

Customer Service Excellence Commercial in Confidence



Assessment Report

Date: 15th June 2017

Organisation	Stanley School
Certificate Number	17/1133
Date of next Surveillance	12 th June 2017
Duration of next Surveillance	1.25 days
Legal Status	Public

Michael Lynch
On behalf of Centre for Assessment Ltd



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Introduction

Assessment Details

The actual assessment visit took place on 15th June 2017 and involved one Assessor. There were no observers present during the assessment process.

Assessment Objectives

The main objective of the assessment was to establish whether or not the Stanley School met the requirements of the CSE standard.

Background information about the organisation

Stanley School is special state school for pupils aged from 2 to 11 and is based in Wirral Merseyside. The current school premises are just under four years old and they have 122 children on roll.

Executive Summary

Overall impression

It was the Assessor's opinion that having carried out the assessment with due meticulousness that Stanley School met the requirements of the Customer Service Excellence standard. The Assessor found a lot of strong positive correlation between the verbal, documentary and observed evidence during the assessment.

Stanley School were clearly focussed on providing the best services for the customers. Staff that worked for Stanley School came across as being firmly committed to the success of the school through the provision of effective education & support to the many people that came into contact with them.

Michael Lynch BA (Hons) Cert.Ed. MIC CMC FIC.

15th June 2017

CSE Lead Assessor

Strengths

1. Corporate commitment. There was an unmistakable, hands on and well-defined commitment from the top in relation to supporting and promoting high quality educational support for children and parents. This commitment had perceptibly pervaded through to all the staff that worked at Stanley School. Staff confirmed that the leadership team promoted a caring 'child centric' philosophy at the school.
2. Customer insight. On speaking to several staff at Stanley School, it was obvious that they fully understood the need to gain a deeper understanding of the children's' needs in order for them to deliver effective support to them at all times.
3. Empowerment for staff. There was a clear focus by management at Stanley School on ensuring that staff were sufficiently enabled in order to support a clear child focussed philosophy.
4. Staff focus, morale & motivation. The Assessor encountered several very positive, focussed, motivated and committed members of staff who were extremely dedicated to providing first rate education and support for the many children that attended the school. This was the second visit to the School for the Assessor (pre-assessment) and on both occasions he noticed that staff were very responsive to the needs of the children.
5. Staff training. There was a strong and unambiguous comment from senior management at Stanley School in relation to supporting staff learning & development
6. Partnership working. Excellent collaborative working arrangements existed, which ensured that there were several demonstrable benefits for the children, parents and other stakeholders.
7. Consultation. This was seen as pivotal to the success of the school and Stanley School used an eclectic mix of formal and informal intercessions (FOS, School Council et.al).
8. Information provision. There was no doubting the clear focus on ensuring that any message provided to children, parents or stakeholders was clear and unambiguous.
9. Delivery standards. The School Improvement Development plan was extremely clear in outlining specific targets which were link to the whole school experience for the children.
10. Commitment to continuous improvement. There was a strong desire shown by senior management to learn from the CSE assessment process and a tangible willingness to use the information from the feedback to continuously improve Stanley School.

Areas for Development

1. Surveillance 1. On the first surveillance the Assessor would like updates on:
 - a). Further development of the activity week (after pilot) for year 6
 - b). Development of LOTC and impact
 - c). New Sensory garden
 - d). Further e-safety training
 - e). Assessment result – 360 degree e-safety award
2. Staff survey (Development area 1.3.1). Consideration should be given to re-introducing this process in order to enable senior management at Stanley School to get a full picture on the internal customer climate.
3. Newsletter (Development area 4.2.4). Consideration should be given to including a 'You said – We listened' section for parents. Although the newsletter, quite rightly focuses on the children, perhaps staff achievements could be included at times.
4. Staff induction (Development area 2.2.1). Although this was comprehensive, consideration could be given to adding a section linked to the school philosophy, values and welcoming approach. This intervention could build on expectations in terms of staff attitude/professionalism and could ask the question – 'What makes us a great school?'
5. Conflict management – sharing of learning – linked to potential complaints (Development areas 4.3.4 & 4.3.6). Any learning from incidents or complaints which includes any issues which were classed as 'near misses' (and were dealt with well in terms of mitigating and defusing an issues) could be recorded and shared across teams.
6. Governing Body as 'critical thinkers' (Development area 5.3.1). Consideration should be given to potentially doing more work with members of the Governing Body in terms of developing a critical thinking approach. (What are we doing? Why are we doing it? and Was it working?). The Assessor had no doubt that the Headteacher would welcome this; it would add extra value to the support for the SLT and ensure that the school continued to move forward.
7. Comparisons and benchmarking (Development areas 4.2.3 & 5.3.3). The Assessor feels that although he was satisfied that actual benchmarking takes place; more evidence could be collated (and recorded) in terms of how Stanley School compares well with other similar types of schools.
8. *Compliance plus. Senior management at Stanley School (for their next CSE visit) should consider where they may have evidence which could attract any compliance plus* ratings. The practice would need to be innovative, original and ground breaking.
*To achieve customer service excellence CP you need to show the following:
 - **Exceeding the standard** – the evidence needs to show how the client is going beyond the basic requirements of the standard for that specific element
 - **Exceptional practice or delivery** – there needs to be evidence to show that what is being done by the client is exceptional – for example doing things that are not common in their sector
 - **Exemplar for others** – what is being done by the client in relation to that element can be seen as an example of good practice that could be used effectively by other service providers

Criterion 1 – CUSTOMER INSIGHT

Having visited the school on two occasions, there was no doubt that laughter, happiness and a sense of well-being permeated throughout Stanley School. You only have to walk through the front doors of the school to understand that there was a cogent commitment to developing an environment where children feel safe, can learn and enjoy their time within the school. With regard to Stanley School gaining a deep and wide-reaching comprehension as to their children's' diverse needs, senior management saw this as critical to the overall success of the school.

Acquiring a good quality insight as to the actual makeup, specific, current & future needs and achieving precise segmentation of the children's' various requirements was also seen as crucial to people who worked at Stanley School. Gaining this insight allowed them to work effectively when delivering key bespoke educational support to their many children.

The use of base line assessments, PLOs, EHCPs, pen portraits, personal care plans, Governor visit reports, parent surveys, behaviour workshop feedback, annual reviews, team meetings and moderation of work ensured that staff at Stanley School fully comprehended the needs of children that they worked with. This approach ensured that Stanley School had the requisite information which would assist them to provide the children with what they needed at all times. This important information was used in relation to providing requisite, consistent, targeted & tailored educational support.

The delivery of high quality education was especially high on the agenda at Stanley School and regular discussions between management & staff ensured that people who worked at the school had a good insight in relation to the many children receiving excellent personalized support in line with meeting their varied requirements at all times.

Management at Stanley School were also very keen to monitor contentment and used several methods, (mentioned above) in order to check that what they provided were always effective. *'We have a parent group that meets weekly'*.

In relation to consultation, senior management also considered this to be essential in terms of establishing good links with parents/carers and ensuring that their views were sought. Stanley School used Friend of Stanley School (FOSS), behaviour workshops, open door policy, open evening, School Council, annual reviews, website information, chat books and parent surveys. *'Communication from home school is fantastic'*. *'You do feel that your opinion really does count'*. *'They ask us what we could improve'*. The facilitation of a parent's room within the school certainly sent out a strong message that they were always welcomed at the school and were seen as a vital addition to the school family.

The Assessor spoke to several parents Stanley School and this conversation revealed very sanguine experiences for them in relation to the overall experience being a good one. *'Without the school it would have been awful'*. *'They were there and they were welcoming'*. *'It is like a big family'*. *'They all want to listen, understand my child and they are really supportive'*. *'I don't know where I would be without these guys'*. *'FOSS is really doing well'*. *'I can't think of anything that they could do better'*. *'It is brilliant the staff are so skilled'*. *'The rapport that they have with the children is brilliant'*. *'My daughter has come on amazingly'*. *'The support that the children is fantastic and they learn a lot'*. *'It meets the needs of my son and I don't think he would be where he is now'*. *'It is a lot of the personal touch'*. *'My daughter is coming on excellently'*. *'The parents' room is excellent'*. *'No other school could have done what they've done'*.

Criterion 2 - THE CULTURE OF THE ORGANISATION

There was no doubt that the positive atmosphere at Stanley School was promoted and supported by effective transformational leadership styles by the SLT. On visiting the school, it could be clearly seen that there was an awful lot of respect for the senior leadership team and this augers well for the parents/carers and children that attend the school.

Enthusiastic, dynamic and resilient leadership from the Head teacher and his team ensured that a cogent child centred focussed ethos always permeated through to all staff at Stanley School. Accomplished forward thinking leadership & management and a strong commitment to ensuring that all staff at Stanley School were demonstrably on-board in terms of providing excellent educational experiences at all times was evident during the visit. *'We are fully committed'. We run behaviour and communication workshops with parents'. 'We want continuous improvement and we value everyone here'.*

Stanley School had robust core policies and procures in place and this again underpinned a genuine commitment from the top to ensuring that everything Stanley School did was directly connected to enhancing the children's' experiences at all times. Documents in place which helped to set the scene and ensure that the school was consistent in its approach included: Mission Statement, surveys, data protection protocols, staff performance reviews, team meetings, E-safety and LA protocols.

Staff at Stanley School had a strong devotion in relation to always doing what was right for children, parents/carers & stakeholders and as a consequence of this, they had firmly reinforced the area of 'putting the children at the heart of everything that they did'.

The Assessor was overwhelmed by the passion, commitment, dedication, motivation and professionalism shown by the staff on both visits. On a tour of the school it was obvious that members of staff at Stanley School saw their roles as more than 'just a job' and as a result this again created an atmosphere of trust, mutuality, commitment and allegiance to Stanley School. *'People have to be approachable and have a can do attitude'. 'We want to always make a difference to peoples lives'.*

Training for staff which was either directly or tangentially connected to providing excellent educational support to the children had been delivered at Stanley School. Training interventions on a pastoral and professional basis included, managing conflict training, performance reviews, classroom observations, SEF, lesson planning, staff well-being, staff induction and CPD. The school staff induction was very comprehensive and covered, safeguarding, intimate care, infection control, behaviour, risk assessments, manual handling, ASD policy, communication policy, curriculum planning & assessment and professional development. (Please see area for development regarding enhancing the induction further).

Staff interviewed on both the pre-assessment and actual assessment confirmed that they felt empowered, well trained and also that they were valued for the important work that they did. As mentioned several times within this report, staff morale and motivation was extremely high and this must have had an impact on the learning for the children at the school. *'It is a lovely atmosphere, everyone is really friend and you are encouraged to further your career'. 'It is nice working in a well-oiled team really'. 'We have updates every 12 months'. 'We have regular team meetings where we get together and discuss any ideas'. 'I feel that they value you if you have a concern or a problem and they listen to you'. 'We have training throughout the year'. 'I get the feeling that everything is positive'. 'You feel that you are valued and that whatever you have to say will be taken seriously; your voice is heard'. 'The staff are very supportive and we have a lovely department'. 'I love working with the parents and it's a big part of my job'.*

Criterion 3 - INFORMATION AND ACCESS

Managers at Stanley School always strived to ensure that information provided to children, parents, carers and stakeholders was lucid, well-presented, corporately branded and could be easily digested & comprehended.

Information provided by the school to children, parents, carers & stakeholders was coherent, user friendly, well thought out, structured and unambiguous in its various formats. The school had a website which was clear, informative and easy to navigate.

The transfer of relevant information was provided through the school website, newsletters, home school chat books, after school club, home school behaviour booklets and via publishing accreditations gained. *'Everything is user friendly'. 'It is very valuable that we are transparent and that everyone knows what is going on'. 'The parents are welcome to come in discuss any issues that they may have'.*

Where charges were due this was clearly outlined to the parents prior to the commencement of any activities. Senior management had a clear focus on the need at all times to produce clarity of information which involved any cost implication for parents/carers.

Senior management at Stanley School were well aware of their responsibilities to partners, communities, stakeholders and the public. Senior management were ardent in their aspiration to make sure that Stanley School worked with its partners in order to have a positive impact on the overall experience for the children.

The use of Yoga classes, coffee mornings and a designated parent's room at Stanley School certainly reinforced the fact that senior management wanted to have good links with parents/careers and ensure that they had a voice at the school.

Clear strategies which made sure that Stanley School was working well with its partners included: Pupil voice, lunchtime clubs, sharing of facilities, strong working relationships with partners, swim schools, charity work (food bank), Rotary Club, Lords Taverners, School Direct, links with Chester University and established codes of conduct. *'You have to make the most of the resources here'.*

The partnership relationships were well coordinated, coterminous and as a result provided specific 'value added' demonstrable benefits for both Stanley & Pensby School children which included: Training across schools, shared facilities, statutory swimming curriculum exceeded and general sharing of resources (staff and equipment).

During the assessment parents spoken to readily confirmed to the Assessor that the staff at Stanley School were very professional, caring, understanding; empathic and used an appropriate & non-threatening interpersonal style in which to develop a discussion to elicit the necessary or relevant information from them or their children.

On visiting the school (which is just under 4 years old), it was clear to see that the premises were well designed, fit for purpose, modern & airy and represented a state of the art educational facility. On both occasions where the Assessor has visited Stanley School, he was made very welcome by staff that obviously had a great pride in the school and their work.

Criterion 4 - DELIVERY

There was no doubt that all staff at Stanley School prided themselves in the achievement of the school in terms of delivering high quality support and education for the children. As mentioned previously members of staff at the school were very focussed on what they did and management were keen to ensuring (through observations, learning walks, performance reviews, team meetings and SEF) that the school achieved its delivery targets through its staff.

The Governing Body were very well connected to the school operation, acting as a critical friend, challenging where appropriate and supporting staff at the school. (Please see area for development)

Exacting & apposite standards at were in place at Stanley School. The use of the mission statement, school improvement development plan (41 clear targets included), individual education plans, curriculum planning and delivery, lesson plans and British values ensured that staff at the school were clear on the focus and direction of Stanley School.

The school worked well with the Ofsted version of British values of democracy, the rule of law, support for equality of opportunity for all, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Members of staff spoken to could easily resonate with the delivery expectations and again this showed to the Assessor that the staff were firmly committed to ensuring that high levels of support & education for children were very much maintained at all times at Stanley School . *'We have regular meetings where we work out what we are going to be doing and sharing ideas'*.

As mentioned several times in this report, the Assessor was privileged to speak to several staff during the assessment who were engaged in different roles within Stanley School. *'We are a close staff and always have been'*. *'As a whole it is a good place to work'*. *'The school always has an open door policy for the parents'*.

In terms of consultation in order to raise standards Stanley School had a very active School Council and the Assessor was grateful to speak to two children (with their teacher) who were members of the council. A good example of improving support for children as a result of parent feedback was the development of yoga for the children at the school. *'You feel that you know all the teachers, any problem they listen'*

The school has a clear behaviour management system which was monitored using SLEUTH (online). As a consequence of using this effective monitoring tool, staff at Stanley School developed individual behaviour plans for the children.

In respect of complaints, Stanley School had a structured process (local authority process which was used to deal with complaints (Levels of involvement, Governor, Head teacher protocols). *'If you have a grievance or complaint you need to try to deal with it straight away and we do'*.

However, as mentioned in areas for development more work could be done in terms of identifying 'near misses' sharing of learning and developing good practice in relation to conflict management or potential complaints.

Criterion 5 - TIMELINESS AND QUALITY OF SERVICE

Standards which underpinned timeliness & quality of service at Stanley School were communicated to staff via the School Improvement Development Plan. Curricula development and lesson plans ensured that any targets were connected to the outcomes listed in the SIDP.

Members of staff interviewed by the Assessor were very clear on the standards which were set out at Stanley School and were extremely conscious of how their particular roles (and their colleagues) firmly assisted with the delivery of support to both children and parents/carers in terms of responsiveness, focus; use of customer insight, flexibility, developing new approaches, meeting deadlines and also ensuring the provision of overall high quality.

With regard to identifying children's and parents/carers needs at the first point of contact, people were clear on how important this was, how this was achieved and also how they liaised with stakeholders and their colleagues if an immediate resolution could not be achieved

A Kaizen approach was used to induct staff and an open door policy ensured that people were consistent and were immersed in a total quality management environment. *'Continuous improvement means that we are always improving our standards to help everyone'. 'Personally I feel quality overrides the quantity'. 'Day in day out; the whole experience should be quality'. 'You like to think that you are making a lasting impression to the children and the parents'.*

Learning walks (involving SLT and the Chair of Governors) were used to get a flavour of the standard & quality of teaching in respect of lesson preparation & planning, subject knowledge, lesson presentation & teaching methods, communication & motivation skills, behaviour, book security, classroom organisation and adhering to actual SMART targets set.

The E-Safety Committee was made up of children, parents, Governors and members of staff. The purpose of the committee was to assist when safeguarding children who use ICT. The school was due to be assessed in line with 360 degree CEOP) e-safety mark and this will assess the school in relation to three strands - Policy & Leadership, Policies, Communication and Communication Technologies

In relation to comparisons to similar types of organisations, the school had achieved several prestigious awards (i.e. Autism best practice and REQM) and had also gained the gold mark for LOTC (only one of four schools in the UK).

Scoring

- To achieve Customer Service Excellence an organisation may not have any non-compliances
- To achieve Customer Service Excellence organisations must demonstrate compliance with each of the criteria.
- To do so the organisation must achieve full compliance or compliance plus in at least 80% of the elements contained in each of the criteria
- The maximum number of partial compliances allowed within each criterion is shown in the table below

Criterion	Number of Elements	Maximum number of partial compliances	Actual number of partial compliances	Actual number of major compliance plus elements
1	11	2	0	0
2	11	2	0	0
3	12	2	0	0
4	13	3	0	0
5	10	2	0	0

Conclusion

Assessment

Having carried out the assessment process in accordance with the guidelines provided for Assessors by the Cabinet Office the Assessor was satisfied beyond any doubt that Stanley School met the requirements of Customer Service Excellence. The Assessor recommends to the Panel that Stanley School be recognised under the standard. On behalf of Centre for Assessment Ltd. the Assessor would like to congratulate all the staff of Stanley School on their achievement so far.

Assessor Name: Michael Lynch

Date of report: 16th June 2017