration - some evidence was found of this starting to happen through cross-college meetings for functional roles, observations outside people's departments and sharing good practice in team meetings but this also needs time to become more embedded into the BSix way of doing things.*

## Indicator 7: Building capability

This indicator explores how people’s capabilities are managed and developed allowing them to realise their full potential. It also investigates whether the organisation has the right people at the right time.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I develop my capabilities to reach my full potential	29% (21)	44% (31)	18% (13)	3% (2)	3% (2)	3% (2)	0% (0)
I have every opportunity to grow my capabilities to be the best I can be	21% (15)	42% (30)	23% (16)	6% (4)	6% (4)	1% (1)	1% (1)
My organisation believes it is important that we all learn and develop our capability	32% (23)	45% (32)	17% (12)	4% (3)	0% (0)	2% (1)	0% (0)
People are selected for roles in my organisation based on their proven capability	14% (10)	32% (23)	21% (15)	14% (10)	9% (6)	7% (5)	3% (2)

In 2016, the results in the above graph demonstrated that 91% of people strongly agreed – somewhat agreed that people could develop their capabilities to reach their full potential, 94% of people strongly agreed – somewhat agreed that BSix believes it is important to learn and develop people’s capability, 86% of people strongly agreed – somewhat agree that they had every opportunity to grow their capabilities to be the best they can be and 67% strongly agreed – somewhat agreed that people were selected for roles based on their proven capability. In 2016, the alignment score for this indicator was 5.61, which, at that time, was 3.6% above the benchmark performance data for the industry average at 5.41.

### 2016 Recommendations

In 2016, BSix were found to be at the Advanced level for Indicator 7. The recommendations made in the 2016 report included:

- Leaders continually look to the future to identify and plan the capabilities people need to deliver success - this links to the development point under indicator 6 - Roles are designed in order to meet the changing needs of communities, markets, organisational strategy and employees currently plans are in place to deliver the changes in examination boards or curriculum but it is simply too early in team development to have developed this any further.

### 2017 Amnesty Review Findings

Examples of building capability included the creation of an extended Senior Management Team; the appointment of Co-ordinators with staff line management responsibilities for English and Maths; the London Sixth Form Partnership has arranged an Aspiring Leaders course and has created a number of cross-College groups including a Curriculum Planning Group; Data Sharing and Quality Improvement Group; Subject Leader groups; as well as arranging subject networks for English and Maths and for minority subject teachers; cross-College Peer Review and Development; and cross-College classroom observations. Also, the London Sixth Form College Partnership has taken the lead on some curriculum, training and leadership development projects.

## Conclusion for 2017

The organisation has retained the Advanced level for Indicator 7.

<b>Indicator 7 Results</b>	
<b>Indicator theme</b>	<b>Level achieved</b>
<ul style="list-style-type: none"><li>• Understanding people's potential</li></ul>	High performing
<ul style="list-style-type: none"><li>• Supporting learning and development</li></ul>	High performing
<ul style="list-style-type: none"><li>• Deploying the right people at the right time</li></ul>	Advanced
<b>Overall performance level achieved for Indicator 7</b>	<b>Advanced</b>

## Opportunities for development

To maintain and develop the current level of performance, to move towards the organisational ambition and towards high performance, you may wish to consider:

**Building capability** Leaders continually look to the future to identify and plan the capabilities people need to deliver success - this links to the development point under indicator 6 - Roles are designed in order to meet the changing needs of communities, markets, organisational strategy and employees currently plans are in place to deliver the changes in examination boards or curriculum but it is simply too early in team development to have developed this any further.

## Indicator 8: Delivering continuous improvement

This indicator asks if there is a culture that encourages innovation. It also investigates whether the business is looking externally as well as internally for inspiration and ideas.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I am responsible for improving the way we do things	21% (15)	42% (30)	23% (16)	3% (2)	3% (2)	8% (6)	0% (0)
I can experiment without feeling worried about making mistakes	21% (15)	34% (24)	23% (16)	11% (8)	4% (3)	7% (5)	0% (0)
I look for improvement ideas from within and external to my organisation	38% (27)	41% (29)	16% (11)	4% (3)	1% (1)	0% (0)	0% (0)
We are always seeking new ways to improve	35% (25)	37% (26)	21% (15)	6% (4)	1% (1)	0% (0)	0% (0)

In 2016, the results in the above graph demonstrated that 95% of people strongly agreed – somewhat agreed that they looked for improvement ideas from within and external to the organisation, 93% of people strongly agreed – somewhat agreed that people were always seeking new ways to improve, 86% strongly agreed – somewhat agreed that they were responsible for improving the way the organisation does things, and 78% of people strongly agreed – somewhat agreed that they could experiment without feeling worried about making mistakes. In 2016, the alignment score for this indicator was 5.75, which was, at that time, 10% above the benchmark performance data for the industry average at 5.22

### 2016 Recommendations

In 2016, BSix were found to be at the Advanced level for Indicator 8. The recommendations made in the 2016 report included:

- BSix is in the process of transition (two years into a three-year cycle) and as such the College simply needs time to allow the processes and teams and of course the new ways of working to go through a full three-year cycle. This is especially relevant for people to make the transition into knowing and understanding what 'qualitative responsibility' means for them in practical terms. There was evidence that some people have already grasped this and see it as a great opportunity, whereas others are still working through this and this is probably a reflection of the time of year together with being held fully responsible for the delivery of their MLP and examination results.

### 2017 Amnesty Review Findings

Results improved in 2015/2016 by 11%. Minimum Levels of Performance have been set for 2016/2017 with an overall target of 83%. Progress for all students is a priority for the college and continued professional development is geared towards this.

Kevin Watson, Principal of Leyton Sixth Form College, has been engaged to lead a cross-College strategy to improve teaching, learning and assessment to ensure that all students make significant progress. During the interviews, people were consistently positive about the impact of the 'Kevin Watson Project'

Other Initiatives in 2016/2017 include:

- The management and administration of Continued Professional Development has now been centralised under the Principal and HR; new administrative arrangements have been introduced; budgets are closely monitored; new arrangements are in place for evaluating impact.
- The Teaching, Learning & Assessment Strategy has been revised and published.
- Revised College Strategy and Plan has been carried out to marry quality improvement and financial resilience.

### Conclusion for 2017

The organisation has retained the Advanced level for Indicator 8.

<b>Indicator 8 Results</b>	
<b>Indicator theme</b>	<b>Level achieved</b>
<ul style="list-style-type: none"> <li>• Improving through internal and external sources</li> </ul>	Advanced
<ul style="list-style-type: none"> <li>• Creating a culture of continuous improvement</li> </ul>	Advanced
<ul style="list-style-type: none"> <li>• Encouraging innovation</li> </ul>	Advanced
<b>Overall performance level achieved for Indicator 8</b>	<b>Advanced</b>

### Opportunities for development

To maintain and develop the current level of performance, to move towards the organisational ambition and towards high performance, you may wish to consider:

BSix remains in the process of transition (two years into a three-year cycle) and as such the College simply needs time to allow the processes and teams and of course the new ways of working to go through a full three-year cycle. This is especially relevant for people to make the transition into knowing and understanding what 'qualitative responsibility' means for them in practical terms. There was evidence that most people have already grasped this and see it as a great opportunity, whereas others a few still working through this and this is probably a reflection of the time of year together with being held fully responsible for the delivery of their MLP and examination results.

## Indicator 9: Creating sustainable success

This indicator explores if the organisation has a focus on the future and is responsive to change. It also investigates whether leaders have a clear understanding of the external environment and the impact this has on the organisation.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
A positive relationship with the community is key to my organisation's continued success	52% (37)	32% (23)	13% (9)	3% (2)	0% (0)	0% (0)	0% (0)
My organisation embraces change to create a sustainable future	24% (17)	40% (28)	17% (12)	17% (12)	1% (1)	1% (1)	0% (0)
My organisation has a plan for the future to ensure our continued success	28% (20)	49% (35)	13% (9)	9% (6)	1% (1)	0% (0)	0% (0)
My organisation is a great place to work and has a bright future	25% (18)	37% (26)	17% (12)	14% (10)	4% (3)	1% (1)	2% (1)

In 2016, the results in the above graph demonstrated that 90% of people strongly agreed – somewhat agreed that the organisation had a plan for the future to ensure continued success; 79% of people strongly agreed – somewhat agreed that the organisation was a great place to work and had a bright future, 81% strongly agreed – somewhat agreed that the organisation embraced change to create a sustainable future and 97% of people strongly agreed – somewhat agreed that a positive relationship with the community was key to the organisation's continued success. In 2016, the alignment score for this indicator was 5.88, which, at that time, was 8.4% above the benchmark performance data for the industry averages at 5.42.

### 2016 Recommendations

In 2016, BSix were found to be at the High Performing level for Indicator 9. The recommendations made in the 2016 report included:

- The online assessment response to the question 'the organisation is a great place to work and has a bright future' was 79% of people strongly agree – somewhat agree, therefore 14% neither agree nor disagree and 7% disagree whilst the discussions were carried out at the end of the academic year and before the post Ofsted action plan has been produced, which may have contributed to these responses it is essential that current level of morale (which was found to be good by the Assessor and The Institute of Education) is maintained, therefore the HOD's need to ensure that they take the pulse regularly of how people are feeling, the suggested recommendations under indicator 5 may also help to maintain and improve the levels of morale.

### 2017 Amnesty Review Findings

The first post-Ofsted inspection visit took place on 14th October providing the first indication of progress made to address the 'requires improvement' outcome of June 2016. The IIP Practitioner observed the follow-up meeting on 20<sup>th</sup> April 2017 this as part of the Amnesty Review and the feedback was positive with the Inspector making a few key recommendations.

Whole college briefings by the Principal provide opportunities to test morale, which throughout the amnesty review was found to be good. The work of the Sixth Form College Partnership

Director on teaching and learning is addressing issues of staff morale and empowerment in a very practical way. The JNC (which meets six times a year) is also a good indicator of how staff are feeling. The Ofsted visit on 14th October 2016 acknowledged progress regarding morale. The Inspector's two central questions were answered in the affirmative: *'Are people happy to be working here?' 'Is the College doing the right things?'*

Initiatives in 2016/2017 and sources of evidence include:

- The revised Teaching, Learning & Assessment Strategy and the revised College Strategy and Plan.
- Close ties with Hackney Learning Trust and the London Sixth Form College Partnership.
- A Lesson Observation project.
- Piloting a 360-degree feedback scheme in Creative Arts.
- Staff conferences.

### Conclusion for 2017

The organisation has retained the High Performing level for Indicator 9.

Indicator 9 Results	
Indicator theme	Level achieved
<ul style="list-style-type: none"> <li>• Focussing on the future</li> </ul>	High performing
<ul style="list-style-type: none"> <li>• Embracing change</li> </ul>	High performing
<ul style="list-style-type: none"> <li>• Understanding the external context</li> </ul>	High performing
<b>Overall performance level achieved for Indicator 9</b>	<b>High performing</b>

### Opportunities for development

To maintain and develop the current level of performance, to move towards the organisational ambition and towards high performance, you may wish to consider:

Creating sustainable success

The online assessment response to the question 'the organisation is a great place to work and has a bright future' was 79% of people strongly agree – somewhat agree, therefore 14% neither agree nor disagree and 7% disagree whilst the discussions were carried out at the end of the academic year and before the post Ofsted action plan has been produced, which may have contributed to these responses it is essential that current level of morale (which was found to be good by the Assessor and The Institute of Education) is maintained, therefore the HOD's need to ensure that they take the pulse regularly of how people are feeling, the suggested recommendations under indicator 5 may also help to maintain and improve the levels of morale.

## Implications and Recommendations

The following recommendations for the leadership team are based on the professional judgement and assessment of BSix undertaken by Gill Atmeare.

Everyone within the organisation should be congratulated, as they were supportive of the process, through the online assessment, discussions and were very supportive and accommodating throughout the time on site.

This section of the report provides an opportunity to consider how to build on the good practice that is already in place, as well as an opportunity to consider the potential development needs.

BSix constantly strives for improvement and sets the bar high regarding expectations, going forward it is a case of addressing the suggested development points and maintaining what has already been developed, ensuring that the processes remain fit for purpose and new processes are introduced where appropriate.

The opportunities for development are made in the spirit of continuous improvement and to work towards BSix's ambition of 90% student success and retention, please refer to pages 36 onwards.

## Implications and Recommendations

<b>Opportunities for development</b>	<b>To maintain and develop the current level of performance and to deliver the college's objectives</b>
Creating transparency and trust	Consider how to ensure that people know and understand when an issue is up for consultation and when it is not, this will help to improve the perception that there could be more consultation. BSix also needs to consider how to ensure that communication outside of the all staff briefings, so from the HOD's to their teams is on message and works upwards as well as downwards, addressing this especially around harnessing people's ideas will help to increase the level of engagement that people at all levels have with the College.
Developing leadership capability	<i>'Future leadership capabilities are defined, and leaders meet these challenges'</i> – it is appreciated that it is early days for the SMT and they simply need more time to become more embedded. A piece of work to define future capabilities (perhaps as competencies) could be considered in line with the teaching standards.
Living the values	Consider how to ensure that the rationale for decision making when a student is retained when under behaviour sanctions is fully explained and understood by the person who has raised this, this also comes under indicator 3 – Empowering and involving people.
Empowering and involving people	To move BSix to high performing in the next 12 months the College needs to ensure that the processes that are currently in place are reviewed and developed to ensure that they remain fit for purpose, enable the processes to become fully embedded, recover from the April 2016 Ofsted using the 2015/ 2016 examination results. Use the learning and development cycle to 'reset' the MLP's in September and above all enable the departments to move through the Tuckman model of team performance, as there are teams that are currently still in the storming and norming phases with some already in the performing mode.
Performance management	Consider how to monitor the quality of objectives setting through the learning and development process to ensure that people are aware of what has been set and what they need to do to achieve these.
Performance management	Consider reviewing the induction process to ensure that people know and understand the College structure, who does what, where to go for help with practical administration issues and the BSix way of doing things. This will enable people to know and understand exactly where they fit into the College and also how their contribution enables it to be successful.
Recognising and rewarding high performance	Consider as the pressures on the College and its people to deliver, how you are going to retain the current level of the psychological contract that people have with the organisation, without this the level of employee engagement will decrease as will their performance.

Recognising and rewarding high performance	Consider reviewing the current reward and recognition strategy, using focus groups and/or engagement surveys to establish if people consider the current approach and strategies are fair and relevant to find out how people would prefer to be rewarded and recognised, especially for high performance.
Recognising and rewarding high performance	Consider becoming involved with Engage for Success ( <a href="http://engageforsuccess.org">http://engageforsuccess.org</a> ) whose work and thinking sits firmly behind the Investors in People Framework and whose 2010 research report – Engaging for Success – enhancing performance through employee engagement by David MacLeod – set the scene for IIP 6th Generation. <a href="http://engageforsuccess.org/creating-an-engaged-workforce-cipd-report-2010">http://engageforsuccess.org/creating-an-engaged-workforce-cipd-report-2010</a>
Structuring work	<i>Roles are designed in order to meet the changing needs of communities, markets, organisational strategy and employees</i> – the College has just been through a major restructure which has yet to become fully embedded, therefore it is a matter of time to allow a full academic year to be completed to be able to consider what further changes are needed to the structure and the roles within this to deliver the College’s ambition of 90% student attendance and retention.
Structuring work	<i>Policies and practices are reviewed regularly and improved to speed up decision making and increase individual ownership</i> – once again this is a case of simply allowing the relatively recently formed teams to move into the performing stage of team development and reviewing policies, practices and processes to ensure that they support people to be qualitatively accountable.
Structuring work	<i>The organisation’s structure encourages people to create formal and informal networks to maximise collaboration</i> - some evidence was found of this starting to happen through cross-college meetings for functional roles, observations outside people's departments and sharing good practice in team meetings but this also needs time to become more embedded into the BSix way of doing things.
Building capability	Leaders continually look to the future to identify and plan the capabilities people need to deliver success - this links to the development point under indicator 6 - Roles are designed in order to meet the changing needs of communities, markets, organisational strategy and employees currently plans are in place to deliver the changes in examination boards or curriculum but it is simply too early in team development to have developed this any further.
Creating sustainable success	The online assessment response to the question ‘the organisation is a great place to work and has a bright future’ was 79% of people strongly agree – somewhat agree, therefore 14% neither agree nor disagree and 7% disagree whilst the discussions were carried out at the end of the academic year and before the post Ofsted action plan has been produced, which may have contributed to these responses it is essential that current level of morale (which was found to be good by the Assessor and The Institute of Education) is maintained, therefore the HOD’s need to ensure that they take the pulse regularly of how people are feeling.

## Next Steps and Key Dates

24-Month Review	Accreditation Expiry
17/06/2018	17/06/2019

As highlighted by the table above, the Investors in People practitioner will return to the organisation in twelve months to conduct a review in June 2018. The scope and objectives for the review will be agreed each time in advance, leading eventually to the full framework review in June 2019. The IIP Practitioner will provide additional detail at the feedback meeting, the date of which will be arranged once the outcome of the assessment has been confirmed by the quality assurance process.

This will be discussed at the feedback meeting which has yet to be arranged due to the College being in the Summer holiday period, although this will take place before the start of the new academic year in September.

## Annex 1: 2017 Assessment outcome table

		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					

## Annex 2: 2016 Assessment Report



Accreditation number: 14/05753

Accreditation valid from: 17<sup>th</sup> June 2016

Assessment conducted by:



Official assessment of BSix conducted by Gill Atmeare, operating on behalf of the following licensed Investors in People centre:

Investors in People South of England  
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## Acknowledgements

I would like to thank the Senior Leadership Team of BSix for their continued commitment to Investors in People and to using the Framework to receive feedback and advice to support the company's ambition. Thanks also for your contribution to the IIP 6<sup>th</sup> Generation planning process and for being honest in your approach and discussions.

Thanks also to Rebekah Harris and Steve Poland, for arranging the online assessment, gathering relevant information to support the desktop review and to arranging the discussion schedule. This is very much appreciated, as it enabled the onsite days to run extremely smoothly.

I would also like to thank everyone at the organisation for the way in which we were welcomed, we would also like to thank those who participated review either through the online assessment or in the discussions for their time, enthusiasm, energy and the open, honest and interesting discussions, all of which ensured that the assessment was a pleasure to carry out.

## Executive Summary

BSix was assessed for accreditation against the Investors in People Standard in June 2016. The assessment involved two initial context analysis meetings and the completion of the 'as is' and 'to – be' heat maps and other contextual questions by the client separately. This resulted in the development of the assessment plan. In between the two meetings the IIP 40 online assessment was administered to 120 employees with 71 (59%) responses. In addition, individual interviews were carried out with 22 people from across the organisation.

### **As a result we are delighted to accredit BSix UK at Silver award level.**

BSix is an ambitious organisation with a clearly defined mission statement and where the values are lived on a daily basis and are at the heart of everything that the College does.

People demonstrated a great deal of understanding about the College's objectives and the processes that are in place to agree and monitor these.

Leaders have established a good level of trust across the College and people are passionate about doing the best they can for their students.

People are confident in the leadership and management of the college and acknowledge the changes that have taken place in the structure.

Leaders freely share knowledge and information that enables people at all levels to be part of the decision making process and to have ownership of these.

As part of working towards 'qualitative responsibility' BSix has implemented a robust learning and development process, which is fully embedded, this was change in 2013 as a result of feedback from the 2013 Investors in People assessment.

There is a culture of recognition, however, this is an area that requires attention as it scored the lowest number of responses in the online assessment and the discussions supported this. This is never going to be easy for an educational establishment to have processes in place that recognise and reward high performance. The SLT should consider reviewing the current reward and recognition strategy, using focus groups and / or engagement surveys to establish if people consider the current approach and strategies are fair and relevant to find out how people would prefer to be rewarded and recognised, especially for high performance.

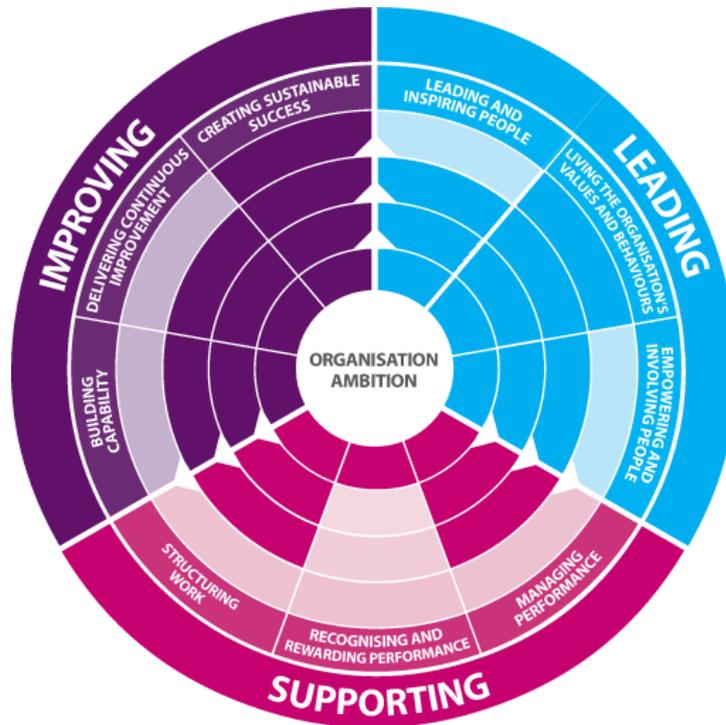
The College has gone through a restructure which was not as successful as it was hoped, people recognise that the SLT has acted to address this and consider that they have set the example of how mistakes are valued and accepted, learnt from.

The College is a university for teachers and this was borne out by the number of people who have developed their skills and careers at BSix.

Continuous improvement is core to the success of the College and is underpinned by the comprehensive ethos, which enables people at all levels to actively contribute their ideas for improvement.

BSix actively plans for the future and are open in sharing their knowledge and information with people at all levels to ensure that people know and understand the opportunities and challenges facing the college and are involved in the planning process.

## BSix assessment outcome



**Protected IIP5 Gold level for 12 months' subject to agreeing an action plan, that seeks to address the necessary areas of the framework within 12 months of the Last Day on Site. – Deadline 17<sup>th</sup> June 2017**

## Introduction

BSix decided to engage with the Investors in People 6<sup>th</sup> Generation Framework after meeting with their Practitioner late in 2016. BSix has been recognised since 2010. Therefore this is the organisation's 3<sup>rd</sup> engagement with Investors in People Framework and the third with this Practitioner. The organisation chose to engage with the Investors in People 6<sup>th</sup> Generation as it provides them with the opportunity to take the temperature of where they are, what they have put in place and what they need to do to improve and to recognise what they do well in working towards their ambition of continuous improvement.

*'The new IIP 6 framework fits with our natural reflectiveness'*

Organisations that meet the world-recognised Investors in People Standard reflect the very best in people management excellence. Underpinning the Standard is the Investors in People Framework. Based on 25 years of leading practice, the latest research and workplace trends, the Investors in People Framework is organised around nine key indicators of high performance each with three underpinning themes.

To achieve accreditation, organisations are assessed against these themes and indicators, leading to an award level of standard, silver, gold and platinum that represents the level of performance achieved, or the level of 'maturity', from a fundamental 'developed' level to 'high performing'. Assessment is carried out using surveys, interviews, meetings and observation. The approach taken in the assessment of BSix is summarised in a later section of the report. The accreditation awarded represents the current level achieved and the standard can be used to facilitate on-going development of people management practices.

This report summarises the assessment of BSix and the level achieved. Following the Introduction, the analysis of the organisation carried out to provide insights into the organisation for IIP assessment is summarised. Two 'heat maps' are included, showing BSix's own assessment against the Standard, and the level that the organisation aspires to achieve. This is followed by a summary of the approach taken in the assessment process and of the overall assessment findings. The assessment against each indicator is then given in turn, noting strengths and development needs. Finally, implications of the assessment for BSix are discussed, outlining development recommendations.

## Organisational context

BSix is an ambitious 6<sup>th</sup> form college based in Hackney, East London; initially serving the local community but who also draws students in from across London and beyond. BSix is proud to be a comprehensive sixth form college offering courses in a wide range of subjects and at all levels. They believe that all young people can achieve high standards. They are big enough to offer such a breadth of courses but also small enough to give their students individual care, encouragement and attention.

The mantra and mission statement of BSix is – *Achieve, Study, Aspire* clearly states the expectations of Students and Staff alike. The College truly embodies the ethos of the Investors in People Standard and this can also be evidenced by the 6 key facts about BSix:

1. We'll make you successful
2. Our teachers are excellent and learn with you
3. We believe that all young people can be successful
4. We welcome everyone
5. We want you to take part
6. We want you to develop all-round

The values of BSix are at the heart of the college and are clearly lived on a daily basis; these are highly visible across the college and are applied to staff and students alike.

### Strategy

The College has developed a clear strategy that is focussed on continuous improvement it measures its success on Student achievement and progression. The College wants to be more embedded in the community to enable it to continue to provide opportunities for local people to achieve their own ambitions. However, having carried out the assessment the strategies they already have in place are highly effective. There are clear processes in place to include people in the strategic planning process, which supports the college's comprehensive ethos.

### Staff

The College wants to be known for training people, retaining them, enabling them to be successful and having people who want to work at BSix and not having people who want BSix to come to build their CV. The online assessment identified that 70% of people working at BSix consider it to be a great place to work, from the discussions are highly committed to the success of the students and tend to think of the students before themselves.

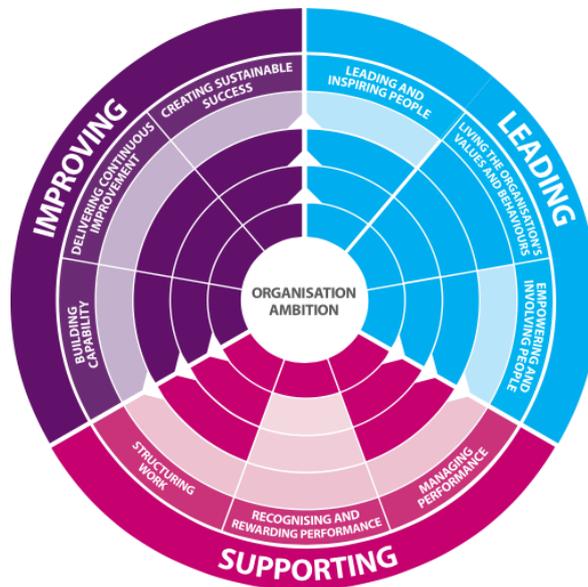
The college has a number of robust processes in place to identify learning and development needs, these are supported by the learning and development process, which replaced the appraisal system in 2013. The identified needs are collated in to the CPD plan, which is resourced and monitored and reviewed on a termly basis. People clearly enjoy working at BSix and back in 2013 people appeared to be there for what BSix could do for them, however, things seem to have changed in 2016 with people appearing to be far more committed to the college in the long term rather than in the short term.

## BSix Self-diagnostic

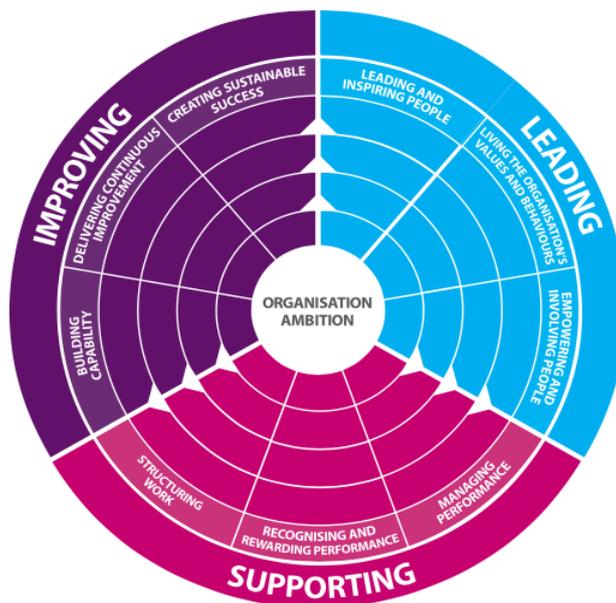
Having carefully considered the IIP Framework, BSix believe that they are operating predominately at the 'established' level, with eight of the nine indicators at advanced, the remaining indicator 5 at developed.

The heat maps below summarise where BSix believes it currently sits against the each of the nine IIP indicators and where it aspires to be in order to achieve its organisational ambition. The shaded cells represent the maturity level against the each indicator. The more cells shaded the more mature and embedded the practices are within BSix.

'As is' heat map



Aspiration or 'To-be' heat map



## Assessment Approach

Following the initial context meeting between Ken Warman – Principal, Rebekah Harris – Assistant Principal Staff & Student Recruitment, Steve Poland – HR Consultant and myself, from which details for the organisational analysis were elicited, the organisation was assessed primarily using the Online Assessment and interviews.

People were informed of the IIP assessment and accreditation process when they were asked to take part in completing the online assessment and to possibly take part in a discussion with the Practitioner. This gave time to deal with any questions or issues that staff raised. There were no material issues and all the staff were more than happy to be involved

As organisation of 120 members of staff, all staff were asked to complete the online assessment. 71 completed surveys were returned (59%), indicating a reasonable level of engagement by staff. Returned surveys represented all functions and levels of BSix.

Surveys were analysed to determine key themes or issues and these were used as one basis on which interviews were designed and administered. Semi-structured interviews were carried out with 22 respondents, from all functions and levels based, selected purposively because they were ideally placed to discuss IIP related issues. The percentage of people selected for interviews is 50 % over the recommended percentage, this was to ensure that a sufficient number of roles and disciplines were included.

The Practitioner met with each person at BSix, the discussions lasted between 30 and 60 minutes. During the meetings people were advised of the confidentiality of the discussions and throughout they very willing to talk about the business and their experiences in an open, honest and constructive manner.

As part of the assessment one of the Practitioners observed a Department meeting, which provided additional evidence and insight into how the organisation operates.

Data on which the assessment was based included that elicited from the survey and interviews, observations and documents provided by BSix. Management training programme

## How BSix was assessed



The online assessment was deployed to 120 employees and we saw a response of 71 (59%). This was above the international Investors in People guidelines and therefore the sample is considered statistically significant.



Based on the finding from the online assessment, we interviewed 22 employees from across the organisation.



An observation of a departmental meeting was carried out on 25<sup>th</sup> May 2016.

A desk top review was carried out of the following:

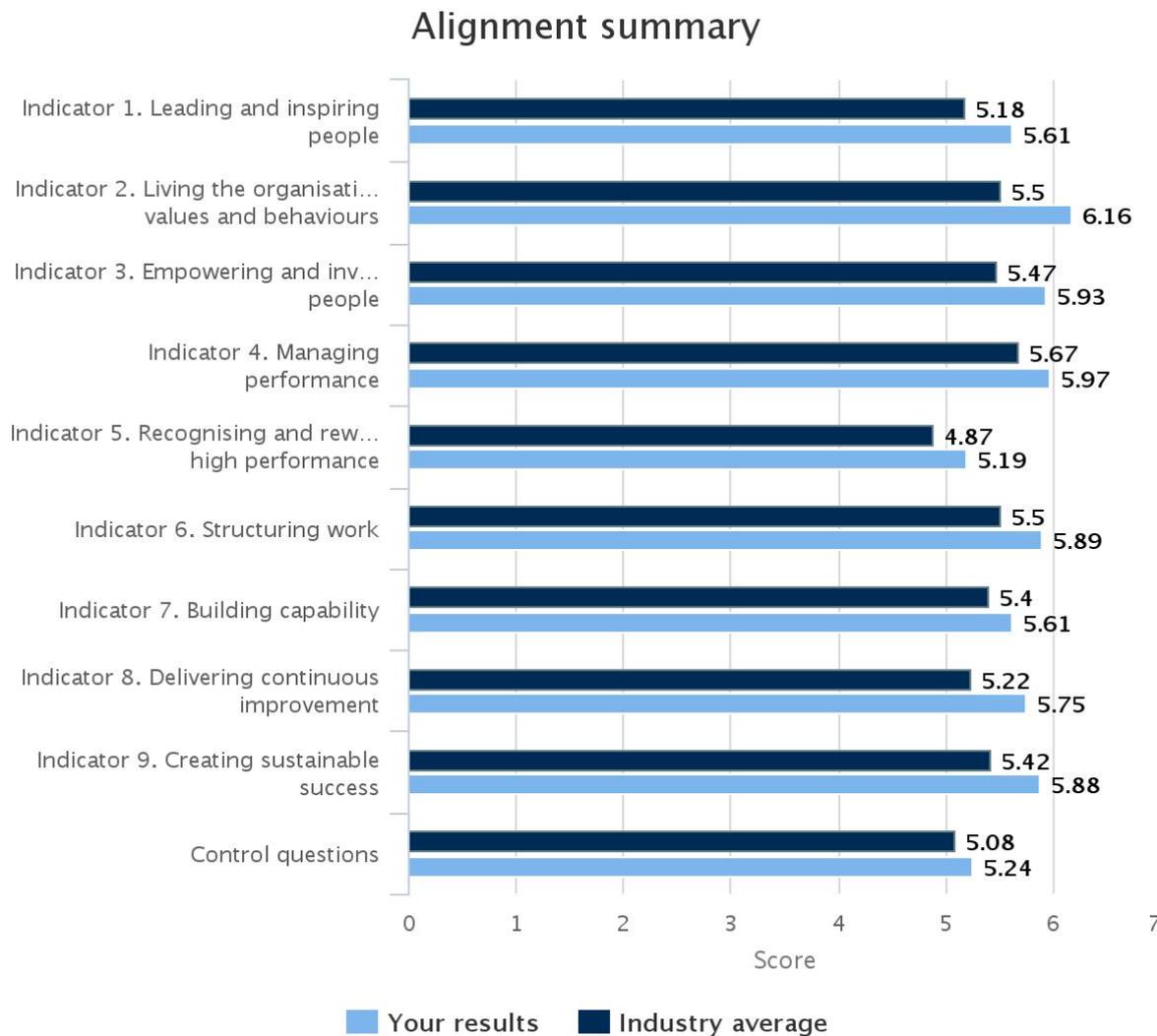
- Self assessment report 2014 - 2015
- Quality Improvement Plan (QIP) 2015 – 2016
- QIP Manual 2015 -2016
- Mid year quality review 2015 – 2016
- Values statement
- CPD Plan 2015 – 2016
- Minimum levels of performance and results
- Raising attainment strategy
- Value added policy
- Student study programme – ex curricular activities
- Effort process and report
- Student development centre
- Student centre case study
- Lesson observation template
- Student voice strategy
- Management standards
- Appraisal 2013 report
- Transition strategy
- Progress information
- Management training programme
- Restructuring proposal 2014
- Ofsted report 2016



## Detailed Assessment Outcome

This section provides a detailed analysis of organisation BSix's assessment against the IIP framework. The table in Annex 1 shows the assessed maturity level for each of the 27 themes within the IIP framework. For the purposes of establishing an industry benchmark, data collected from the educational sector has been used as a benchmark, and is shown below.

### BSix industry benchmark



This overview provides a summary of BSix's online assessment results, showing a breakdown of responses at an aggregate indicator level, as well as the score of alignment.

The online assessment covers all 9 indicators of the IIP standard and each of the questions asks the respondent to rate agreement with the statement aligned to one of the indicators. The responses are categorised from Strongly Disagree (1) to Strongly Agree (7). The 1-7 point scale is then used as a score of alignment against the standard. The table below summarises BSix's alignment to the 9 IIP indicators.

The highest measure of alignment against the Standard is 7, whereby an organisation demonstrates complete alignment with the Standard, according to responses collected in the online assessment.

BSix's average alignment scores are above the educational benchmark scores for all 9 indicators. This information will be referred to under the relevant indicators later in this section of the report.

### Overview of online assessment results

IIP Indicator	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Indicator 1. Leading and inspiring people	25.25% (71)	38.25% (109)	20.00% (57)	7.50% (21)	5.50% (16)	3.00% (8)	0.50% (2)
Indicator 2. Living the organisation's values and behaviours	40.75% (115)	43.50% (124)	11.00% (31)	2.75% (8)	0.75% (2)	1.00% (3)	0.25% (1)
Indicator 3. Empowering and involving people	41.50% (118)	32.75% (93)	14.75% (42)	3.50% (10)	2.75% (7)	4.50% (13)	0.25% (1)
Indicator 4. Managing performance	39.50% (113)	37.50% (106)	11.75% (33)	5.75% (16)	2.00% (6)	3.50% (10)	0.00% (0)
Indicator 5. Recognising and rewarding high performance	20.25% (58)	31.75% (90)	18.00% (51)	14.50% (41)	8.00% (22)	6.25% (18)	1.25% (4)
Indicator 6. Structuring work	35.25% (100)	40.25% (115)	12.50% (36)	5.50% (15)	2.75% (7)	3.00% (9)	0.75% (2)
Indicator 7. Building capability	24.00% (69)	40.75% (116)	19.75% (56)	6.75% (19)	4.50% (12)	3.25% (9)	1.00% (3)
Indicator 8. Delivering continuous improvement	28.75% (82)	38.50% (109)	20.75% (58)	6.00% (17)	2.25% (7)	3.75% (11)	0.00% (0)
Indicator 9. Creating sustainable success	32.25% (92)	39.50% (112)	15.00% (42)	10.75% (30)	1.50% (5)	0.50% (2)	0.50% (1)
Control questions	21.50% (61)	31.00% (88)	20.00% (57)	12.75% (37)	6.75% (19)	8.00% (22)	0.00% (0)

Please note that some totals will exceed the number of overall submissions due to multiple questions across indicators.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I know how my organisation invests in people	21% (15)	27% (19)	25% (18)	10% (7)	8% (6)	9% (6)	0% (0)
I am engaged in how my organisation invests in people	23% (16)	25% (18)	23% (16)	15% (11)	3% (2)	11% (8)	0% (0)
My organisation is high performing because it invests in people	21% (15)	37% (26)	14% (10)	15% (11)	7% (5)	6% (4)	0% (0)
My organisation achieves positive outcomes because it invests in people	21% (15)	35% (25)	18% (13)	11% (8)	9% (6)	6% (4)	0% (0)

## Indicator 1: Leading and Inspiring People

This indicator explores whether leaders make the organisation's objectives clear and whether leaders are trusted and inspire and motivate people to deliver against these objectives.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I trust the leaders in my organisation	23% (16)	45% (32)	15% (11)	6% (4)	7% (5)	3% (2)	1% (1)
My organisation develops great leaders	16% (11)	24% (17)	28% (20)	14% (10)	11% (8)	6% (4)	1% (1)
Our leaders clearly communicate the organisation's vision and objectives	37% (26)	39% (28)	20% (14)	3% (2)	1% (1)	0% (0)	0% (0)
Our leaders motivate me to achieve exceptional results	25% (18)	45% (32)	17% (12)	7% (5)	3% (2)	3% (2)	0% (0)

The results from the online assessment as shown in the above graph demonstrate that 96% of people strongly agree – somewhat agree that leaders clearly communicate the organisation's vision and objectives, 68% strongly agree – somewhat agree that the organisation develops great leaders, 83% strongly agree – somewhat agree that people trust the leaders in the organisation; and 87% of people strongly – somewhat agree that leaders motivate them to achieve exceptional results. The organisation's alignment score for this indicator is 5.61, which is above the benchmark performance data for the industry average at 5.18.

The SLT have created a clear purpose and vision for BSix, which centres on the mission statement - Aspire, Study, Achieve. This is supported by the Quality Improvement Plan (QUIP), which is monitored by the Senior and Middle Management through the Mid-Year Quality Review. People at all levels consistently mentioned these two processes during the discussions. They also spoke about how they consider the all staff briefings as being effective due to them being held when needed rather than because they are in the diary.

Many people also referred to the Ofsted inspection that took place in April 2016 and how they were disappointed with the outcome, they also went on to speak about how the SLT had communicated the outcome and the implications and the plans that are in place to move forward. Refer to [http://www.bsix.ac.uk/college/news\\_archive/2016/july/making\\_progress.htm](http://www.bsix.ac.uk/college/news_archive/2016/july/making_progress.htm)

There is a natural openness at BSix, which people clearly value and during the discussions people acknowledged that 18 months ago there had been a change in the management structure that led to a change in management style, which they described as directive and not at all inclusive. People keenly acknowledged how the SLT and SMT had dealt with this and how they consider them to be excellent, especially since the appointments of the Heads of Departments, who in general are highly respected, works with individuals, does what they say they will and have demonstrated a high level of commitment and loyalty to the college and their teams which in turn has built trust across the College.

During the discussions people also acknowledged how the College has improved in providing information and gave the example of how well the closure of the Health and Beauty Department is being handled and how the rationale based on numbers and funding has been explained.

*'The SLT and HOD's listen to you and act with a balanced view, they do not micro manage and there is complete openness, even when you don't like the message'*

*'There is a good level of clarity, it is all about Aspire, study, achieve and we have BSix language which is about positive reinforcement'*

The discussions supported the results from the online assessment, with 96% of people strongly agree – somewhat agree *'that leaders clearly communicate the organisation's vision and objectives'*, and 83% strongly agree – somewhat agree that people trust the leaders in the organisation. So what does BSix need to do in order to address the 9% who neither agreed nor disagreed? Having reviewed the notes from my discussions a common theme was that there could be more communication or consultation about what is being considered, as people perceive that things just seem to happen, it feels as if these comments are due to a combination of things, namely the pace that BSix operates at, the perception of what is up for consultation and the possibility that some things do get lost in the communication process. Some of the examples were around harnessing ideas from teachers as they feel they can add value to the decision making process.

The College had seen student attainment steadily increase from 2009 when the success rate was 65% and in 2013 it was 82% the 2013 Ofsted inspection acknowledged this with the judgement that the College was 'Good'. The College then set out to be 'outstanding'. Part of this was making the transition from setting and monitoring targets to how the targets were being met. The College used some research by Winch C (1997) for the Institute of Education (<http://www.ucl.ac.uk/ioe>), which drew the distinction between 'constitutive accountability' (are you doing it?) and 'qualitative accountability' (how well are you doing it?). In 2014 / 2015 the College experienced a dip in the success rate from 82% to 70%, the SLT acted quickly to ensure that processes were put in place to address this and these were outlined in the 2015/2016 Quality Improvement Manual which clearly identifies how people at all levels will be supported to deliver the Colleges' objectives. Throughout the discussions people spoke about these processes especially the Mid Year Reviews.

Once again people also mentioned the restructure and how it had impacted on them in terms of their motivation as they felt that things had become very unclear. They went on to say how much better things are now than last year as they can see the progress systems are in place; and there are clear roles and responsibilities for managing behaviour and student attendance which is a big part of raising attainment at BSix.

The HOD's explained for them it is important that their staff are prepared to work well as a team and to treat each student as an individual and enable them to achieve progression.

*'The HOD has 121's with us regularly and sets out what he wants me to improve from my lesson observation'*

*'It's about delivering the numbers and the quality, it is the students that motivate me the best part of the job is being in the classroom and seeing a student want to achieve'*

*'If you don't hit the targets you meet with your line manager and I know the Principal will monitor but I have never felt that it is a blame culture, it was more a case we haven't done well so this is what we are going to do'*

People are clearly motivated by the Principal and the Senior Leadership Team, the HOD's spoke about their weekly meetings with him and how he has an opened door policy which is genuinely always open!

The Principal and the Senior Leadership are passionate about BSix being comprehensive and this is openly shared across the college, people consistently spoke about Aspire – Study – Achieve which underpins everything that the college does. People also explained that the way

in which the restructure was dealt with was motivational especially as they can now see all of the processes that have been put in place are enabling them to achieve the expected MLP's.

This enthusiasm is also starting to impact on people as a whole in terms of their comments about their morale. However, people are naturally apprehensive about the impending examination results and there were comments such as 'we feel we have done all we can but now we have to wait and see' which is understandable given the Ofsted outcome. The online assessment responses were 87% of people strongly – somewhat agree that leaders motivate them to achieve exceptional results. However, if you exclude the groups who had less than 7 responses this increases to 100%, therefore it feels that for everyone to regain their confidence (not in the SLT) but in themselves and the processes that have been put in place to enable them to deliver the College's objectives the 2015 / 2016 results need to be published.

The statement '*my organisation develops great leaders*' yielded 68% of positive responses in the on-line assessment, which is considerably lower than the other statements, and this is likely to be due to the newness of many of the HOD's coupled with the experiences people had when the restructure was first carried out in 2014 and the issues that arose being dealt with in 2015 / 2016 academic year. People who work at BSix have long memories and as such it feels like the current SMT still needs time to become fully established. That said, the same feeling was not present during the discussions, the feedback was consistently positive with people consistently speaking about how their line manager is understanding, loyal, committed, supportive and was always willing to listen to them and as passionate as them in terms of supporting the students and enabling them to achieve.

BSix have put a number of processes in place to ensure that people at all levels know and understand how they can expect to be managed and developed, these include the management structure, development programme for the MMT, support from the Teaching Fellows, meeting schedule where the Principal meets weekly with the HOD's, who then meet with their teams and with individual members of the team. People explained that they like the opportunity in the department meetings to share good practice around class management, teaching practice, delivering the content, and making the lesson more engaging.

The College also aims to be a University for Teachers and this was substantiated by the research that is being carried out by UCL Institute of Education. People at all levels clearly have confidence in the SLT and frequently spoke about how they respect the experience that the Principal brings to the College and his willingness to share this to support people in their teaching and management roles. They also spoke about how he knows peoples' strengths and weaknesses and if you have something to say he will always listen to and take it on board.

*'The plan for 2016 / 2017 is that I am going to be attending a management training programme to support my role and development'*

*'I have strong relationships with staff I've never met simply by supporting a student'*

*'The department meetings are good and generally focussed and he keeps us well organised with clear deadlines'*

*'There is not a 'heavy' management approach and you have responsibility and accountability for delivering your MLP'*

*'I like to be given examples so I expect the HOD to lead by example e.g. observing her teaching a lesson, which really informed my teaching practice. I feel this is important for us both to share our skills and hopefully we will gain knowledge and experience as whilst it helps us both it also challenges our thinking'*

## **Performance level Achieved: Advanced**

Creating Transparency and Trust – Advanced

Motivating people to deliver the organisations objectives - Advanced

Developing leadership capability – Advanced

## **Recommendations for achieving the next level – High Performing**

- Consider how to ensure that people know and understand when an issue is up for consultation and when it is not, this will help to improve the perception that there could be more consultation. BSix also needs to consider how to ensure that communication outside of the all staff briefings, so from the HOD's to their teams is on message and works upwards as well as downwards, addressing this especially around harnessing people's ideas will help to increase the level of engagement that people at all levels have with the College.
- *'Motivating people to achieve exceptional results'* – It is still early days after the Ofsted inspection and many people are still working out in practical terms what it means for them for their teaching practice in continuing the journey towards 'qualitative accountability' and they need to see the 2015 / 2016 examination results to enable them to do this. The learning and development process together with the Internal Quality Reviews should provide the basis for people to know what it is they will need to do differently for the 2016 / 2017 academic year to achieve the College's objectives.
- *'Future leadership capabilities are defined and leaders meet these challenges'* – it is appreciated that it is early days for the SMT and they simply need more time to become more embedded. A piece of work to define future capabilities (perhaps as competencies) could be considered in line with the teaching standards.

## Indicator 2: Living the organisation's values and behaviours

This indicator explores whether people and leaders act in line with the organisation's values at all times and if people have the courage and support challenge inconsistent behaviours.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I share the same values as my organisation	51% (36)	39% (28)	7% (5)	3% (2)	0% (0)	0% (0)	0% (0)
My day to day behaviour reflects the organisation's values	47% (33)	46% (33)	3% (2)	4% (3)	0% (0)	0% (0)	0% (0)
My organisation's values guide the way we operate and make decisions	31% (22)	45% (32)	21% (15)	3% (2)	0% (0)	0% (0)	0% (0)
We challenge behaviours which are not in line with our organisation's values	34% (24)	44% (31)	13% (9)	1% (1)	3% (2)	4% (3)	1% (1)

The results of the online assessment show that 97% of people strongly agree – somewhat agree they share the same values as the organisation, 96% of people strongly agree – somewhat agree their day to day behavior reflects the organisation's values, 97% strongly agree – somewhat agree that the organisations values guide the way they operate and make decisions and 91% of people strongly agree – somewhat agree they challenge behaviours which are not in line with the organisation's values. The alignment score for this indicator is 6.16, which is above the benchmark performance data for the industry average at 5.5.

I have now assessed BSix on three occasions and it is clear that no matter what is happening or happened the organisational values are never compromised and are simply part of the way things are done at BSix and are applied equally to staff and Students.

There are four core values that are based on BSix being a comprehensive College in four senses:

- It is non selective
- It offers a six-form experience to young people at all levels
- It offers a wide range of subjects
- BSix has a commitment to ensuring that young people received an all-round education

The mission statement *Aspire, Study Achieve* encapsulates its values, especially high standards for all and a University for Teachers. This is the College's commitment to being clear about what they believe and why they believe it. The values guide how the people speak, look and behave and these are displayed across the College in high quality frames, which includes the language to support the values.

From the context meetings and the discussions, it was very clear that the College performs at a high level under the theme of 'operating in line with the values'. The SLT and SMT have built the core values into the strategy, which helps shape the way, it operates, communicating this effectively both internally and with external stakeholders. When decisions are made, new projects or issues arise there is a clear sense that the values are at the heart of decision-making.

There has been a substantial period of change at the College, to enable it to work towards the restructure and to manage performance and it was apparent that the situation was handled in a professional, but compassionate manner that reflected and reinforced the core values. The

SLT acknowledged that they have learnt from this process and are currently dealing with a closure of a department and are using their learning to ensure that people are dealt with in line with the values.

When reviewing performance, feedback in the discussions referred to values being used within one to one's, linking to objectives, goals and priorities through the MLP.

*'You can clearly see the comprehensive values in the daily conversations and the way that things are done, all the leadership team are very aware of the impact that their decisions will have on the students and staff'*

*'The Principals blogs clearly underpins the values and generates trust and respect'*

*'When you look deeper into why things are being done then you will find the values are easily seen at individual and College level'*

During the discussions people frequently spoke about how they use the values when doing assignments with students and how there is depth and breadth in the courses that the College offers to meet the needs of the students but they do still need to raise the awareness of the students as sometimes they don't realise what is here for them. They also explained how during the staff meetings they talk about the values and how they come into play when dealing with students and colleagues.

People also explained how they deal with students and colleagues if they feel they are not behaving in line with the values, e.g. speak up to them in the first instance and if its not taken on board, how it is taken up the line. They also spoke about how the Principal lives these day in and day out, and how the SLT has changed and whilst it is early days, people still get the sense that they live, promote and behave in line with the values.

*'The staff here are very friendly and supportive, they set a good example of the behaviours of both staff and students but it is too early for me to challenge behaviours but if I felt strongly enough would speak to my line manager'*

*'The Ofsted people want 'British values' so we looked at these in respect of the BSix values and made sure they were aligned'*

*'Definitely student facing and towards staff some are easier than others to adapt to staff'*

*'Equality, diversity and in all honesty you don't consciously think about this as you simply live them'*

The statement *'we challenge behaviours which are not in line with our organisation's values'* yielded 91% of positive responses in the on-line assessment, which is lower than the other statements. This was explored during the discussions and this relates to a few people who feel that when they have sanctioned students under the behaviour policy their decisions are not always upheld, especially when people feel the student should have been removed from College. Similar feedback was present in 2013 and from the discussions it feels like this is due to several reasons, firstly the need for good examination results and people not genuinely believing in the comprehensive ethos of the College. The SLT are aware of this and are in the process of dealing with the issue. In terms of challenging colleague's behaviours evidence was observed of people doing just this during the team meeting that was observed on 25<sup>th</sup> May 2016 in relation to discussing resources for the examinations.

**Performance level Achieved: High Performing**

Operating in line with the values - High Performing

Adopting the values - High Performing

Living the values - High Performing

**Recommendations for maintaining the current level:**

To maintain and develop the current level of performance and to deliver the College's strategy you may wish to explore:

- Continue to develop the current processes that you have in place, in short more of the same!
- Consider how to ensure that the rationale for decision making when a student is retained when under behaviour sanctions is fully explained and understood by the person who has raised this, this also comes under indicator 3 – Empowering and involving people.

## Indicator 3: Empowering and involving people

This indicator explores if there is a culture of trust and ownership in the organisation where people feel empowered to make decisions and act on them.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I am encouraged to take initiative in my role	49% (35)	34% (24)	9% (6)	1% (1)	3% (2)	4% (3)	0% (0)
I am trusted to make decisions in my role	47% (33)	35% (25)	11% (8)	3% (2)	0% (0)	3% (2)	1% (1)
I feel empowered to make decisions and act on them	32% (23)	35% (25)	24% (17)	3% (2)	2% (1)	4% (3)	0% (0)
I participate in decision making with others in my organisation	38% (27)	27% (19)	15% (11)	7% (5)	6% (4)	7% (5)	0% (0)

The results from the online assessment demonstrate that 92% of people strongly agree – somewhat agree that they are encouraged to take initiative in their role, 91% strongly agree – somewhat agree that they feel empowered to make decisions and act on them, 80% of people strongly – somewhat agree that they participate in decision making with others in the organisation; and 93% strongly agree – somewhat agree that they are trusted to make decisions in their role. The alignment score for this indicator is 5.93, which is above the benchmark performance data for the industry averages at 5.47.

Across the whole organisation from the SLT down there is a healthy culture of involvement and empowerment and this is being supported by a variety of mechanisms which the College uses on a regular basis, including the Principal's open door, the strategic planning process, the meeting structure and regular informal discussions with individuals about their own and pupils performance.

Everyone has the opportunity to comment on the QUIP, QIM and SAR, and through the learning and development process, reflective writing against the MLP's and through sharing best practice during the department meetings.

People consider that they have access to the information they need to do their jobs through the learning and development process and they feel confident in suggesting ways to improve their teaching practice either directly with their colleagues or during team meetings and how since the restructure more people have the opportunity to be involved in leadership roles. During the discussions people consistently spoke about how the SLT and SMT have been very open about the verbal feedback from Ofsted.

The SLT have taken on board the feedback on the appraisal process from the 2013 Investors in People assessment and have now changed this process from simply checking what is being done in a person's role, to how it is being done and measuring the results through the MLP's.

Communication is frequent and clearly planned, however a few people commented that often new things are piloted, changed and then seem to disappear. When asked this question a few people referred back to the behaviour and attendance policies and how they feel that they have followed the procedures but Students are not removed from the College even when the Student themselves do not really want to be in College or studying.

This links back to indicator 1 where there needs to be greater clarity about when things are up for consultation and ensuring that communication outside of the all staff briefings works

upwards and downwards and indicator 2 where a few people raised the issue of sanctions against students not being supported by their managers.

The HOD's set very clear about expectations and deadlines and there is not a culture of micro management. People also spoke about how consultations take place within the department and then fed back to the SLT.

*'We all get on well in the team and if one person has an idea then we will talk about it and get on with implementing it'*

*'We develop the year plan, then schemes of work, then we each share the materials within those of us that teach X but you are free to use what you feel works for you and we put the year plan, lesson plan and materials on the shared drive'*

*'You have complete control and ownership of your teaching practice'*

*'The BSix environment totally empowers you and the Principal has an open door policy for you to go to him to build relationships'*

People spoke about how they have lots of ownership and are able to make lots of decisions and how they work as a department making the choice about the specifications, how and when they will deliver them. They also spoke about how they are treated as experienced professionals. People are encouraged to take the lead on developing their skills sets in specific areas of the curriculum to enable them to become 'internal experts' who then share their expertise within their departments, this approach has been introduced since the restructure and the feedback was consistently positive.

*'X focuses on managing rather than trying to get tied up in the curriculum but is there if needed'*

*'We have been looking at how do we make decisions in the classroom, so we have decided that we need a purpose – Encourage an enjoyment of maths but to also educate them in terms of citizenship / life skills / responsibility/ equality and caring.'*

Many examples were found of collaboration outside of people's departments around the cross functional efforts to support a student who is in danger of failing or not being retained.

*'What really works here is, I can send an email with constructive criticism and you are never told it is not your business, it is taken on board and dealt with accordingly'*

*'I would be happy to walk in to the Principal's office and talk to him about something I felt strongly enough about or felt that something really wouldn't work'*

*'I stay as I have the autonomy and we do a lot like peer observations and I teach almost what I want to teach after negotiating with HOD's e.g. I wanted to teach some X and we talked with colleagues and it fitted with their aspirations to open a new GCSE course'*

Having reflected on the discussions, it is fair to say that the online survey results combined with the verbal feedback clearly support the organisations journey towards 'qualitative accountability' and there is no reason not to expect BSix to move towards high performing within the next 12 months once the processes have become fully embedded and have been through a full cycle across the academic year.

**Performance level Achieved: Advanced**

Empowering people – Advanced

Participating and collaborating – Advanced

Making decisions – Advanced

**Recommendations for achieving the next level: High Performing**

- To move BSix to high performing in the next 12 months the College needs to ensure that the processes that are currently in place are reviewed and developed to ensure that they remain fit for purpose, enable the processes to become fully embedded, recover from the April 2016 Ofsted using the 2015/ 2016 examination results. Use the learning and development cycle to 'reset' the MLP's in September and above all enable the departments to move through the Tuckman<sup>2</sup> model of team performance, as there are teams that are currently still in the storming and norming phases with some already in the performing mode.

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<sup>2</sup> Tuckman, Bruce W (1965). "Developmental sequence in small groups". Psychological Bulletin 63 (6): 384–399. doi:10.1037/h0022100. PMID 14314073

## Indicator 4: Managing performance

This indicator explores how objectives within the organisation are aligned, performance is measured and feedback is used.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I am encouraged to achieve high performance	45% (32)	35% (25)	13% (9)	4% (3)	1% (1)	2% (1)	0% (0)
I set my objectives with my line manager	42% (30)	34% (24)	11% (8)	3% (2)	6% (4)	4% (3)	0% (0)
My organisation's success is reliant on all of us achieving our individual objectives	39% (28)	40% (28)	10% (7)	10% (7)	1% (1)	0% (0)	0% (0)
My performance is reviewed regularly	32% (23)	41% (29)	13% (9)	6% (4)	0% (0)	8% (6)	0% (0)

The results of the online assessment demonstrated that 89% of people strongly agree – somewhat agree that the organisation's success is reliant on everyone achieving their individual objectives, 87% of people strongly agree – somewhat agree that they set objectives with their line manager, 93% strongly agree – somewhat agree that they are encouraged to achieve high performance and 86% of people strongly agree – somewhat agree that their performance is reviewed regularly. The alignment score for this indicator is 5.97, which is above the benchmark performance data for the industry average at 5.69

At the heart of BSix's performance management process is the mission statement, the values and the MLP's of overall:

- Student Attendance at 90%
- Student Success rate at 90%

The SLT revised the 'appraisal' process following the 2013 Investors in People assessment as the feedback was that 'People valued the one-to-one meetings with their line managers but saw little value in the 'one off' appraisal process, where targets were set in the summer of each academic year but were not being continually reviewed' The SLT drew the conclusion that they were adept at identifying problems but were less decisive in solving them, key documents were not 'live' and that they had not been rigorous in actually managing performance. So they set out to move from checking if the process had been completed to ensuring that line managers asked the question 'how are targets being met?' and therefore working towards qualitative accountability! The process that was introduced was:

- The 'appraisal system' was replaced by the 'learning and development process'
- Teaching staff has to complete a reflective piece of writing on their MLP's and objectives for the previous year covering their actions, the impact, obstacles and actions not taken and the impact. Service staff was asked to focus on making their service outstanding.
- Summer each year the reflective writing piece is discussed and targeted objectives agreed for the following year. The output is an Individual Quality Improvement Plan (IQIP).
- Termly meetings are held to review the MLP or equivalent and the progress of the IQIP.

- Termly moderation was put in place to assess the accuracy and effectiveness of the learning and development process.
- The SMT carries out an inventory of proposed CPD and agrees the budget and priorities.
- Reports are submitted to the Governors in the autumn term.

The process is part of the Quality Improvement Manual 2015 / 2016 and also includes the SAR, lesson observations, IQR's, CPD, BSix teacher standards adapted from the national teaching standards 2012.

Throughout the discussions people consistently confirmed the processes that are in place to manage their performance, to ensure that their objectives are fully aligned and feedback is used, the online assessment supported these comments with 86% of people strongly agree – somewhat agree that their performance is reviewed regularly. From these results, BSix has clearly achieved what it set out to achieve in 2013 in terms of performance management becoming ingrained, rigours and a sustained process.

There were extremely positive responses to indicator 1 questions - 96% of people strongly agree – somewhat agree that leaders clearly communicate the organisation's vision and objectives. However, these did not achieve the same high level of responses against managing performance with 89% of people strongly agree – somewhat agree that the organisation's success is reliant on everyone achieving their individual objectives, and 10% neither agreed or disagree and 86% of people strongly agree – somewhat agree that they set objectives with their line manager, and 10% somewhat disagree. Having reviewed my notes from the discussions, regarding the 10% that are neutral about BSix's success being reliant on everyone achieving their individual objectives, the only conclusion that I am able to draw is that these responses are due to the impending examination results and the degree to which they feel they have been able to support the students to achieve. When it comes to the 13% somewhat disagreeing that they set objectives with their line manager, I am unable to substantiate this from the discussions, however, it maybe worth exploring how you monitor this part of the process.

*'The students that come in at entry level and I can progress them to level 2 and they are now going in for their GCSE'*

*'ESOL students are often capable but their English is poor so I use maths to get them to engage with learning'*

*'We used to have annual appraisals but now it is online every 6 months this is the opportunity to raise any issues about performance but the informal discussions are still extremely valuable'*

During the discussions the subject of induction was raised, the consensus of opinion is that this is an area that requires improvement in the following areas:

- Details of the structure, who does what and where to go to for, help
- The BSix way of doing things

*'Previously we did a separate induction day however, this doesn't happen now and it feels that new people miss out'*

Once again the responses against indicator 1 were extremely positive with 87% of people strongly – somewhat agree that leaders motivate them to achieve exceptional results, these were also mirrored against performance management with 93% strongly agree – somewhat agree that they are encouraged to achieve high performance and 7% who somewhat disagree. Having reviewed the discussion notes it appears that the performance management process naturally encourages people to achieve high performance, along with the high standards, mission statement and values, so the 7% response is probably due to the stage of team development or relationships within that team.

The educational sector has a wealth of data and as such BSix is no exception and it uses the data from a number of sources including, MLP's, exam results, observation outcomes, Ofsted to improve the performance of staff, students, teams and the College.

### **Performance level Achieved: Advanced**

Setting objectives – Advanced

Encouraging high performance – Advanced

Measuring and assessing performance – High performing

### **Recommendations for achieving the next level: High Performing**

- Consider how to monitor the quality of objectives setting through the learning and development process to ensure that people are aware of what has been set and what they need to do to achieve these, it feels that this is especially relevant to the service departments.
- Consider reviewing the induction process to ensure that people know and understand the College structure, who does what, where to go for help with practical administration issues and the BSix way of doing things. This will enable people to know and understand exactly where they fit into the College and also how their contribution enables it to be successful.

## Indicator 5: Recognising and rewarding high performance

This indicator considers the degree to which the business has created a culture of appreciation where people are motivated to perform at their best.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I feel appreciated for the work I do	27% (19)	38% (27)	15% (11)	7% (5)	6% (4)	4% (3)	3% (2)
I/my team are consistently recognised when we exceed expectations	22% (16)	28% (20)	24% (17)	14% (10)	6% (4)	6% (4)	0% (0)
I/my team receive higher levels of recognition and reward for higher levels of performance	15% (11)	30% (21)	13% (9)	23% (16)	10% (7)	8% (6)	1% (1)
My organisation has a flexible approach to recognition and reward	17% (12)	31% (22)	20% (14)	14% (10)	10% (7)	7% (5)	1% (1)

The results of the online assessment demonstrated that 68% of people strongly agree – somewhat agree that the organisation has a flexible approach to recognition and reward, 80% of people strongly agree – somewhat agree that they feel appreciated for the work they do, 74% of people strongly agree – somewhat agree that they are consistently recognised when they exceed expectations and 58% of people strongly agree – somewhat agree that they receive higher levels of recognition and reward for higher levels of performance. The alignment score for this indicator is 5.19, which is above the benchmark performance data for the industry averages at 4.87.

The results of the online assessment against this indicator were the lowest of the framework, for BSix, the 2013 assessment also identified that recognition and reward was an area for development and during the context discussion the Senior Leadership Team confirmed that this is still important and still a challenge to and for them and will help to support the organisations ambition.

The College is naturally restricted as to how it can recognise and reward high performance, especially with ever decreasing funding and almost constant budget cuts. There were a high number of people who neither agreed nor disagreed against three of the four questions, which BSix needs to explore. So what does this mean for BSix? People clearly do not feel that they are consistently recognised when they exceed expectations, this maybe down to the SLT needing to raise awareness of what the parameters are to receive higher levels of recognition for higher levels of performance, and what recognition and reward looks like for achieving this. Despite these responses 90% of people feel appreciated for the work that they do. They explained that this is achieved through:

- Thank you cards
- End of year staff conference
- Peer observations
- Sharing good practice during department meetings
- The trust and freedom they are given
- Access to learning and development
- Career progression
- Praise
- Raising self-confidence as a result of feedback

It was acknowledged that there has been a shift in perception of the support services, people spoke about how in the past there has been a divide between the support and teaching staff but this has changed as a result of what they are achieving with the current structure and resources, this shift was described as rewarding and motivating by the support staff.

*'There is public recognition at the start of the term in September results are acknowledged and you get certificates – I got a certificate for a IQR and for a lesson that was judged to be good you also get a letter to thank you'*

*"The Principal gives us the whole 6 weeks off in the summer which is really valued"*

*'It is the little things like the thank you letters, the BBQ, Christmas lunch and pub visits with the Principal and he comes to the award activities for the students all of which make you feel valued'*

*'I am proud of working here and I am now BSix! Seeing the students achieve and you are always thanked and if you have 100% attendance (you personally) you get a letter of thanks and after the recent Ofsted inspection you also got a letter of thanks it is a sense of being known and valued for what you do'*

The revised performance management process together with how the values are lived on a daily basis actively encourages a culture of recognition, which was acknowledged during the discussions.

BSix has developed a strong psychological contract, which has been defined as 'the perceptions of the two parties, employee and employer, of what their mutual obligations are towards each other' Which people at all levels clearly engage with through:

- Employer brand – where employees feel confident in their managers, whom they see on a regular basis, this links to the high profile of the SLT within the College.
- Changing employment relationship – where it is acceptable not to want or expect a 'job for life' but it is there if people want it, with the expectation of learning and development to ensure employability in the ever-changing world of work, as well as fair pay and treatment by the employer.
- Communication – where people feel they have a 'voice' specifically of dialogue in which managers are prepared to listen to employees' opinions and act upon them, if relevant.
- Trust – where there is transparency and people feel they are trusted to make decisions and take responsibility for these within the scope of their role.
- Reward and recognition – cash is not a prime motivator or a reason to stay, time is a currency, the employer is socially responsible, freedom and flexibility for personal growth, connectivity and a chance to give back through the mission statement, the need for challenging work and new experiences, the opportunity to work with a great team.

### **Performance level Achieved: Developed**

Designing an approach to recognition and reward – Developed

Adopting a culture of recognition – Established

Recognising and rewarding people – Established

### **Recommendations for achieving the next level: Established**

- Consider as the pressures on the College and its people to deliver, how you are going to retain the current level of the psychological contract that people have with the organisation, without this the level of employee engagement will decrease as will their performance.
- Consider reviewing the current reward and recognition strategy, using focus groups and / or engagement surveys to establish if people consider the current approach and strategies are fair and relevant to find out how people would prefer to be rewarded and recognised, especially for high performance.
- Consider becoming involved with Engage for Success (<http://engageforsuccess.org>) whose work and thinking sits firmly behind the Investors in People Framework and whose 2010 research report – Engaging for Success – enhancing performance through employee engagement by David MacLeod – set the scene for IIP 6th Generation. <http://engageforsuccess.org/creating-an-engaged-workforce-cipd-report-2010>

## Indicator 6: Structuring work

This indicator explores if the organisation is structured to deliver the organisation's ambition and roles are designed to deliver organisational objectives. It also investigates whether the organisation creates interesting work and encourages collaborative ways of working.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
Our roles are structured to enable us to work well together	31% (22)	41% (29)	15% (11)	6% (4)	3% (2)	4% (3)	0% (0)
My role allows me to develop the skills needed to progress	32% (23)	36% (26)	14% (10)	6% (4)	3% (2)	6% (4)	3% (2)
My role is structured to allow me responsibility	38% (27)	42% (30)	11% (8)	6% (4)	2% (1)	1% (1)	0% (0)
My work is interesting and uses my skills and capabilities	40% (28)	42% (30)	10% (7)	4% (3)	3% (2)	1% (1)	0% (0)

The results of the online assessment show that 92% of people strongly agree – somewhat agree their work is interesting and uses their skills and capabilities, 82% of people strongly agree – somewhat agree their role allows them to develop the skills needed to progress, 91% of people strongly agree – somewhat agree their roles are structured to allow them responsibility and 87% of people strongly agree – somewhat agree their roles are structured to work well together. The alignment score for this indicator is 5.89, which is above the benchmark performance data for the industry averages at 5.5.

Once again this is a strong set of results for the College as it shows that the overwhelming majority of employees are in support of all the statements above, with two discrepancies; 13% of people feel that they do not have a role which is structured for collaborative working, these responses were not supported by the discussions as people feel that since the restructure there has been far more opportunities to work collaboratively across the college. And 18% feel that their role allows them to develop the skills needed to progress, BSix is a university for teachers and people constant share good practice and learn from others, therefore I can only draw the conclusion that these scores reflect situations where people have wanted specific training or qualifications that are outside their current areas of responsibility and they have been refused, given the current budget constraints.

Overall throughout the assessment, the discussions and the desk top analysis it was evident that roles are designed to create interesting work for people and many individuals have significant autonomy in how they work and create successful outcomes (this was evidenced in the discussions with people talking about their specific actions they have taken to enable a student to achieve). People are generally very clear about their level of decision-making and there is little evidence of duplication of tasks or lack of ownership for the delivery of the MLP.

The College structure with roles such as SAO's, Senior Tutors, Teaching Fellows, course team leaders, designated safeguarding officers have been put in place to deliver the College objectives and have created clear accountability for qualitative responsibility. During the discussions people spoke about how they were involved in helping to design the structure to ensure that people had responsibility for specific areas that will deliver the results and to facilitate across departments. People also explained that the restructure has provided more opportunities for their personal and professional development.

Teams meet weekly where agenda items include budget, student progress, operational resourcing, strategic and department planning, peer feedback, good practice and a general check on the wellbeing of the team.

The consensus of opinion was that since the restructure took place there have been more opportunities to work collaboratively across the college, people explained how they have been encouraged to do observations outside of their own department and share good practice in our department meetings and how this has worked much better than having external people come in to share their skills, knowledge or experience.

*'We needed to monitor students so we wrote the software to do this linked to the timetable and we can now draw reports on students and it links to Pro Monitor'*

*'I am constantly looking at systems and processes to streamline the way things are done'*

### **Performance level Achieved: Advanced**

Designing roles - Advanced

Creating autonomy in roles – Advanced

Enabling collaborative working – Advanced

### **Recommendations for achieving the next level – High Performing**

- *Roles are designed in order to meet the changing needs of communities, markets, organisational strategy and employees* – the College has just been through a major restructure which has yet to become fully embedded, therefore it is a matter of time to allow a full academic year to be completed to be able to consider what further changes are needed to the structure and the roles within this to deliver the College's ambition of 90% student attendance and retention.
- *Policies and practices are reviewed regularly and improved to speed up decision making and increase individual ownership* – once again this is a case of simply allowing the relatively recently formed teams to move into the performing stage of team development and reviewing policies, practices and processes to ensure that they support people to be qualitatively accountable.
- *The organisation's structure encourages people to create formal and informal networks to maximise collaboration* - some evidence was found of this starting to happen through cross college meetings for functional roles, observations outside people's departments and sharing good practice in team meetings but this also needs time to become more embedded into the BSix way of doing things.

## Indicator 7: Building capability

This indicator explores how people’s capabilities are managed and developed allowing them to realise their full potential. It also investigates whether the organisation has the right people at the right time.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I develop my capabilities to reach my full potential	29% (21)	44% (31)	18% (13)	3% (2)	3% (2)	3% (2)	0% (0)
I have every opportunity to grow my capabilities to be the best I can be	21% (15)	42% (30)	23% (16)	6% (4)	6% (4)	1% (1)	1% (1)
My organisation believes it is important that we all learn and develop our capability	32% (23)	45% (32)	17% (12)	4% (3)	0% (0)	2% (1)	0% (0)
People are selected for roles in my organisation based on their proven capability	14% (10)	32% (23)	21% (15)	14% (10)	9% (6)	7% (5)	3% (2)

The results in the above graph demonstrate that 91% of people strongly agree – somewhat agree that people can develop their capabilities to reach their full potential, 94% of people strongly agree – somewhat agree that BSix believes it is important to learn and develop people’s capability, 86% of people strongly agree – somewhat agree that they have every opportunity to grow their capabilities to be the best they can be and 67% strongly agree – somewhat agree that people are selected for roles based on their proven capability. The alignment score for this indicator is 5.61, which is above the benchmark performance data for the industry average at 5.41.

Yet another strong set of results for the College as it shows that the overwhelming majority of employees are in support of all the statements above, with only one discrepancy; 33% of people feel that people are selected for roles based on their proven capability, these responses were not supported by the discussions as the only negative feedback was based on the time that it takes to recruit people, this may also be linked to the amount of effort that has been put into ensuring that were agency staff are in post that their performance is managed as rigorously as the permanent staff.

BSix’s key strategies to ensure that people’s capabilities are actively managed and developed are:

- The performance management process
- The university for teachers
- The CPD plan

The revised learning and development process has become embedded and is clearly valued by people at all levels, people gave numerous examples of the learning activities they have undertaken which are designed to deliver the Colleges objectives, their MLP and to enable them to achieve their full potential. These included:

*‘We are going over to a new exam board so I have been to a few meetings to know and understand what is required of us’*

*‘We have done a lot on integrating English and maths into our subject, we did a whole session on integrating on line resources into the lessons creating a quiz as a revisions tool’*

The HOD's explained how they are starting to learn during the 121's the strengths and areas for development for each staff member and how they have identified their skills in mentoring or have special ways of working with specific student groups and how they are playing to these and as teams they are starting to gel together.

People clearly have ownership of their own learning and development to support the organisations objectives and for their own personal development or interests, several examples were found of people funding their own masters in subjects that they do not currently teach but have a personal interest in. People gave examples of how they have gained new skills and knowledge and then integrated these in to their teaching practice and shared their learning with colleagues. This was especially relevant with English and Maths, which is integrated into each department.

People explained that there are now CPD coordinators within each department who are also responsible for teaching and learning who provide support for learning and development together with the senior tutors.

The investment in learning and development is monitored termly to assess the accuracy and effectiveness of the process, this informs further learning and development activities and a formal report is submitted to the Governors in the autumn term each year. From the discussion there is no doubt that the commitment to continuous learning is part of BSix' culture and this is linked to the mission statement and the values. The impact of learning and development is initially assessed during the performance management process throughout the year using the student progress data together with observations and progress against the MLP's. The overall impact of learning and development is measured through the examination results, exam board feedback and number of students that go onto university.

Whilst there maybe some frustration about the time it takes to recruit new staff, the feedback from those who have recently been through the process were extremely complimentary about it and thought that the process was fast, effective and engaging.

Resource planning takes place within each of the department meetings and this was observed during the staff meeting on 25th May 2016. Informal succession planning takes place to ensure that roles can be filled and there is internal progression for people.

#### **Performance level Achieved: Advanced**

Understanding people's potential - High performing

Supporting learning and development - High performing

Deploying the right people at the right time – Advanced

#### **Recommendations for achieving the next level: High Performing**

- Leaders continually look to the future to identify and plan the capabilities people need to deliver success - this links to the development point under indicator 6 - Roles are designed in order to meet the changing needs of communities, markets, organisational strategy and employees currently plans are in place to deliver the changes in examination boards or in curriculum but it is simply too early in team development to have developed this any further.

## Indicator 8: Delivering continuous improvement

This indicator asks if there is a culture that encourages innovation. It also investigates whether the business is looking externally as well as internally for inspiration and ideas.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
I am responsible for improving the way we do things	21% (15)	42% (30)	23% (16)	3% (2)	3% (2)	8% (6)	0% (0)
I can experiment without feeling worried about making mistakes	21% (15)	34% (24)	23% (16)	11% (8)	4% (3)	7% (5)	0% (0)
I look for improvement ideas from within and external to my organisation	38% (27)	41% (29)	16% (11)	4% (3)	1% (1)	0% (0)	0% (0)
We are always seeking new ways to improve	35% (25)	37% (26)	21% (15)	6% (4)	1% (1)	0% (0)	0% (0)

The results in the above graph demonstrate that 95% of people strongly agree – somewhat agree that they look for improvement ideas from within and external to the organisation, 93% of people strongly agree – somewhat agree that people are always seeking new ways to improve, 86% strongly agree – somewhat agree that they are responsible for improving the way the organisation does things and 78% of people strongly agree – somewhat agree that they can experiment without feeling worried about making mistakes. The alignment score for this indicator is 5.75, which is above the benchmark performance data for the industry average at 5.22

To deliver BSix's ambition of qualitative responsibility, 90% student attendance and 90% student success this requires the SLT to be focussed on continuous improvement. This happens at various levels, starting with the examination results which are reviewed in the September, new targets and MLP's are discussed and agreed as part of the learning and development process, this is underpinned by the meeting structure that enables good practice to be shared.

The SLT is supported by the Senior Leadership Advisory Group who provide unbiased advice, guidance and direction which is especially important and valid since the Principal line managers the HOD's.

The SLT are internally and externally facing and enable people to share in this approach through attendance at external training events and conferences, participation in local and national steering groups, HOD's are mentored by the Learning Trust and the HMI, the College has built a network with business, many of which are well known and the Governors offer additional support. Learning from external sources is brought back in to the College and shared with people at the relevant levels, this can range from policy changes e.g. the proposed area based reviews, where BSix has been working closely with other providers to review what each of them offer, where potential duplication is and how this can be addressed to ensure that they are all still viable; examination board conferences where changes to the curriculum are discussed, these are brought back to College and worked on by the department to ensure that their delivery meets the requirements of the specific board; HOD's developing their management skills through the mentoring they receive from the Learning Trust which is reviewed during their weekly meetings with the Principal.

*'On the application form for learning and development there is a question about how my learning will impact on my teaching practice and how I will share this learning. I am not sure how it will be formally followed up but the courses are directly linked to what we are doing in the department'*

*'Improvement is very much based on the courses that we run so if there is something new then this will generate the need for change and improvement'*

*'From within the team, we have started to monitor attendance as we have students that will be in college but not in the lesson. So we can trace this and deal with it. I've learned a lot in the time I've been here'*

The comprehensive ethos of BSix naturally lends itself to people seeking ways to improve their performance and to try new approaches, however, whilst the online assessment supported the comments made during the discussions with 93% of people strongly agree – somewhat agree that people are always seeking new ways to improve, the responses to 'they are responsible for improving the way that the organisation does things were only 86% strongly agree – somewhat agree with 14% who disagreed, having reviewed my notes it feels as if this is part of the journey towards 'qualitative responsibility' and it is a case of enabling people to fully understand what this means for them in practical terms.

*'The HOD is very encouraging and in fact one of the music teachers has had an idea to turn a shed into a music studio for the students and the local community and the Principal has given him a fund to start with and we are encouraged to connect with university for our subject's media is with Ravensbourne and University of the Arts London'*

*'A given On a subject level the yes and we share examples of what has been done and your encouraged to try this for yourself'*

*'Everyone is committed to making BSix better but I am not sure that we have the resources'*

Innovation is encouraged through the management away days and during team meetings when new ideas and strategies are discussed, the focus is always on how student attainment can be raised or how the delivery of the curriculum can be improved. On a practical level continuous improvement can be evidenced through the student progress that has improved year on year from 2009 – 65% to 82% in 2013, BSix has actively used the feedback from the Investors in People assessments, namely in 2013 when it changed the appraisal process, they have also implemented a robust management development programme and have commissioned The Institute of Education to research Making Progress at the College which concluded in June 2016, this together with the Ofsted inspection (April 2016) commented 'The Heads of Department are central to the improvement of the college. The inspectors commented that they are "a talented and able group." The UCL research makes the point that this means that the improvement is sustainable.

### **Performance level Achieved: Advanced**

Improving through internal and external sources – Advanced

Creating a culture of continuous improvement – Advanced

Encouraging innovation – Advanced

## **Recommendations for achieving the next level – High Performing**

- BSix is in the process of transition (2 years in to a 3-year cycle) and as such the College simply needs time to allow the processes and teams and of course the new ways of working to go through a full 3 year cycle. This is especially relevant for people to make the transition into knowing and understanding what 'qualitative responsibility' means for them in practical terms. There was evidence that some people have already grasped this and see it as a great opportunity, whereas others are still working through this and this is probably a reflection of the time of year together with being held fully responsible for the delivery of their MLP and examination results.

## Indicator 9: Creating sustainable success

This indicator explores if the organisation has a focus on the future and is responsive to change. It also investigates whether leaders have a clear understanding of the external environment and the impact this has on the organisation.

Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
A positive relationship with the community is key to my organisation's continued success	52% (37)	32% (23)	13% (9)	3% (2)	0% (0)	0% (0)	0% (0)
My organisation embraces change to create a sustainable future	24% (17)	40% (28)	17% (12)	17% (12)	1% (1)	1% (1)	0% (0)
My organisation has a plan for the future to ensure our continued success	28% (20)	49% (35)	13% (9)	9% (6)	1% (1)	0% (0)	0% (0)
My organisation is a great place to work and has a bright future	25% (18)	37% (26)	17% (12)	14% (10)	4% (3)	1% (1)	2% (1)

The results in the above graph demonstrate that 90% of people strongly agree – somewhat agree that the organisation has a plan for the future to ensure continued success, 79% of people strongly agree – somewhat agree that the organisation is a great place to work and has a bright future, 81% strongly agree – somewhat agree that the organisation embraces change to create a sustainable future and 97% of people strongly agree – somewhat agree that a positive relationship with the community is key to the organisation's continued success. The alignment score for this indicator is 5.88, which is above the benchmark performance data for the industry averages at 5.42.

The College faces constant change and people are simply used to working in this environment as it comes with the territory of working in education. The SLT are keeping everyone up to speed with the Area Reviews and sharing information as it becomes available (<https://www.gov.uk/government/publications/reviewing-post-16-education-and-training-institutions-list-of-area-reviews/reviewing-post-16-education-and-training-institutions-details-of-the-area-reviews> )

There is a rolling process to review and develop the QUIP, which is facilitated by the Quality Improvement Manual and supported by the Governors and Managers away days to discuss the future and plan for this. To ensure that the College is best placed to address any potential outcomes of the Area Reviews they are collaborating with schools and similar local colleges and people referred to this during the discussions.

*'After Ofsted the Principal was open about the results and spoke positively about what we can do to address the results'*

*'We have spent lots of time rethinking our process and procedures to make sure that we are the best we can be'*

The departments plan almost constantly as to how they improve student attainment and this was evidenced during my observation of the department meeting on 25<sup>th</sup> May 2016. The college's mission and values are firmly embedded and are the foundation of the college's success to date; the QUIP, Mid-Year Quality Reviews and the learning and development process underpin these.

*'X and I talk and plan and explore the Apprenticeships and how this will support our students'*

*'At the end of each term the Principal updates us for now and into the future so we know what is happening'*

*'When I joined X years ago we were not in a good place we had small classes and we have improved with a few bumps on the way and of course there is always the national agenda. There is always the Ofsted aims but over and above that it is about doing the Ofsted thing without losing our values'*

When asked about how the college manages change people laughed and explained that this is 'business as normal' at BSix, they went on to explain how mistakes are valued and accepted, whereas in other colleges a mistake is punished here it is acknowledged, learnt from and we move on like the change in structure 18 months ago so we see the SLT doing this and allowing us to do the same.

*'We ask for forgiveness not permission we have introduced real time swipe cards for students for registration, this came from thinking ahead'*

*'We have constant changes in education we are now going to different A levels / GCSE grading's'*

The College has a strong presence in the local community and this is supported by the external relations strategy – Employability, Enterprise and Community. The workforce reflects the local communities and the students who attend BSix.

The area that BSix is based in used to have the name 'Murder Mile' when the Principal was appointed in 2006 part of his brief was to integrate the College with the local community and to help to address the issues present through education and employability. This formed the basis of Aspire, Study, Achieve and the values. Many of the people who work at the College are local to the area and therefore have strong connections to the area and to the local people, this naturally lends itself to them having a high level of buy in to the mission and values and enables them to support students on a practical level. During the discussions people gave practical examples of how they work within the behaviour policies to retain students in College and to enable them to access the education that will enable them to make a contribution to society. BSix has an extremely strong pastoral support team who work with other agencies to support Students who often come from extremely challenging backgrounds and the curriculum and pastoral teams work closely together to ensure the best outcomes for the Student and the College. There are many articles in the local press that document the involvement and successes of the College –

[http://www.bsix.ac.uk/PDF/Staff/Background Information 2014.pdf](http://www.bsix.ac.uk/PDF/Staff/Background%20Information%202014.pdf)

[http://www.bsix.ac.uk/college/news\\_archive/2016/april/the\\_big\\_idea\\_challenge.htm](http://www.bsix.ac.uk/college/news_archive/2016/april/the_big_idea_challenge.htm)

<http://hackneypost.co.uk/>

The bottom line for BSix in measuring their sustainable success is the examination results, which had been improving year on year from 59% in 2006 to 85% in 2014. There was a slight dip in 2014/15 and the SLT have done a great deal to ensure that the results for 2015/2016 demonstrate an upward trend.

Success is also measured through the number of students that progress onto university and this has improved year on year and these results are proudly displayed across the college as an incentive to staff and students to Aspire – Study – Achieve.

**Performance level Achieved: High Performing**

Focussing on the future - High Performing

Embracing change - High Performing

Understanding the external context - High Performing

**Recommendations for maintaining the current level:**

To maintain and develop the current level of performance and to deliver the College's strategy you may wish to explore:

- The online assessment response to the question 'the organisation is a great place to work and has a bright future' was 79% of people strongly agree – somewhat agree, therefore 14% neither agree nor disagree and 7% disagree whilst the discussions were carried out at the end of the academic year and before the post Ofsted action plan has been produced, which may have contributed to these responses it is essential that current level of morale (which was found to be good by the Assessor and The Institute of Education) is maintained, therefore the HOD's need to ensure that they take the pulse regularly of how people are feeling, the suggested recommendations under indicator 5 may also help to maintain and improve the levels of morale.

## Implications and Recommendations

The following recommendations for the leadership team are based on the professional judgement and assessment of BSix undertaken by Gill Atmeare.

Everyone within the organisation should be congratulated, as they were supportive of the process, through the online assessment, discussions and were very supportive and accommodating throughout the time on site.

This section of the report provides an opportunity to consider how to build on the good practice that is already in place, as well as an opportunity to consider the potential development needs.

BSix constantly strives for improvement and sets the bar high in terms of expectations, going forward it is a case of addressing the suggested development points and maintaining what has already been developed, ensuring that the processes remain fit for purpose and new processes are introduced where appropriate.

The opportunities for development are made in the spirit of continuous improvement and to work towards BSix's ambition of 90% student success and retention, please refer to pages 41 to 43.

<b>Opportunities for development</b>	<b>To maintain and develop the current level of performance and to deliver the College's objectives</b>
Creating transparency and trust	Consider how to ensure that people know and understand when an issue is up for consultation and when it is not, this will help to improve the perception that there could be more consultation. BSix also needs to consider how to ensure that communication outside of the all staff briefings, so from the HOD's to their teams is on message and works upwards as well as downwards, addressing this especially around harnessing peoples ideas will help to increase the level of engagement that people at all levels have with the College.
Motivating people to deliver the organisations objectives	<i>Motivating people to achieve exceptional results'</i> – It is still early days after the Ofsted inspection and many people are still working out in practical terms what it means for them for their teaching practice in continuing the journey towards 'qualitative accountability' and they need to see the 2015 / 2016 examination results to enable them to do this. The learning and development process together with the Internal Quality Reviews should provide the basis for people to know what it is they will need to do differently for the 2016 / 2017 academic year to achieve the College's objectives.
Developing leadership capability	<i>'Future leadership capabilities are defined and leaders meet these challenges'</i> – it is appreciated that it is early days for the SMT and they simply need more time to become more embedded. A piece of work to define future capabilities (perhaps as competencies) could be considered in line with the teaching standards.
Living the values	Consider how to ensure that the rationale for decision making when a student is retained when under behaviour sanctions is fully explained and understood by the person who has raised this, this also comes under indicator 3 – Empowering and involving people.
Empowering and involving people	To move BSix to high performing in the next 12 months the College needs to ensure that the processes that are currently in place are reviewed and developed to ensure that they remain fit for purpose, enable the processes to become fully embedded, recover from the April 2016 Ofsted using the 2015/ 2016 examination results. Use the learning and development cycle to 'reset' the MLP's in September and above all enable the departments to move through the Tuckman model of team performance, as there are teams that are currently still in the storming and norming phases with some already in the performing mode.
Performance management	Consider how to monitor the quality of objectives setting through the learning and development process to ensure that people are aware of what has been set and what they need to do to achieve these.
Performance management	Consider reviewing the induction process to ensure that people know and understand the College structure, who does what, where to go for help with practical administration issues and the BSix way of doing things. This will enable people to know and understand exactly where they fit into the College and also how their contribution enables it to be successful.

<b>Opportunities for development</b>	<b>To maintain and develop the current level of performance and to deliver the College's objectives</b>
Recognising and rewarding high performance	Consider as the pressures on the College and its people to deliver, how you are going to retain the current level of the psychological contract that people have with the organisation, without this the level of employee engagement will decrease as will their performance.
Recognising and rewarding high performance	Consider reviewing the current reward and recognition strategy, using focus groups and / or engagement surveys to establish if people consider the current approach and strategies are fair and relevant to find out how people would be prefer to be rewarded and recognised, especially for high performance.
Recognising and rewarding high performance	Consider becoming involved with Engage for Success ( <a href="http://engageforsuccess.org">http://engageforsuccess.org</a> ) whose work and thinking sits firmly behind the Investors in People Framework and whose 2010 research report – Engaging for Success – enhancing performance through employee engagement by David MacLeod – set the scene for IIP 6th Generation. <a href="http://engageforsuccess.org/creating-an-engaged-workforce-cipd-report-2010">http://engageforsuccess.org/creating-an-engaged-workforce-cipd-report-2010</a>
Structuring work	<i>Roles are designed in order to meet the changing needs of communities, markets, organisational strategy and employees – the College has just been through a major restructure which has yet to become fully embedded, therefore it is a matter of time to allow a full academic year to be completed to be able to consider what further changes are needed to the structure and the roles within this to deliver the College's ambition of 90% student attendance and retention.</i>
Structuring work	<i>Policies and practices are reviewed regularly and improved to speed up decision making and increase individual ownership – once again this is a case of simply allowing the relatively recently formed teams to move into the performing stage of team development and reviewing policies, practices and processes to ensure that they support people to be qualitatively accountable.</i>
Structuring work	<i>The organisation's structure encourages people to create formal and informal networks to maximise collaboration - some evidence was found of this starting to happen through cross college meetings for functional roles, observations outside people's departments and sharing good practice in team meetings but this also needs time to become more embedded into the BSix way of doing things.</i>
Building capability	Leaders continually look to the future to identify and plan the capabilities people need to deliver success - this links to the development point under indicator 6 - Roles are designed in order to meet the changing needs of communities, markets, organisational strategy and employees currently plans are in place to deliver the changes in examination boards or in curriculum but it is simply too early in team development to have developed this any further.

<b>Opportunities for development</b>	<b>To maintain and develop the current level of performance and to deliver the College's objectives</b>
Creating sustainable success	The online assessment response to the question 'the organisation is a great place to work and has a bright future' was 79% of people strongly agree – somewhat agree, therefore 14% neither agree nor disagree and 7% disagree whilst the discussions were carried out at the end of the academic year and before the post Ofsted action plan has been produced, which may have contributed to these responses it is essential that current level of morale (which was found to be good by the Assessor and The Institute of Education) is maintained, therefore the HOD's need to ensure that they take the pulse regularly of how people are feeling, the suggested recommendations under indicator 5 may also help to maintain and improve the levels of morale.

## Next Steps and Key Dates – Completed 2017

Protected Accreditation date	12-Month Retention Review	24-Month Review	Accreditation Expiry
17/06/2016	17/06/2017	TBC	TBC

An 'Award Level Amnesty' is available to all existing IIP Accredited clients who are assessed against IIP Sixth Generation up to and including the 31 March 2017.

This means that in the event that these clients do not achieve the same award level as their most recent IIP Fifth Generation assessment then they can (should they wish) retain their IIP Fifth Generation award level for a period of 12 months. This offer is made on the condition that the client signs up to an action plan with their practitioner that seeks to address the necessary areas of the framework within 12 months of the Last Day on Site.

The Delivery Partner and Practitioner will also need to agree with the client the activities and costs involved in making a robust assessment of progress against the plan to establish whether the award level can be retained beyond the 12-month amnesty.

In the event that the client does not agree to an action plan, within 8 weeks of the last day on site, then their IIP Sixth Generation award level will remain as per the outcome of the IIP Sixth Generation assessment.

At the 12-month review, in the event that the client has not made sufficient progress against the action plan, then their IIP Sixth Generation award level will revert to the outcome of the IIP Sixth Generation assessment.

In all cases the anniversary date of the accreditation remains unchanged.

Clients taking advantage of the Award Level Amnesty will be able to publicly refer to their protected award level for up to 12 months. Any plaque issued with the protected Award level will have an Award Expiry Date of 12 months from the Last Day on Site.

This will be discussed at the feedback meeting which has yet to be arranged due to the College being in the Summer holiday period, although this will take place prior to the start of the new academic year in September.

## Annex 1: Assessment outcome table (2016)

BSix final outcome against 27 themes Note: Lowest theme level dictates final indicator outcome		Developed	Established	Advanced	High Performing
1. Leading and inspiring people	Creating transparency and trust				
	Motivating people to deliver the organisation's objectives				
	Developing leadership capability				
2. Living the organisation's values and behaviours	Operating in line with the values				
	Adopting the values				
	Living the values				
3. Empowering and involving people	Empowering people				
	Participating and collaborating				
	Making decisions				
4. Managing performance	Setting objectives				
	Encouraging high performance				
	Measuring and assessing performance				
5. Recognising and rewarding high performance	Designing an approach to recognition and reward				
	Adopting a culture of recognition				
	Recognising and rewarding people				
6. Structuring work	Designing roles				
	Creating autonomy in roles				
	Enabling collaborative working				
7. Building capability	Understanding people's potential				
	Supporting learning and development				
	Deploying the right people at the right time				
8. Delivering continuous improvement	Improving through internal and external sources				
	Creating a culture of continuous improvements				
	Encouraging innovation				
9. Creating sustainable success	Focusing on the future				
	Embracing change				
	Understanding the external context				

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