

INVESTORS IN PEOPLE

REVIEW REPORT

COMMERCIAL IN CONFIDENCE



St John's Foundation Special School

UNDERTAKEN BY
Jane Elliott-Poxon

INVESTORS IN PEOPLE ASSESSOR
The Assessment Network Limited

LAST DAY ON SITE
29 March 2007



CONTENTS

	Page
Executive Summary	3
1 Introduction to the organisation	5
2 Assessment and client objectives	5
3 Assessment methodology	5
4 Summary position against the Standard	6
5 Findings by Principle and Indicator	7
Plan	7
Do	13
Review	17
6 Conclusion and next steps	19
7 Next review	19
8 Quality Assurance	19
Appendix – TAN scoping rationale document	20

EXECUTIVE SUMMARY

The key findings of the assessment indicated that St John's Foundation Special School has met the evidence requirements of the current version of the National Investors in People Standard. The summary below represents the assessment findings within the context of identified strengths and suggestions for further development:

Key strengths and areas of good practice	
Indicator 1	The existence and people's understanding of the company's aims and objectives.
Indicator 2	The way learning and development activities are planned to help achieve the company's aims and objectives.
Indicator 3	The way the company encourages people to contribute their ideas to improve performance and ensures everyone receives the development and support they need.
Indicator 4	People's understanding of the capabilities required by managers to lead, manage and develop people effectively.
Indicator 5	Managers' effectiveness in supporting the development of people.
Indicator 6	The way the company recognises and values people's contribution.
Indicator 7	The way the company encourages people to take ownership and responsibility for decision making.
Indicator 8	The effectiveness of learning and development.
Indicator 9	People's understanding of the impact that learning and development has on performance.
Indicator 10	Making continual improvements in the organisation's approach to developing people.

Suggested development areas and opportunities to improve	
Induction	<p>There were some mixed messages from supply staff. This may be due to the time at which they joined, i.e. not at the start of the term, but there were some that felt that they had not been given a full initial briefing. It is clear, however, that subsequent support was considered excellent.</p> <p>Some people were not fully aware of the Monday evening induction sessions in terms of their content and if they would be welcome to attend. This again may be due to the start date of individuals in question.</p>
Communication	<p>Some people were not aware that the Monday morning briefing session minutes are available on the notice board if they have been unable to attend the meeting due to bus duties or working patterns.</p> <p>The newsletter is currently just for parents but staff that read it do find it of interest to them, especially those working part time or irregular hours.</p>

	There was a very slight indication that some of the Tuesday meetings are not so well used as they might be in terms of communication or development
New initiatives	The intranet initiative although seemingly well planned and with good training, has not yet been taken on as part of the wider communications strategy for the school. More training on its use and objectives is required for it to be fully operational as per the vision of improving communication to all stakeholders.

Other comments or findings not related to the Standard

The school continues to grow and take an active part in the Excellence Cluster. The recent OFSTED report where it is described as 'outstanding' is testament to the commitment and professionalism of all staff interviewed as part of this assessment review.

Main Findings

1. Introduction to the organisation

St John's School continues to be seen as a school where children are able to develop through all phases of school life and achievement is rewarded for all irrespective of their particular and diverse needs.

Since the last assessment, the School has played an active part in the local excellence cluster and had been active in encouraging inclusion. The main physical feature of which is the opening of an annex for the further education students, on the Biddenham School site.

Staff numbers continue to grow, in particular Learning Support Assistants. The training and development of specialist teachers has been further developed and the school has delivered a number of papers on the subject.

2. Assessment and client objectives

The purpose of the assessment was to:


















































- establish whether St John's Foundation Special School continues to meet all of the evidence requirements of the Standard
- review actions against suggested development points identified in the last assessment visit
- identify good practice and make recommendations for future development
- undertake the assessment in a cost effective manner, against a previously agreed plan

3. Assessment methodology

Following an assessment planning meeting and a review of documents to support the assessment review, the assessor interviewed thirty individuals, mainly one to one but some in pairs.

The assessor also had access to the OFSTED report and the extensive School Self Evaluation Form.

4. Summary position against the Standard





		Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Indicator 6	Indicator 7	Indicator 8	Indicator 9	Indicator 10
											
Evidence Requirements	01										
	02										
	03										
	04										
	05										
	06										

KEY:

- A **RED** status indicates that a significant gap exists against an Evidence Requirement.
- An **AMBER** status indicates that a minor gap exists against an Evidence Requirement.
- A **GREEN** status indicates that the Evidence Requirement is met.
- A **BLUE** status indicates that the Evidence Requirement does not apply to your organisation.

5. Findings by Principle and Indicator of the Standard

PLAN – Indicators 1 to 4

	Indicator 1: A strategy for improving the performance of the organisation is clearly defined and understood			
				
Strengths	1.1 Top managers made sure the organisation has a clear purpose and vision supported by a strategy for improving its performance.	100%	0%	0%
	1.2 Top managers made sure the organisation has a business plan with measurable performance objectives.	100%	0%	0%
	1.3 Top managers made sure there are constructive relationships with representative groups (where they exist) and the groups are consulted when developing the organisation's business plan.	100%	0%	0%
	1.4 Managers could describe how they involve people when developing the organisation's business plan and when agreeing team and individual objectives.	100%	0%	0%
	1.5 People who are members of representative groups could confirm that top managers make sure there are constructive relationships with the groups and they are consulted when developing the organisation's business plan.	100%	0%	0%
	1.6 People could explain the objectives of their team and the organisation at a level that is appropriate to their role, and could describe how they are expected to contribute to developing and achieving them.	92%	8%	0%
Areas for development	Some newer members of the team that may have missed some induction modules may not be fully aware of team or overall school objectives. There was a very slight indication that some of the Tuesday twilight meetings are not so well used as they might be in terms of communication or development.			

Indicators 1.1, 1.2 and 1.3

Strengths & good practices

There is a well developed School Development Plan that is regularly reviewed and updated. The current large project is the integration of students from Rainbow School and a new specialist provision on an already cramped site.

In a very recent OFSTED report the Head teacher was described as providing 'excellent leadership and is ably supported by a team of experienced senior managers. He combines high expectations with a clear vision and is particularly skilled in empowering the staff to give of their best'

There is open dialogue with representative groups

Indicator 1.4

Consultation is key in this school. Consultation with all stakeholders has become of increasing importance and the new intranet initiative, although not yet operational, indicates how important this is as part of building the school's accessibility.

Managers described how they involve their teams, most of which are quite small, through short meetings and also a cycle of Tuesday and Thursday twilight sessions.

Area to develop

There was a very slight indication that some of the Tuesday meetings are not so well used as they might be.

Indicators 1.5 and 1.6





People can explain the objectives of their team and the organisation at a level that is appropriate to their role. The assessor was given numerous examples including; support for specific phase groups or those with specific needs. There were now negative responses when people were asked if they knew how they contributed to the school being successful and achieving its goals.

Indicator 1.6

Area to develop

Some newer members of the team that may have missed some induction modules may not be fully aware of team or overall school objectives.

'I did not know that there were minutes of the briefings'

	Indicator 2: Learning and development is planned to achieve the organisation's objectives			
				
Strengths	2.1 Top managers could explain the organisation's learning and development needs, the plans and resources in place to meet them, how these link to achieving specific objectives and how the impact will be evaluated.	100%	0%	0%
	2.2 Managers could explain team learning and development needs, the activities planned to meet them, how these link to achieving specific team objectives and how the impact will be evaluated.	100%	0%	0%
	2.3 People could describe how they are involved in identifying their learning and development needs and the activities planned to meet them.	100%	0%	0%
	2.4 People could explain what their learning and development activities should achieve for them, their team and the organisation.	91%	9%	0%
Areas for development	Any areas for development would link to Indicator 1 above.			

Indicator 2.1*Strengths & good practices*

The development of specialist provision within the school drives much of the development. The Head and his team are resourceful in tapping into a range of sources of funding for staff development based on organisational needs and specialist projects. Particular use has been made of the Excellence Cluster and the Behaviour Improvement Partnership.

Indicator 2.2

Managers work closely with the Head to ensure that all staff receive the appropriate training that will benefit the school, the individual and the students. Line managers in this instance have been taken to include those who have specialist responsibility and again any development is closely linked to the specific needs of targeted groups of children.

Indicator 2.3*Strengths & good practices*

This indicator is supported by the following quotes:

- 'There are regular reviews and appraisals'
- 'I have had an interim review and then a full review. I set objectives for myself and my manager agrees at least one objective with me'
- 'There is a list of training that is put out at the beginning of the year, the sessions are usually twilight which I cannot attend at the moment but I have discussed this with my colleague and we will cover it another way.'
- 'You are learning all of the time with the team that you are with'

MSAs also have a meeting with the school business manager at least 2 times a year.

Indicator 2.4*Strengths & good practices*

People are being encouraged to reflect more on their own performance and to develop their own aims and objectives for learning and development. Mentoring is also widely used.

The coaching model for teaching and teaching assistants has been well received and seen as very beneficial even with very experienced staff. The model has been adopted to meet the needs of St John's and is having very positive results in staff motivation.





The following training was given as examples of training that has then been applied in the classroom or the school as a whole:

- MSI
- Literacy provision
- NVQ Level 2 for LSAs
- NVQ levels 2 and 3 for kitchen staff
- healthy eating

Areas to develop

The following are quotes that indicate where there could be some breakdown in the development provision.

- 'I do, however, think that I need more training on the new intranet as I am not using it fully.'
- 'I have not been told who my mentor is yet but I did start in the middle of the term'

	Indicator 3: Strategies for managing people are designed to promote equality of opportunity in the development of the organisation's people			
Strengths	3.1 Top managers could describe strategies they have in place to create an environment where everyone is encouraged to contribute ideas to improve their own and other people's performance.	100%	0%	0%
	3.2 Top managers recognised the different needs of people and could describe strategies they have in place to make sure everyone has appropriate and fair access to the support they need and there is equality of opportunity for people to learn and develop which will improve their performance.	100%	0%	0%
	3.3 Managers recognised the different needs of people and could describe how they make sure everyone has appropriate and fair access to the support they need and there is equality of opportunity for people to learn and develop which will improve their performance.	100%	0%	0%
	3.4 People believed managers are genuinely committed to making sure everyone has appropriate and fair access to the support they need and there is equality of opportunity for them to learn and develop which will improve their performance.	82%	18%	0%
	3.5 People could give examples of how they have been encouraged to contribute ideas to improve their own and other people's performance.	100%	0%	0%
Areas for development	There was an indication that some Tuesday evening sessions are not so well used as they could be.			

Indicators 3.1 and 3.2

The Head has developed a number of strategies with his team. These include:

- Mentoring
- A formal coaching model
- Rolling programme of Monday evening induction sessions
- A cycle of Tuesday and Thursday twilight sessions
- Regular induction workshops on specific topics that can be accessed by all staff
- Visiting BSL tutors leading to BSL level 1 for attendees
- Morning short sessions in signing for those that do not need a full BSL qualification
-

Indicator 3.3

Strengths & good practices

Staff work flexibly with different working patterns. This can mean that some staff cannot attend specific learning interventions, for example some of the twilight sessions, but good use is made of mentors and now coaches to ensure that staff are given the support and development that they need. Regular sessions are run to train and update staff.

- 'I wait until I have more than one person and then I will run a session and that will also update the others that have been here for some time'

Indicators 3.4 and 3.5

Strengths & good practices





The following quotes give strong evidence to support this indicator:

- 'We are always encouraged to attend all of the training and training days'
- 'There are whole school meetings and termly phase meetings when we can put forward ideas if we want'
- 'There are memos and notices on the whiteboards in the staff room about training, you can also sign up for twilight sessions in BSL'
- 'The new C posts have a responsibility to support and develop staff in their particular area of expertise'
- 'There is MSI training open to all teachers, TAs and LSAs. It is on every Monday for six weeks. I have found it very useful.'
- 'It is sometimes a little difficult when you are a supply LSA as you are not here for a lot of the meetings, but you are invited to the training and that has always been good.'
- 'There is a rota of the main topics for example first aid, manual handling and behaviour, the topics are run when there is a group that needs this sort of session.'
- 'I think that the training is open to everyone, I have never been told otherwise.'
- 'We are always asked for our ideas and there are people in the school who have particular specialisms.'

Area to develop

The following relates to a misunderstanding concerning the induction sessions but is included so that any confusion can be dealt with by the school:

- 'I did not know about the MSI twilight sessions or any of the induction sessions.'

	<p>Indicator 4: The capabilities managers need to lead, manage and develop people effectively are clearly defined and understood</p>			
<p>Strengths</p>	<p>4.1 Top managers could describe the knowledge, skills and behaviours managers need to lead, manage and develop people effectively, and the plans they have in place to make sure managers have these capabilities.</p>	<p>100%</p>	<p>0%</p>	<p>0%</p>

	4.2 Managers could describe the knowledge, skills and behaviours they need to lead, manage and develop people effectively.	100%	0%	0%
	4.3 People could describe what their manager should be doing to lead, manage and develop them effectively.	100%	0%	0%
Areas for development	Not applicable			

Indicators 4.1 and 4.2

Strengths & good practices

The Head has developed his team through programmes such as leading from the middle and school business manager qualifications. He has also undertaken the Consultant Head programme.

There is a clear understanding of what is required of managers both by the senior management team and the managers themselves. The requirements are based on the ethos of the school and the specialist sector of education in which they operate. The school web site and answers from managers and staff confirmed this and there was a strong congruence between what is expected of managers by the Leadership Group and managers within the school.

Indicator 4.3

Strengths & good practices





Managers are seen as coaches, mentors and experts in their various fields. There is a strong culture of, learning throughout the school. The development of higher level teaching assistants and C post Learning Support Assistants has ensured that there are specialists at all levels and that the senior management team are not the sole source of all expertise.

- 'We have an excellent and informed head.'
- 'Ron is an outstanding Head teacher.'
- 'There is a cycle of weekly meetings after school on a Tuesday. Week 1 covers curriculum and teaching, week two is a department meeting and week 3 a class meeting that might focus on resources.'
- 'My mentor has been excellent and has made sure that I have the information and guidance that I need.'

Area to develop

Not all LSAs appeared to understand the different focus for the various Thursday and Tuesday meetings, some saw them as merely tidy up sessions.

DO – Indicators 5 to 8

	Indicator 5: Managers are effective in leading, managing and developing people			
				
Strengths	5.1 Managers could explain how they are effective in leading, managing and developing people.	100%	0%	0%
	5.2 Managers could give examples of how they give people constructive feedback on their performance regularly and when appropriate.	100%	0%	0%
	5.3 People could explain how their managers are effective in leading, managing and developing them.	100%	0%	0%
	5.4 People could give examples of how they receive constructive feedback on their performance regularly and when appropriate.	92%	8%	0%
Areas for development	Not applicable			

Indicators 5.1 and 5.2

Strengths & good practices

Managers regularly review the work and progress of their staff against both formal and informal targets. Managers lead by example and are keen to keep abreast of new developments in their field. In turn they have encouraged staff to gain further qualifications and to become the recognised specialist within the school regardless of length of service or position. The following quotes would further support this indicator:

- 'Staff turnover is very low and I think that it is that everyone works together managers and staff'
- 'I have developed a programme of learning for the next year with one of my team.'
- 'I have regular reviews with my manager and I have the same with my team'

Cleaners have reviews as part of meetings and daily observation by the site manager as do other support staff.

Indicators 5.3 and 5.4

Strengths & good practices

The following indicators would support this indicator in full:





- 'If I have any ideas I can always put forward my views to the School Leadership Group and if they are happy, implement it'
- 'I have always had the very best support and guidance from managers at the school, I have never been unable to discuss my development'
- 'If I have ever had a situation where I have tried something that has not worked I have always been able to discuss this and find out different ways of dealing with it, I have never not been able to approach my manager about something at work'

- 'The Thursday meetings are on a four week cycle with weeks one to three for teachers and TAs with week four also including LSAs'
- 'I have had an interim and full appraisal with my line manager'
- 'I enjoyed the coaching, I found it very helpful and given me some new ideas'
- 'I had a review after three months'

Areas to develop

The following quotes were not prevalent but do indicate the need to be vigilant about individual reviews.

- 'I would have liked a more formal review at the end of my first year.'
- 'I have not had a formal review for three years although I have had a number of informal reviews.'

 Indicator 6: People’s contribution to the organisation is recognised and valued				
				
Strengths	6.1 Managers could give examples of how they recognise and value people’s individual contribution to the organisation.	100%	0%	0%
	6.2 People could describe how they contribute to the organisation and believe they make a positive difference to its performance.	100%	0%	0%
	6.3 People could describe how their contribution to the organisation is recognised and valued.	100%	0%	0%
Areas for development	Not applicable			

Indicator 6.1

Strengths & good practices

Managers recognise and value people’s individual contribution to the school through a number of initiatives, including:





- C posts for LSAs
- Higher Level Teaching Assistant posts
- Specialist provision responsibilities, irrespective of role within the school
- Individual praise

Indicators 6.2 and 6.3

People could describe how they contribute to the organisation and believe they make a positive difference to its performance and how this is then recognised. The following quotes would support this:

- 'I am given every encouragement by the Head to gain further qualifications and take on greater responsibility, I could not ask for more'
- 'There is good team support throughout the school and when I have done something I am always thanked for my work'
- 'I have changed loads of things in the area that I am working and everyone says that it is for the better'

- 'the coaching programme has been further developed and I have found it very helpful and colleagues have noticed the changes'
- 'I have been given study leave and that has been really helpful as part of my development.'

 Indicator 7: People are encouraged to take ownership and responsibility by being involved in decision making				
Strengths	7.1 Managers could describe how they promote a sense of ownership and responsibility by encouraging people to be involved in decision-making, both individually and through representative groups, where they exist.	100%	0%	0%
	7.2 People could describe how they are encouraged to be involved in decision-making that affects the performance of individuals, teams and the organisation, at a level that is appropriate to their role.	100%	0%	0%
	7.3 People could describe how they are encouraged to take ownership and responsibility for decisions that affect the performance of individuals, teams and the organisation, at a level that is appropriate to their role.	100%	0%	0%
Areas for development	Not applicable			

Indicator 7.1





Managers could describe how they promote a sense of ownership and responsibility by encouraging people to be involved in decision-making through the cycle of Tuesday and Thursday meetings and regular phase meetings. These meetings appear to work well in most cases but there are a few issues that arose though the interviews.

Indicators 7.2 and 7.3

Strengths & good practices

People could describe how they are encouraged to be involved in decision-making that affects the performance of individuals, teams and the school as a whole. They are equally encouraged to take responsibility for their actions and decisions.

- 'I have been given responsibility throughout my time at the school, right from the start.'
- 'It does not matter what your role is, you are given as much responsibility as you want and can change things if you have a good idea'

	Indicator 8: People learn and develop effectively			
				
Strengths	8.1 Managers could describe how they make sure people's learning and development needs are met.	100%	0%	0%
	8.2 People could describe how their learning and development needs have been met, what they have learnt and how they have applied this in their role.	100%	0%	0%
	8.3 People who are new to the organisation, or new to a role, could describe how their induction has helped them to perform effectively.	100%	0%	0%
Areas for development	Not applicable			

Indicator 8.1

Managers sure that people's learning and development needs are met through working with them to find suitable courses or arranging mentoring or coaching sessions. This was supported by all interviewees.

Indicators 8.2and 8.3*Strengths & good practices*





People could describe how their learning and development needs have been met, what they have learnt and how they have applied this in their role. Examples included:

- dealing with autism
- SKIP, team teaching
- CPR
- use of the hoist
- basic signing and symbols
- Communication skills over six sessions that has been very helpful when communicating with the younger children
- sign language to BSL level 1
- use of white boards
- food hygiene

The following quotes further support this indicator:

- 'Over the period the level of mentor support has reduced but I know that I can always speak to them whenever I like'
- 'I was given a mentor when I joined and that was very helpful'
- 'There are currently five new staff mentors operating in school and two for job changers I think'.
- 'My induction was very good including the DVD'
- 'The Monday evening sessions for inductees have been very good'

REVIEW – Indicators 9 to 10

	Indicator 9: Investment in people improves the performance of the organisation			
				
Strengths	9.1 Top managers could describe the organisation's overall investment of time, money and resources in learning and development.	100%	0%	0%
	9.2 Top managers could explain, and quantify where appropriate, how learning and development has improved the performance of the organisation.	100%	0%	0%
	9.3 Top managers could describe how the evaluation of their investment in people is used to develop their strategy for improving the performance of the organisation.	100%	0%	0%
	9.4 Managers could give examples of how learning and development has improved the performance of their team and the organisation.	100%	0%	0%
	9.5 People could give examples of how learning and development has improved their performance, the performance of their team and that of the organisation.	100%	0%	0%
Areas for development	Not applicable			

Indicators 9.1, 9.2 and 9.3

Strengths & good practices

The school's recent OFSTED report described the school as 'Outstanding' with grade 1 being awarded throughout. This cannot be achieved without the support of a well trained body of staff.

A review of how staff are developed has led them to introduce a coaching model with a self assessment framework and observations and interventions by the coaches. To date three coaches have been trained and the model appears to be working well with both new and more experienced staff.

The school has also introduced a 'C' grade post for LSAs that has a coaching and development role in the job description.

Indicator 9.4

Strengths & good practices

Managers could give examples of how learning and development has improved the performance of their team and the school. These were diverse and included:

- Use of buffing machines to improve school surroundings
- Coaching skills to develop a coaching model that has been well regarded and quoted in the recent OFSTED report.

Indicator 9.5





Strengths & good practices

There were a number of examples given by interviewees of how their learning has improved their performance, that of any teams and the whole school. These included:

- Collection and input of schools census data
- Use of ICT including whiteboards

The following indicators further supported this indicator:

- 'I have never stopped learning all of the time that have been here and I have been able to develop to take on new roles as they have become available'
- 'Outside agencies come in a lot to ensure that we are kept up to date. Very often they are experts in their field. We have had sessions on drama, art, ICT and MSI'
- 'As an advisory member of staff on PMLD I have been able to see the impact I have made'

	Indicator 10: Improvements are continually made to the way people are managed and developed			
				
Strengths	10.1 Top managers could give examples of how the evaluation of their investment in people has resulted in improvements in the organisation's strategy for managing and developing people.	100%	0%	0%
	10.2 Managers could give examples of improvements they have made to the way they manage and develop people.	100%	0%	0%
	10.3 People could give examples of improvements that have been made to the way the organisation manages and develops its people.	100%	0%	0%
Areas for development	Not applicable			

Indicator 10.1

Strengths & good practices

Members of the Senior Leadership Group could give examples of how the evaluation of their investment in people has resulted in improvements in the organisation's strategy for managing and developing people.

There have been a number of developments, these have included the development and successful implementation of the coaching programme, strengthening the development in the NQT year and further developing graduate teacher training.

Indicator 10.2

Managers have worked more closely with the Head to ensure that training and development is closely aligned with school requirements. There has also been an increase in the number of accredited and certificated courses for support staff.

Indicator 10.3

People could give examples of improvements that have been made to the way the organisation manages and develops its people. Improvements include:

- introduction of the coaching model
- the ability to gain qualifications
- inclusion of the DVD in the induction programme

6. Conclusion and next steps

Having conducted the assessment in accordance with Investors in People UK and The Assessment Network's guidelines, I am pleased to confirm that St John's Foundation Special School continues to meet the requirements of the Investor in People Standard.

May I also extend my thanks to all those who took part in the assessment process for their open and honest feedback in respect of their experience within St John's Foundation Special School. It was a very pleasant and enjoyable process.

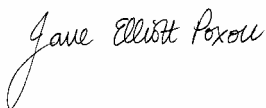
7. Next review

Recognition as an Investor in People is subject to reviews against the Investors in People Standard every three years. Therefore St John's Foundation Special School will be required to be assessed no later than 29 March 2010 although it is entirely possible to be reviewed prior to this date. For guidance in respect of future Investors in People review options please refer to your local Business Link.

8. Quality Assurance

The Assessment Network Ltd is responsible for the Quality Assurance of this assessment and will invite a representative from St John's Foundation Special School to take part in a Quality Assurance Questionnaire. This questionnaire was devised and developed by Investors in People UK, with the objective of receiving client feedback in order to provide for a consistent approach to the assessment and recognition process. Further details will be forwarded by The Assessment Network Ltd in due course.

Kind regards,



Jane Elliott-Poxon
Investors in People Assessor

6 April 2007

Appendix: The Assessment Network Limited Scoping Document

ASSESSMENT PLAN

Assessor: Jane Elliott Poxon	Date assessment plan submitted: 13/03/07
Project reference:	Assessment type: Assessment Review
Client: St John's	On site dates: 28&29 march 2007
Size of organisation: 98	Scoping size: 98
Number of sites: 1	Number of sites included within interview sample either by telephone or visit: 1 Telephone: nil

Scoping Rationale				
Job Role/Title	Number in scope	To be interviewed	Percentage	By exception note if p/time
Catering Asst	5	2	40%	To include manager
Cleaner	7	2	30%	
Clerical	3	1	33%	Not manager
Head	1	1	100%	
LSA	30	8	27%	
MSA	19	6	31%	
Site and Bus	2	1	50%	
SLG	3	1	33%	
Teacher	18	5	28%	
UQT	2	1	50%	
TA	8	2	25%	
Governors	10	1	10%	The chair or vice chair*
	98	30	31%	Does not include governors
Number of 1:1 interviews		14		
Number of group interviews		3		
Number of telephone interviews		nil		
Additional client specific objectives (e.g. how the assessment will add value for the client.)		To review the implementation of actions from last assessment and to make pointers to profile		
Relevant / useful information for consideration. (e.g. change to organisation structure, new IIP Champion etc.)		Please note there is some duplication of roles. Main roles shown No changes in the structure at the moment but changes imminent		