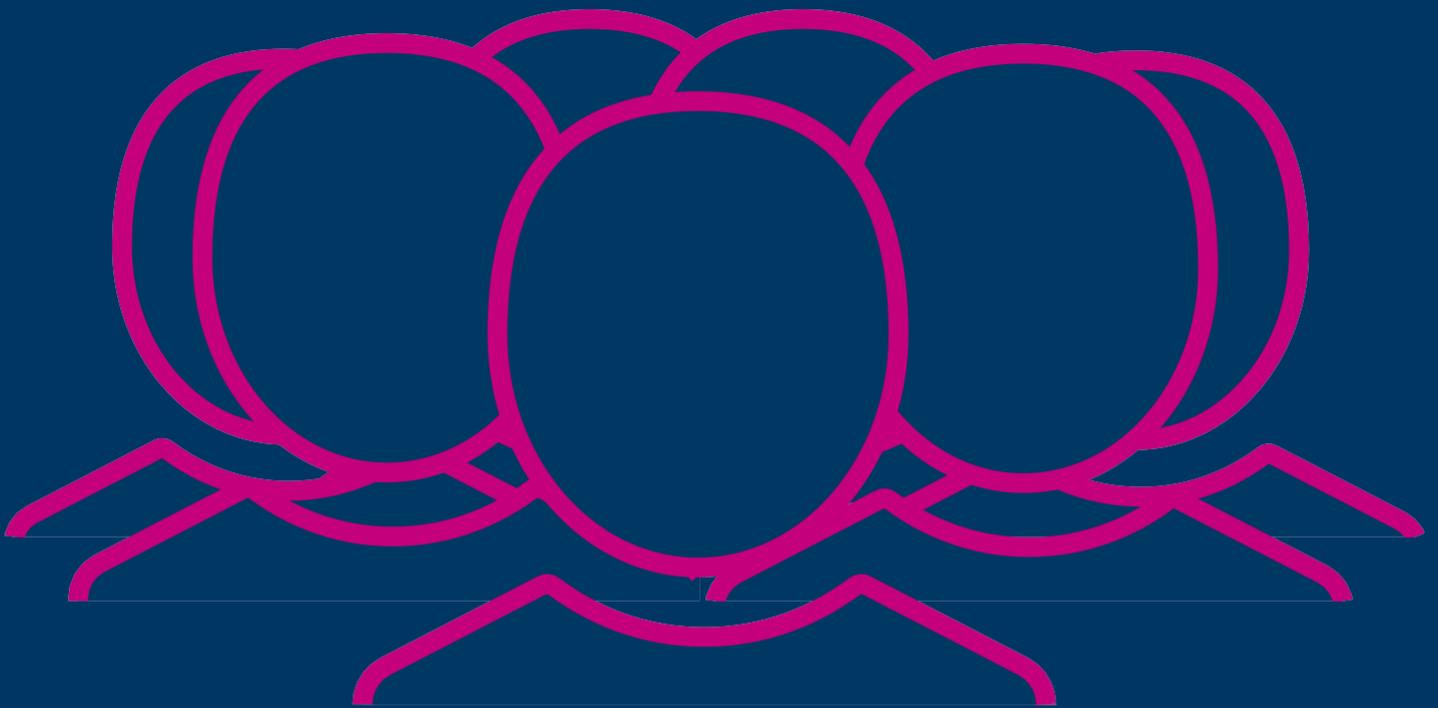


# INVESTORS IN PEOPLE™

We invest in people



## Feedback

Essandore Care Group

Project number: NOR - 20 - 00252

Practitioner: Joanne Hamilton

Date: 05/06/2020

Investors in People North of England

Suite 3a, The Exchange

Station Parade

Harrogate

HG1 1TS

**0844 4068008**

The Investors in People brand, trademarks, methodology, products and logo are owned by Investors in People and is protected by copyright and trademark law.

The Investors in People identity is strong, simple, powerful and instantly recognisable. It is therefore important that only organisations that are accredited as Investors in People can use our mark.

©2019 The contents of this report should be considered commercial in confidence.

## Assessment Outcome

# INVESTORS IN PEOPLE™

We invest in people Gold

Congratulations on achieving a Gold level award of the We invest in people accreditation.

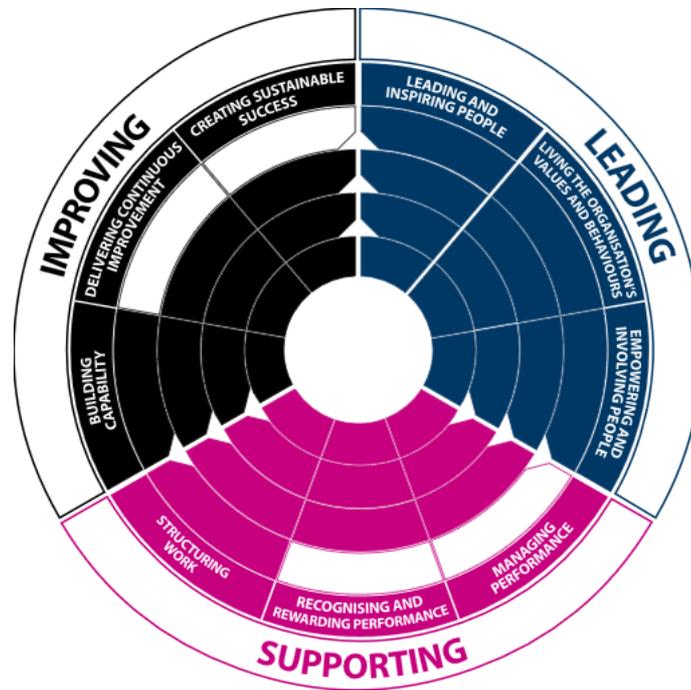
### What this report includes

- What you do well
- What to work on
- Recommendations
- What happens next
- The key findings

### Key dates

Accreditation date	12-month meeting	24-month meeting	Accreditation expiry
05/06/2020	11/05/2021	11/05/2022	11/05/2023

# At a glance



The heat map above shows that Essandore Care Group (Abbeyfield and Glenelg Support) has achieved a High Performing level in 5 indicators of the Standard and an Advanced level in 4 indicators, which has resulted in a second Gold accreditation against the version 6 Standard; something which is to be commended. Furthermore the result of this assessment shows that the organisation has significantly increased the number of indicators at the higher levels of the framework compared with the assessment 3 years ago and therefore clearly demonstrates evidence of continuously improving practice. Previously the organisation had achieved 1 indicator at High Performing, 6 indicators at Advanced and 2 indicators at Established. The outcome of this assessment also largely mirrors the senior team's own self assessment, the only difference being that the assessment has resulted in Indicator 3: Empowering and Involving People being awarded a High Performing Level (the self assessment had this as Advanced) as opposed to Indicator 9: Creating Sustainable Success which has been awarded an Advanced level (the self assessment had this as High Performing).

The assessment has shown that Essandore Care Group continues to be highly committed to leading and managing its people effectively in order to deliver its ambition. The ambition is to become a leading Merseyside provider of specialist health and social care for children and adults with autism, learning disabilities and mental health needs; providing at all times the best person centred support. As part of this, the aim for the Group is to support whole life journeys from childhood to adulthood (from Abbeyfield to Glenelg Support).

The senior team described how there is a plan to expand Glenelg Support steadily with a target of at least 5 new adult services per year, while maintaining and retaining the existing warm family culture and progressive environment for both staff and supported individuals. It also wants to diversify from the shared supported living accommodation that it currently provides to obtaining some flats/apartments for its more independent people, so as to deliver true development and independence for these individuals.

As a Group the organisation wants to continue to retain its National Autistic Society accreditation.

Glenelg Support is also working to achieve an Outstanding rating at its next CQC inspection and Abbeyfield aims to continue to maintain the recent Outstanding rating with Ofsted.

The senior team believe that some of the organisation's key strengths here are; a very positive team spirit and togetherness across all of the support staff and management team, who have a strong shared set of common goals. In line with the growth of the organisation, the senior team confirmed that they encourage and offer high quality development and progression opportunities for people in order to make the most of people's potential for mutual benefit and this is borne out in the fact that staff commitment levels and overall staff retention is high. A strong values based culture and unique way of operating; it is felt sets the organisation apart from its competition and ensures it delivers the highest standards of person centred support for young people and adults.

The main challenge the senior team explained they face is the ability to attract and retain high calibre staff due to the pay policies of central and local government, given the level of fees that are currently paid to providers. That said the organisation is working hard to do what it can here, as is detailed in relevant sections of the report.

## What you do well

- You have a strong values based culture, where people very much share in what the organisation stands for and how it goes about achieving this. For a number of staff members, this sets you apart from where they may have worked before and it was one of the main reasons, if not the main reason why staff enjoy being a part of the organisation. It is therefore not surprising that this was also the area the organisation scored highest on in the liP 38 online survey.
- People are given ownership in their roles and are trusted to take decisions which do impact on levels of performance and the quality of service provided to those they support. This is something people like and it clearly acts as a positive motivator for people.
- People's talents are made the most of for mutual benefit. This was evident in the different examples described by the staff team at all levels and includes investment in their learning and development.
- There is a robust induction process in place with regular reviews of new starters' performance which is consistently applied and which helps to ensure that people are able to perform to the best of their ability within a reasonable timescale.
- There organisation's performance management system is consistently applied. People regularly confirmed that an appropriate amount of time is invested in managing their performance. There was also evidence of a number of those spoken to receiving timely, beneficial and constructive feedback to build their confidence and/or improve certain aspects of their performance.
- Team work is very strong. People regularly described examples of how they believe they work effectively together and for some it was one of the best things they like about working for the organisation.
- People are well led and managed and the majority of people regularly spoke of the positive working relationships they enjoy with managers/team leaders. They described managers/team leaders as being approachable and supportive, as well as passionate about the organisation and what it is delivering. In this respect they are considered to be positive role models of the values of the organisation, leading by example here.
- New people generally compare their experiences of working for the organisation very positively to where they may have worked before and this is further demonstrated in the low levels of staff turnover; something which is unusual given this is a sector where attrition rates are often high.

## What to work on

- Further embedding of the organisation's values and underlying behaviours into the performance management system, so that they have a real meaning for how people are expected to work. This has been a specific focus for Glenelg Support.

While people do feel that Essandore has a strong values base, many staff members did not directly reference the values in terms of the actual words the organisation uses to describe these. They did however use similar words which reflected the same sentiment.

- Revisiting how within Glenelg Support its long terms goals are communicated to the wider staff team. While individuals could broadly describe the organisation's purpose, a number of people struggled to describe what its longer term objectives/plans were which underpin the vision and purpose. How the organisation effectively and consistently communicates these to the wider staff

team and updates them on how it is performing is therefore something that needs to be reflected upon.

- Identifying how more line managers/team leaders across the whole organisation can actively seek individual feedback from their team members as to how individuals feel about the way they are leading and managing them, in order to get the best out of people. A minority of team leaders and staff spoken to could not confirm that this type of feedback is proactively sought.
- Continuing to review the overall approach taken to rewarding and recognising people to ensure as much as is practical that what is in place acts as a positive motivator for people. The previous development point may also have a positive impact here. This was the organisation's lowest scoring area in the IIP 38 on line survey.
- Creating a stronger awareness across the organisation of the approach taken to corporate social responsibility, as some people were unaware of what was in place here, or could not confirm that they participated in any relevant activities.
- Expanding the range of statements included in the organisation's staff engagement surveys to cover more people practices and which also align with all the key areas covered by the IIP Standard.
- Having provided a significant amount of performance data for this assessment, consider what are the key metrics that the organisation should use going forward to measure the impact of its various people practices (as detailed in the 9 indicators of the Standard) on performance and ensure that the source of this data is accurate in terms of how it is recorded and that it is easily retrievable.
- Benchmarking the organisation's current practices to an externally recognised Health and Wellbeing Standard.

# Congratulations on achieving Gold

You clearly care about your people and want to continue to improve how you lead and manage them so that the organisation continues to be successful and sustainable going forward. The feedback below is intended to help you to focus on what you need to do to continue improving.

## Recommendations

- Glenelg Support to finalise and embed the revised performance review format/supervision format which will include a structured review of people's performance in line with its core values and underlying behaviours.

*Performance objectives identify “what” a person needs to deliver, while values and associated behaviours highlight “how” these objectives should be delivered. How people behave and approach the achievement of their objectives/targets/key tasks can often determine how successful they are in delivering these, in terms of either over or underachieving.*

- Revisit the approach taken within Glenelg Support to how its longer term goals and the progress being made against these are communicated to the wider staff team, so that more people are aware. The organisation's own survey results while high, have decreased over the last 3 years in relation to this area.

*People usually like to know how the organisation they work for is performing given that they have collectively helped to contribute to this, as it helps people to feel part of something bigger. This can also often help people feel even more valued.*

- Consider introducing a specific section into the organisation's performance review/supervision formats (both Glenelg Support and Abbeyfield) that specifically encourages line managers/team leaders to seek feedback from staff members as to what they feel about the way they are being line managed. This is with a view to identifying what is working well here, while also allowing staff to be able to flag up if there are any aspects of the manager's/team leader's approach which could potentially be improved/tweaked, which in turn would then help the individual to perform better.

*Some organisations add in a question such as; “Is there anything else I can do to better support you in your role?” Other organisations use the “Stop, Start, Continue” model, where managers ask the individuals to identify one thing they would like their manager/team leader to stop doing, start doing and continue doing. This second option allows for more structure in how the feedback is provided.*

*The way people are led, managed and developed is widely recognised as being one of the most significant key factors that impact on people's levels of performance/levels of motivation in the workplace. Good practice would therefore recommend that individual line managers regularly seek feedback from employees about what they feel about this area, with a view to identifying possible areas for improvement over time.*

- Continue to build in regular review points with respect to how people feel about the organisation's approach to reward and recognition, with a view to identifying what motivates people here and ensure that all people are made aware of the prize draw scheme that has recently been introduced within Glenelg Support, as some spoken to appeared to be unaware.

*Reward and recognition is a key people management practice that can have a significant impact on people's overall motivation levels, which ultimately impacts on people's levels of performance. Good practice would suggest that an effective reward and recognition strategy needs to reward*

*and recognise those key behaviours and performance which are pivotal to the organisation's success.*

- Seek to develop a corporate social responsibility policy for the whole organisation and share this with the wider staff team, so that there is a greater understanding of what the organisation is committed to doing here and to encourage more input from a wider group of people.

*People often find this to be another positive feel good factor in working for an organisation and often the approaches taken here can further align with an organisation's values. From an organisational perspective, it also helps to convey a positive image of the organisation externally.*

- Review both the organisation's staff engagement surveys with a view to including some additional relevant statements so that all areas of the Standard are broadly covered. Some particular areas to consider include; a more explicit question/statement around the organisation's values, the leadership and management of change, the effectiveness of the performance management process and team working.

*The 9 indicators of the Standard have been found to be common characteristics of high performing organisations, which is why aligning some of an organisation's staff engagement survey questions/statements to these areas is recommended.*

- In addition, given that the organisation has invested a significant amount in employee health and wellbeing related training (like Mental Health First Aid), also consider developing a series of statements in the staff surveys that helps Essandore to gauge what people feel about the approach taken here.
- Building on the previous point, consider taking the opportunity to read through the newly updated Investors in People Health and Wellbeing Standard's good practice and consider using this to benchmark the organisation's current practices against. This is something which we could also consider doing as part of the organisation's annual review visit in 12 months time, through for example a simple desk top review exercise.

# What happens next?

When you have had an opportunity to read this report your liP Practitioner will summarise the findings in the **feedback meeting**.

## WHO?

The meeting will include: **Joanne Hamilton and members of the senior leadership team.**

## WHEN?

The feedback meeting is scheduled for 16 June at 3.30pm.

## WHERE?

We will carry this out via a virtual Zoom meeting in light of the current Coronavirus Pandemic.

## WHAT?

Together we will;

- **Discuss the outcome** and the recommendations.
- Identify how to turn the recommendations into **tangible activities**.
- Develop an **action plan**, which we will be able to review on an annual basis.

# To keep your accreditation you need to:

- Keep meeting (or exceed) the **requirements** of your award.
- Meet your practitioner at **12 and 24 months**. This will not be to assess you again, but it will give us the chance to **chat through your progress** against your action plan.
- Be **reassessed** no more than 3 years later.

# Celebrate your success

**Let your people know** the outcome of the assessment which has been a great achievement, so that they can also celebrate in your success. Similarly share with your team the areas you are going to work on.

# Assessment results

## Your results by indicator

The table below details by theme the outcome of the assessment.

INDICATOR	THEME	DEVELOPED	ESTABLISHED	ADVANCED	HIGH PERFORMING
LEADING AND INSPIRING PEOPLE	Creating transparency and trust	✓	✓	✓	✓
	Motivating people to deliver the organisations objectives	✓	✓	✓	✓
	Developing leadership capability	✓	✓	✓	✓
LIVING THE ORGANISATION'S VALUES AND BEHAVIOURS	Operating in line with the values	✓	✓	✓	✓
	Adopting the values	✓	✓	✓	✓
	Living the values	✓	✓	✓	✓
EMPOWERING AND INVOLVING PEOPLE	Empowering people	✓	✓	✓	✓
	Participating and collaborating	✓	✓	✓	✓
	Making decisions	✓	✓	✓	✓
MANAGING PERFORMANCE	Setting objectives	✓	✓	✓	-
	Encouraging high performance	✓	✓	✓	-
	Measuring and assessing performance	✓	✓	✓	-
RECOGNISING AND REWARDING HIGH PERFORMANCE	Designing an approach to recognition and reward	✓	✓	✓	-
	Adopting a culture of recognition	✓	✓	✓	-
	Recognising and rewarding people	✓	✓	✓	-
STRUCTURING WORK	Designing roles	✓	✓	✓	✓
	Creating autonomy in roles	✓	✓	✓	✓
	Enabling collaborative working	✓	✓	✓	✓
BUILDING CAPABILITY	Understanding peoples' potential	✓	✓	✓	✓
	Supporting learning and development	✓	✓	✓	✓
	Deploying the right people at the right time	✓	✓	✓	✓
DELIVERING CONTINUOUS IMPROVEMENT	Improving through internal and external sources	✓	✓	✓	-
	Creating a culture of continuous improvements	✓	✓	✓	-
	Encouraging innovation	✓	✓	✓	-
CREATING SUSTAINABLE SUCCESS	Focusing on the future	✓	✓	✓	✓
	Embracing change	✓	✓	✓	-
	Understanding the external context	✓	✓	✓	-

# Survey highlights

- The on line assessment was administered to 217 people with 120 responses received, representing a 55% response rate, which is to be commended given that the survey has been carried out during the Coronavirus Pandemic. A minimum response rate of 50% is required for the survey to be considered to be statistically valid.

## Your highest scores

- 98.4% of your people strongly agree/agree/somewhat agree that the organisation's values guide the way they work.
- 98.3% of people strongly agree/agree/somewhat agree that their behaviours reflect the organisation's values.
- 98.3% of people strongly agree/agree/somewhat agree that they share the organisation's values.
- 98.3% of people strongly agree/agree/somewhat agree that they are trusted to make decisions in their roles.

## Your lowest scores

- 16.6 % strongly disagree/disagree/somewhat disagree that they are rewarded in ways that matches their motivations.
- 13.3% strongly disagree/disagree/somewhat disagree that they are consistently recognised when they exceed expectations.
- 12.5 % strongly disagree/disagree/somewhat disagree that people are selected for roles based on their skills and abilities.

The organisation's highest scoring indicator was Indicator 2: Living the Organisation's Values and Behaviours with an average score of 6.4 out of 7. The organisation's lowest scoring indicator was Indicator 5: Recognising and Rewarding High Performance with an average score of 5.3 out of 7.

The difference in average score between each of the three staff groupings' responses for each of the indicators ranged from 1.6 at the widest (Indicator 5: Rewarding and Recognising High Performance) to 0.7 at the narrowest (Indicator 2: Living the Organisation's Values and Behaviours and Indicator 6: Structuring Work). A copy of these scores will be sent to the organisation separately.

In addition to the IIP 38 base set of statements, the senior team also chose to include an additional 10 statements from the optional statement set. These cover four specific statements in Indicator 4: Managing Performance, three statements in Indicator 8: Delivering Continuous Improvement, as well as 3 statements from the Diversity & Inclusion section. The results of these additional statements are included in the relevant section under the relevant indicator in the main body of the report, with the Diversity and Inclusion results detailed in Appendix 1. The results from the optional statement set are for the organisation's information only and do not have any bearing on the outcome of the assessment itself.

## Your overall survey score

The organisation's IIP Benchmark Score from completing the set of 38 base statements through the online survey is 776 out of 900 and in this respect the organisation is currently just outperforming its sector (e.g.: the average IIP Benchmark score for the sector is 765 at the time of writing). The organisation's score is also significantly higher than the average overall IIP Benchmark score of all organisations that have undertaken the survey to date (the average IIP Benchmark score here is 725).

## Benchmark



- ORGANISATION'S IIP BENCHMARK
    - **776**
  - AVERAGE IIP BENCHMARK \*
    - **725**
  - AVERAGE INDUSTRY BENCHMARK
    - **765**
- Showing results for Residential Care Activities

\* This reveals the average IIP Benchmark for all organisations who have undertaken the survey.

# Who took the survey?

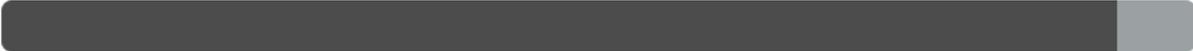
## Survey Response Rate

### Overview

TOTAL RESPONSES 120 responses out of 217 (55%)



### RESPONSE METHOD



Email link: 112 responses out of 120

Open access: 8 responses out of 120

### By Team

CHILDRENS HOME 16 responses out of 24



GLENELG SERVICES 90 responses out of 179



HEAD OFFICE 14 responses out of 14



# Your survey results by indicator

The table below shows how employees responded to the on line assessment for each indicator, including the average score per indicator and how this compares to the organisation's average score from 3 years ago. In the majority of instances there has been a slight increase in the average scores compared to last time.

## Indicator summary

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Indicator Score	Previous surveys
INDICATOR 1 Leading and inspiring people	44.8%	32.1%	12.3%	6.5%	1.2%	2.1%	1.0%	6	+0.1
INDICATOR 2 Living the organisation's values and behaviours	52.8%	37.0%	6.0%	2.3%	0.5%	1.0%	0.3%	6.4	+0.1
INDICATOR 3 Empowering and involving people	50.4%	35.6%	7.1%	3.1%	1.7%	1.5%	0.6%	6.2	0.0
INDICATOR 4 Managing performance	48.1%	37.3%	5.6%	4.0%	0.2%	3.3%	1.5%	6.1	-0.1
INDICATOR 5 Recognising and rewarding high performance	26.7%	33.3%	12.7%	13.5%	6.2%	3.8%	3.8%	5.3	+0.1
INDICATOR 6 Structuring work	48.1%	41.0%	7.1%	2.1%	0.8%	0.2%	0.6%	6.3	+0.1
INDICATOR 7 Building capability	36.3%	38.0%	12.7%	6.8%	2.2%	2.8%	1.2%	5.9	+0.1
INDICATOR 8 Delivering continuous improvement	33.3%	42.9%	13.1%	7.5%	0.6%	1.7%	0.8%	5.9	+0.1
INDICATOR 9 Creating sustainable success	44.2%	36.9%	10.8%	7.1%	0.6%	0.4%	0.0%	6.2	+0.1

# Your survey results by theme

The organisation's 5 top and bottom scoring themes are displayed below.

## Themes (Highs and lows)

Compared survey: Essandore Care Group

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Average Score	Previous surveys
--	----------------	-------	----------------	----------------------------	-------------------	----------	-------------------	---------------	------------------

### Highs

<b>Adopting the values</b> <small>INDICATOR 2: Living the organisation's values and behaviours</small>	57.9%	32.5%	6.2%	2.1%	0.8%	0.4%	0.0%	6.4	+0.1
<b>Making decisions</b> <small>INDICATOR 3: Empowering and involving people</small>	55.8%	35.0%	7.5%	0.0%	0.8%	0.8%	0.0%	6.4	+0.1
<b>Creating autonomy in roles</b> <small>INDICATOR 6: Structuring work</small>	49.2%	44.2%	4.2%	2.5%	0.0%	0.0%	0.0%	6.4	+0.1
<b>Operating in line with the values</b> <small>INDICATOR 2: Living the organisation's values and behaviours</small>	49.2%	42.5%	6.7%	0.8%	0.8%	0.0%	0.0%	6.4	+0.2
<b>Understanding the external context</b> <small>INDICATOR 9: Creating sustainable success</small>	53.3%	34.2%	5.8%	6.7%	0.0%	0.0%	0.0%	6.3	0.0

### Lows

<b>Creating a culture of continuous improvements</b> <small>INDICATOR 8: Delivering continuous improvement</small>	27.1%	42.5%	17.9%	8.3%	0.8%	2.5%	0.8%	5.8	-0.2
<b>Adopting a culture of recognition</b> <small>INDICATOR 5: Recognising and rewarding high performance</small>	35.0%	35.8%	12.5%	4.2%	6.7%	2.5%	3.3%	5.7	+0.3
<b>Deploying the right people at the right time</b> <small>INDICATOR 7: Building capability</small>	31.7%	28.3%	20.0%	7.5%	2.5%	7.5%	2.5%	5.5	-0.0
<b>Recognising and rewarding people</b> <small>INDICATOR 5: Recognising and rewarding high performance</small>	26.7%	32.9%	12.5%	15.0%	5.0%	4.6%	3.3%	5.3	+0.3
<b>Designing an approach to recognition and reward</b> <small>INDICATOR 5: Recognising and rewarding high performance</small>	18.3%	31.7%	13.3%	20.0%	8.3%	3.3%	5.0%	5	-0.5

# What your people told us

## Leading

### LEADING AND INSPIRING PEOPLE

#### Indicator 1: Leading and inspiring people



*“My manager inspired me to do my qualification.” “I have never met anyone like the senior manager before. They have so much get up and go and are really passionate about the organisation.” “One of the MD’s real strengths is his vision. He is always forward thinking.” “All the team leaders in the home are good. They have a lot of knowledge, they make time for you and are very supportive.” “Communication could be better.” “You have to ask for the information rather than it being offered.”*

The organisation has a purpose and vision in place which were understood by those spoken to and the details of this have been referenced earlier in the report. People spoke of; promoting people’s independence, providing person centred care and support and providing people with a better quality of life. They also spoke of providing a safe environment in which young people can thrive. The organisation’s vision and purpose is something that is also clearly displayed on its website, which I viewed as part of my preparation for the assessment. Each part of the organisation (i.e. Abbeyfield and Glenelg Support) also have individual mission statements specific to the services and support they provide.

Business and Improvement Quality Plans are in place for both parts of the organisation. Copies of both plans were viewed as part of the documentary review. The induction process communicates the vision to new people and I also viewed a copy of the organisation’s induction slides where this was

clearly visible.

The majority of people spoken to had some understanding of the organisation's key objectives and goals which support its vision, although it would be fair to say that this was better understood at team leader level and above. In these instances people spoke of things like; the ongoing growth of the organisation (Glenelg), achieving relevant external accreditations and the ability to achieve high quality outcomes for each individual that the organisation supports.

The majority of people spoken to believe that there is effective two way communication in place including; regular team meetings, supervision sessions, key worker meetings, Quality Improvement Sessions, service manager planning meetings, as well as the use of email and the production of a newsletter (a copy of which was viewed). Some teams also spoke of having set up What's App groups. Team leaders spoke of sharing the minutes of their meetings with their staff team within the respective services of Glenelg Support. However within Glenelg Support in a few instances some staff members felt this could be stronger. This was evident in the fact that some people struggled to describe the organisation's objectives or could not confirm that this type of information was communicated to them, such as the organisation's longer term plans and how things were progressing here. Within Abbeyfield monthly team meetings were confirmed as being the way through this information was communicated.

People regularly spoke of senior leaders being open and transparent, as well as being very approachable and accessible. People also have a confidence in the leadership capabilities of the senior people to continue to take the organisation forward. This is partly because of the ongoing growth of Glenelg Support, the achievement of the Ofsted Outstanding rating for Abbeyfield, but mostly because people feel that the leaders/senior managers reinforce the values of Essandore. It is also because of the type of people they are. There were many individual examples provided of senior people recognising people's individual contributions, encouraging people's development and being very supportive of staff members in a range of different circumstances, which people very much value. Having a commitment to continuous improvement was also mentioned by a few people here in terms of the ongoing development of services and the support provided to young people/adults. This is very much reinforced through the liP 38 Survey where 80.9% of respondents strongly agree/agree to the statement; "*I trust the leaders of my organisation.*" This figure rises to 90.9% when adding in the somewhat agree responses.

Building on the point above and with respect to how effectively people are led and managed, members of the senior team spoken to confirmed they were clear about what was expected of them and what they expected of other managers here, as were the sample of middle managers/team leaders spoken to. Leaders, managers and team leaders described such attributes as; being transparent, honest and open with people, possessing effective performance management skills, giving people ownership of their work, utilising coaching skills to empower people when appropriate, being approachable and making time to listen to people, as well as endeavouring to be positive role models of the organisation's values. Copies of job descriptions for the various layers of management in Glenelg Support were also provided as part of the documentary review and these clearly include a section which focuses on this area. Similarly Abbeyfield's Performance Development Review format includes a specific section for managers which focuses on a series of management competencies (e.g. delegation, leading and motivating, developing people), which again makes it clear what is expected here.

Leadership and management development was also confirmed as continuing to be invested in and these programmes also help to confirm what good practice should look like. Examples of leadership and management development referenced included; Coaching for Supervision, Coaching for Outstanding Outcomes, NVQ Level 5 in Leadership and Management, Supervision training for team leaders and the organisation's Certificate in Leadership and Management. At the organisation's annual review visit last year, it was also explained how the team leader induction process had been strengthened, as new team leaders are now appointed a mentor and this was felt to be working well.

Leading to Succeed was another development programme that the recently appointed senior service managers have accessed to help them to prepare for the new role. Some team leaders were also

confirmed as having attended this programme. It has however been identified that with the recent departure of the organisation's training manager who ran the internal team leader development programme; this will now need to be revisited to identify how it can continue to be delivered going forward. Those that have attended the programme appear to have really benefited from it in terms of the development of their leadership and management skills. A number of managers/team leaders have also been internally promoted and have worked for Essandore for a long time. Consequently a number of these individuals confirmed that they understand what is expected of them, because of the way they have been led and managed over the years by senior leaders, who were felt to be positive role models in this respect.

Managers also confirmed that they are actively involved in discussing these leadership and management capabilities. It was highlighted for example that this area is often discussed during service manager, team leader/QIS meetings, as well as on a one to one basis as and when needed. The concept of Practice Leadership was also referenced by the senior team and is something that has been discussed and is being developed. Discussing plans for how the team leader development programme will now evolve was another example mentioned here. The decision to create the role of senior service manager is also an acknowledgement of the organisation's commitment to ensure that managers at each level in Glenelg Support have sufficient time to devote to the effective leadership of their respective teams.

Managers and the majority of staff spoken to confirmed how people are well led and managed in line with these expectations, with most staff members regularly describing how their direct managers/team leaders were a combination of supportive, motivational and in a number of instances inspirational in their leadership and management style. People spoke of being encouraged to develop themselves further and to stretch themselves in some instances. They spoke of being encouraged to consider applying for internal roles (that would lead to promotion) or acting up, of receiving regular feedback about their performance including positive praise when appropriate and being given increased ownership in their roles, as tangible examples of why they felt this to be the case.

People also spoke of the passion and "can do" attitude that they felt the majority of their managers and team leaders demonstrated, as well as their wealth of knowledge and experience. Some spoke of how they were aware that certain managers and team leaders had been promoted over time after initially carrying out the residential support worker/support worker role. In Glenelg Support, just a minority felt that communication could be better in certain teams and that there could be more recognition of people's work by either a certain service manager or team leader, which in turn would act more as a positive motivator for them.

The overall effectiveness and consistency in how people are being led and managed can also be seen in the performance of the organisation. For example the recent Outstanding rating for Abbeyfield from Ofsted. A further positive indicator here relates to an extract from the home's recent Ofsted report which describes the quality of leadership as "*excellent*". Both the manager and deputy were referenced as forming "*a strong and visible leadership team.*" There were also numerous examples described within Glenelg Support where people spoke of how they had made great progress in enhancing the quality of the lives of the people they support. Similarly reference was made to lots of positive feedback the organisation receives from the families of the young people and adults that are supported, a sample of which were viewed as part of the documentary review. During the current pandemic examples were also given of how staff have regularly gone above and beyond here.

There are also a number of different opportunities for people to feed back about how they feel about the way they are being led and managed and from which improvements are made as appropriate. This comes through people regularly taking part in the organisation's employee satisfaction surveys, the results of which are referenced throughout this report. In addition, the majority of managers/team leaders and people spoken to confirmed that managers/team leaders are open to feedback on an individual level and the majority of staff members felt comfortable in providing this as and when appropriate. While there is no specific question in the appraisals/supervision formats that covers this area, in the majority of instances common practice suggested that the majority of managers/team leaders seek feedback during these discussions. Some also do this more informally. As a result there were a few examples provided of where managers/team leaders have changed certain aspects of their

approach to how they lead and manage people based on this feedback. The few examples that were described related to such things as; ensuring that constructive feedback is provided in private to an individual staff member, rather than in a group. Another example linked to a certain team leader’s management style which they had subsequently adapted upon joining a new service and following specific feedback from the team.

One team leader acknowledged that this was not something that they had thought to do in the past and had only considered feedback coming from their direct line manager. A minority of staff members across Essandore did not necessarily think that their team leader proactively asked them about this area. Consequently to ensure even more consistency here, there is scope for a section to be added into the performance review/supervision processes which explicitly encourages this type of feedback.

**People engagement measures used by the organisation:**

- Extracts from Employee Satisfaction Surveys**

“The Home is led and managed effectively to ensure that young people are well looked after”

	2017	2018	2019
Strongly Agree	66.7%	70.0%	88.9%
Agree	33.3%	30.0%	11.1%
Disagree	0.0%	0.0%	0.0%
Strongly Disagree	0.0%	0.0%	0.0%

“I believe the team I work in is led and managed effectively.”

	2017	2018	2019
Strongly Agree	53.33%	33.33%	56.25%
Agree	46.67%	55.56%	43.75%
Disagree	0.0%	11.11%	0.0%
Strongly Disagree	0.0%	0.0%	0.0%

- Staff Turnover**

**(Glenelg Support)**

2017: 14.24%

2018: 16.2% (2 very challenging people in a couple of services led to this small increase)

2019: 7.86%

Equality Reports regularly report on this area. The current rate was confirmed as being significantly below the national average which was described as being over 30%. The figures above also show that turnover has reduced even further over this 3 year period.

**(Abbeyfield)**

17/18: 31%

18/19: 24%

19/20: 24%

### **Business impact measures used by the organisation:**

- **Sustained growth of Services in Glenelg Support**

2018: 34

2019: 36

2020: 39

This has led to increased capacity and there has been the transition of 17 new people into the services.

- **Improved Ofsted Rating for Abbeyfield**

2020: Outstanding

2018: Good

2017: Good

- **Staff Turnover**

See previous results which are also relevant here.

# LIVING THE ORGANISATION'S VALUES AND BEHAVIOURS

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

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
The values at my organisation guide the way we work	49.2%	42.5%	6.7%	0.8%	0.8%	0.0%	0.0%
My organisation has clear values	52.5%	35.8%	6.7%	2.5%	1.7%	0.8%	0.0%
I share my organisation's values	63.3%	29.2%	5.8%	1.7%	0.0%	0.0%	0.0%
I challenge behaviours which don't match the organisation's values	36.7%	42.5%	10.0%	5.0%	0.0%	4.2%	1.7%
My behaviour reflects the organisation's values	62.5%	35.0%	0.8%	1.7%	0.0%	0.0%	0.0%

*“The MD’s values go right through the organisation, through everyone.” “I have never worked for an organisation before that care about the people we support as much as here.” “One of the best things I like about the organisation is the really strong values they have and that they stick to them.” “I absolutely love working here because of their values.” “Everyone wants the best for the young people. It goes right through the staff team.” “I have never come across anyone whose behaviours don’t reflect the values.”*

Both parts of the organisation have a core set of values which are embedded into the culture of the organisation. This is also an area that the Glenelg Support has further strengthened since the time of its last full assessment. When I met the client last year for the first time at the annual review visit, it was explained that their values had been reduced in number from 8 to 5. The values are; Integrity, Empathy, Respect, Positivity, Resilience. Each of the values also has a clear description of the expected behaviours linked to each value, which I viewed as part of the documentary review. Within Abbeyfield there is a Statement of Purpose which encapsulates the home’s values, a copy of which was also viewed as part of the documentary review. These relate to such things as, having a person centred planning approach, supporting partnership working, the protection of children’s rights and the commitment to delivering the best possible results and outcomes for the young people. These are detailed under the section entitled; “Underlying Principles and Ethos”.

It was encouraging to see that the values also form an integral part of a number of key people practices including; the recruitment and selection process (this includes job adverts and scenario based questioning), induction and training. A copy of the various documents/pro formas that make up

the values based recruitment process were also viewed as part of the documentary review and it was impressive to see the level of detail that this goes into. It also includes a values checklist that is sent out to candidates for them to consider. Induction slides also confirmed that the values are reinforced as part of this process. One area that Glenelg Support is currently working on is making the values more explicit within the performance review/supervision process. Once again the paperwork linked to this was viewed. This specific area was also identified as a development point from the organisation's last assessment by the organisation's previous liP Practitioner. While this is not yet fully implemented, it was still clear that the values do play a significant part in the ongoing monitoring of people's performance across the whole organisation.

It was also explained how Positive Behaviour Support (PBS) values as a model, very much underpin the whole organisation's values and are explored in both PBS and MAPA (Management of Actual or Potential Aggression) training which staff access. An example of a key decision the senior team in fact took linked to the values was to investigate in some detail appropriate training options that would really reinforce and support these. Consequently it was explained how the decision to have six instructors trained from right across the organisation to deliver the organisation's in house MAPA training was very much based on the premise of retaining the relationship with the individual and ensuring any physical intervention is always a last resort. It was further explained how the MAPA values of Care, Welfare, Safety and Security and people's values are discussed throughout the course.

While many of the staff members spoken to across the whole organisation did not refer to the values as they are listed per se, they did nevertheless use other words which have the same sentiment. For example "honesty", "treating people with dignity", "professionalism" and keeping children "safe". Including the values in the performance review/supervision processes going forward will help to reinforce the values further and make them even more meaningful for people in terms of their day to day roles.

Within this context people strongly share the values as the direct quotes at the beginning of this section clearly demonstrate. Ways in which people demonstrate them and which were described included:

- Integrity
  - o Being open and honest when applying for an internal vacancy about one's strengths but also those areas that one is less confident at performing (e.g. completion of paperwork linked to the role).
  - o Maintaining confidentiality.
  - o The senior team doing what they say they are going to do; e.g.: creating the role of senior service manager and making appropriate appointments, in order to provide extra capacity and support.
- Positivity
  - o Taking time to build a staff member's confidence back up who may have been off work with stress.
- Respect
  - o Speaking politely to people when answering the telephone.
  - o Observing people's privacy when providing personal care.
  - o Taking on board the wishes of the person being supported.
  - o Listening to team members' points of view.
- Doing the best for the young people
  - o Ensuring they are kept safe at all times.
  - o Identifying Enabling Goals and supporting the young people to achieve these.
  - o Ensuring the young people are provided with access to their education and removing any barriers here.

agree/agree that the organisation has a set of values. This figure rises to 95% when adding in the somewhat agree responses.

People are encouraged to demonstrate the values and underlying behaviours as referenced above through discussions at supervisions, performance development reviews, staff/team meetings and through ongoing training/professional development. This will again no doubt be further strengthened once they are completely integrated into the performance management system for Glenelg Support. Within Abbeyfield it was confirmed that at the end of a shift staff are encouraged to jointly reflect on their shift to identify what went well, or what could have gone better. As a result it was felt that this also reinforces shared common values and informs people’s practice. A series of behaviours which support the home’s values are also included in the performance review which people undertake and which I viewed. The communication of positive feedback received from key stakeholders is another way in which Essandore reinforces the importance of the values and this also acts as a positive motivator for people. All of this is again reinforced in the liP 38 survey where 92.5% of respondents strongly/agree to the statement “*I share in my organisation’s values.*” This figure rises to an impressive 98.3% when adding in the somewhat agree responses.

Managers and staff alike described how the organisation leads its people in line with the values and the examples described above clearly demonstrate this. In addition people at all levels could describe decisions which are taken day to day and which also reinforce the importance of the values. Examples described included:

- All recruitment decisions.
- Managing people’s performance in line with the values and picking up quickly when someone is not behaving in line with them.
- Taking on board the wishes of individuals that are being supported.

People spoken to also felt comfortable that they could speak up if they observed a colleague or line manager who may not be acting in line with the organisation’s vales. Individuals regularly spoke of knowing that there were people they could speak to if this were to happen, including being able to speak to a more senior person. That said, the majority confirmed that they had never had cause to do so. In the few instances where people had flagged things up, people felt that their concerns were listened to. A specific example was described by the senior team that related to a daily log form which had been poorly completed and as a result the staff member attended a Report Writing Refresher course. In addition it was explained how the training session and Power Point slides were then amended to include additional content around the values.

This is Essandore’s highest scoring indicator, which has achieved on overall average score of 6.4 out of 7.

**People engagement measures used by the organisation:**

- **Extracts from Employee Satisfaction Surveys**

“I feel Glenelg Support gives supported individuals the best opportunities to exercise choice and control over their life.”

	2017	2018	2019
Strongly Agree	33.33%	44.44%	56.25%
Agree	63.33%	55.56%	43.75%
Disagree	3.33 %	0.0%	0.0%
Strongly Disagree	0.0%	0.0%	0.0%

**“I believe Young People enjoy living at Abbeyfield House.”**

	<b>2017</b>	<b>2018</b>	<b>2019</b>
Strongly Agree	61.11%	65.00%	55.56%
Agree	38.89%	35.00%	44.44%
Disagree	0.0 %	0.0%	0.0%
Strongly Disagree	0.0%	0.0%	0.0%

**Business impact measures used by the organisation:**

- **Staff Turnover**

See previous results.

- **Family Survey Satisfaction Levels**

**(Glenelg Support)**

*“My family member enjoys being supported by Glenelg Support.”*

2017: 96%

2018: 100%

2019: 100%

*“I have confidence that my family member’s emotions and behaviours are supported appropriately and staff have a clear understanding of my family member’s needs.”*

2017: 96%

2018: 95%

2019: 100%

**(Abbeyfield)**

*“Overall I am pleased with the quality of support provided to the young person we have placed.”*

2017: 100%

2018: 100%

2019: 100%

*“The management and staff provide a high standard of person centred care and support for our young person.”*

2017: 100%

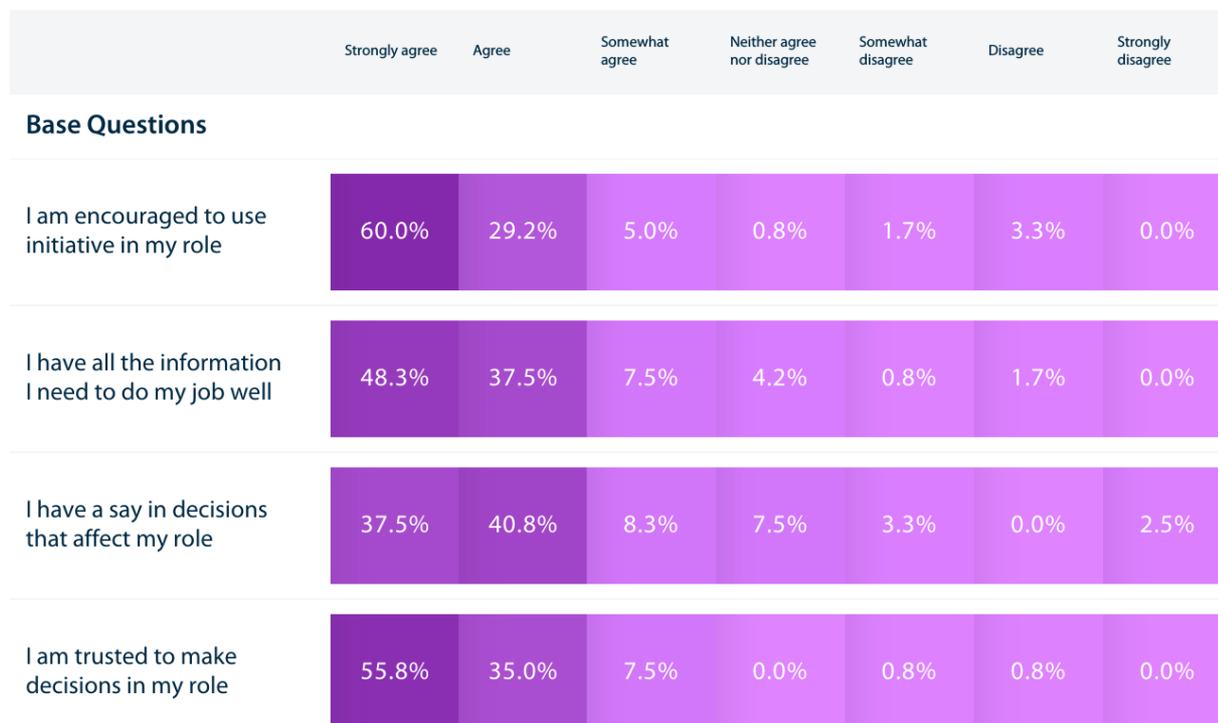
2018: 100%

2019: 100%

\*The above statistics are a combination of Strongly Agree/Agree responses.

# EMPOWERING AND INVOLVING PEOPLE

## Indicator 3: Empowering and involving people



*“We always encourage team leaders to delegate.” “We have a lot of scope to make decisions which are in the best interests of the people we support.” “I feel like I am flying in my new role!” “They always consult you first if they want you to be a part of something.” “Yes 100% I am trusted in my role.”*

People regularly confirmed that they are provided with the necessary information and guidance to be able to perform their roles effectively. This comes through job descriptions, a team leader handbook in Glenelg Support, many working policies and practices, ongoing training, a comprehensive induction for new starters (including having access to shadow shifts) and through ongoing day to day conversations with managers, team leaders and work colleagues as required.

People regularly confirmed that they are given ownership of their roles and very much felt trusted to get on and perform these. Once again this is reflected in the very positive on line staff responses to the relevant liP 38 statements. For example 90.8% of respondents strongly agree/agree with the statement; *“I am trusted to take decisions in my role.”* This figure increases to 98.3% when adding in the somewhat agree responses. The key worker role at Abbeyfield was confirmed as being integral to making decisions in the best interests of the young people and the home. Within this context it was explained how these staff members write detailed monthly reports which are circulated to key stakeholders and are included in the submission to the Reg 44 independent review carried out by the National Youth Advocacy Service.

Numerous other examples were described of responsibilities people take ownership of and decisions people take day to day that they are trusted to take which do impact on levels of performance/the levels of support they provide. Some specific examples included;

- Support workers deciding upon how the house budget is to be spent in line with financial

- procedures, or deciding what activity to support a person with.
- Identifying and delivering relevant training for team members.
- Chasing up references for new starters.
- Residential support workers being able to gauge a young person's mood and then putting in place strategies to effectively manage their behaviour, with a view to preventing an escalation.
- People in newly created roles having the opportunity to shape them.

In some instances support workers work alone without the presence of a team leader, as the team leader may be responsible for overseeing more than one service. In these instances people again felt that they were very much trusted to take appropriate decisions in the best interests of the people they support and in line with the organisation's policies and practices.

Building on the point above, decision making levels were confirmed as being clear. Essandore's structure and clearly defined job roles and responsibilities, together with the organisation's working policies and practices were confirmed as being ways through which these are clarified, as well as through ongoing conversations with managers and team leaders.

There were also numerous examples of where people have been or are currently being encouraged to take on additional responsibilities or to lead on certain activities, which in turn is allowing them to become more involved in decision making and this is building their leadership capabilities at the same time. It was confirmed that the organisation adopts the model of distributed leadership which helps to facilitate this. People also felt that they have the necessary information and resources they need to enable them to make relevant decisions and take the lead here as required. Examples included;

- Support workers each being given an additional responsibility to oversee (e.g. safety checks, car checks etc.), or being given the opportunity to organise the rota.
- People being asked to take on a mentoring role.
- Team leaders taking on an additional service to manage.
- Individuals being trained to train others.
- People taking the lead on developments in Abbeyfield such as; the development of the sensory room and garden, or the most being made of their talents by leading such things as creative arts, or taking on the role of activities co-ordinator. People being provided with appropriate budgets to develop these areas was also referenced here.
- People taking on the key worker role in Abbeyfield (this develops their organisational, communication and report writing skills).
- Staff having the ability to act up temporarily into team leader roles.
- The attendance of people on the various leadership and management development programmes and courses as referenced earlier.

It was also explained how people are encouraged to play to their strengths for mutual benefit. Examples described within Abbeyfield included an individual who has an aptitude and interest in creative arts, who now organises a Christmas pantomime together with other regular events throughout the year. Another person was confirmed as having a flair for knitting and sewing, which is now used as a therapeutic activity with some of the young people. It was explained that this has been part of a larger exercise where managers "profiled" staff during a team meeting. It was explained that this involved all staff members completing a strengths and interests proforma, which was carried out in pairs. This information is now held at the front of each individual's personnel file and has enabled managers to gain a better understanding of the teams' individual interests and skills, so that these can then be incorporated into their roles as appropriate and utilised for mutual benefit. In addition it was explained how managers use coaching techniques to empower staff to review their own performance and problem solve. It was good to establish that within Abbeyfield there are also plans to roll out coaching training to the wider staff team in due course in order to further aid people's empowerment here.

All of this was very encouraging to hear because when the right balance is struck people's performance usually improves, as individuals who have a good level of ownership usually perform better. People tend to put more effort into what needs to be delivered. This is also often a more effective way of working/use of resources, allowing managers to then concentrate their efforts on other things that need to be delivered/concentrate on more strategic objectives.

This is again reinforced in the very positive IIP 38 scores where 89.2% of respondents strongly agree/agree with the statement; *“I am encouraged to use initiative in my role.”* This figure then increases to 94.2% when adding in the somewhat agree responses.

Most people also felt that they are encouraged to identify improvements that can be made to how they are led and managed so that they in turn are able to perform to the best of their abilities. They equally believe that they are empowered to challenge the status quo in order to continuously improve the performance of the organisation and there were various ways through which people confirmed that they do this. Examples included the various staff surveys that are issued and through which staff are invited to provide feedback; through their ability to take part in various team meetings, working groups and forums, during supervision meetings and through the accessibility and approachability of managers and senior people on a more informal basis.

Building on this last point, people also felt that they are involved in decisions which have an impact on them, confirming that the organisation has a collaborative approach to this. Once again team meetings, various forums and working groups were all referenced here as ways through which this happens. There were also many examples of one to one discussions with individual staff members as appropriate. As a result, there were numerous examples described of where people have been included in decisions where they feel they have been able to make a positive difference. People also believed that this happened consistently across the whole organisation.

Some specific issues which people felt they had either been consulted on and/or had had their views and opinions listened to and acted upon included:

- Changes being made to various documents/proformas.
- Changes being made to the management structure in Glenelg Support.
- Team leaders having the option of whether or not to undertake training in Mental Health First Aid so as not to put people under pressure here.
- Changes being made to the working environment within Abbeyfield, based on staff feedback through the annual staff questionnaire (e.g.: the installation of a sensory room, greenhouse, more parking spaces and security cameras).
- Requests from team leaders to work in a different service to give individuals more of a challenge and this being actioned.
- Different people’s views being listened to during the recruitment process, including which service a new recruit might be better suited to.
- People being asked to work a different rota or provide cover as required.
- A staff member raising a concern about the extent to which one person in a household was being given sufficient attention over other members of the household and this then being acted upon.
- Key workers having their ideas listened to about ways in which to best support those young people they are responsible for.

It was explained that with the departure of the training manager from the organisation, the staff forum has had to be temporarily put on hold. Going forward it may be worth asking the group who they would like to have chair this, so people continue to feel comfortable attending and to ensure that it remains a forum that encourages open discussion.

**People engagement measures used by the organisation:**

- **Extracts from Employee Satisfaction Surveys**

*“My manager and other people in my team listen to my suggestions and opinions.”*

	2017	2018	2019
Strongly Agree	33.33%	11.11%	62.50%
Agree	66.67%	72.22%	37.50%

Disagree	0.0%	16.67%	0.0%
Strongly Disagree	0.0%	0.0%	0.0%

*“Young people are given choices and are listened to. Management and staff act upon the views and suggestions of the Young People, their parents and other stakeholders.”*

	2017	2018	2019
Strongly Agree	66.7%	60.0%	77.8%
Agree	33.3%	40.0%	22.2%
Disagree	0.0%	0.0%	0.0%
Strongly Disagree	0.0%	0.0%	0.0%

- **Staff Promotions**

**(Glenelg)**

2017/18      68.25%

2018/19      75.75%

2019.20      75.75%

**50% of service managers have been internally promoted.**

**100% of senior service managers have been internally promoted.**

**(Abbeyfield)**

2017/18      23.5%

2018/19      26.3%

2019/20      20.0%

**The current deputy manager has been promoted twice. 2 of the 3 current Team Leaders have been internally promoted.**

**Business impact measures used by the organisation:**

- **Improved Ofsted Result for Abbeyfield**

See previous results.

- **Family Survey Satisfaction Levels**

See previous results.

# Supporting

## MANAGING PERFORMANCE

### Indicator 4: Managing performance



*“We have regular supervisions.” “Supervisions are good as you can voice any concerns you may have and you also get good feedback.” “As a team leader you are more hands on here than where I have previously worked which I like because there are more opportunities for you to observe and support the staff team.”*

The organisation has a system in place for effectively managing people's performance which those spoken to confirmed they access. For new staff it was confirmed that this involves a series of structured reviews as part of the probationary review process in Glenelg Support and two weekly supervisions taken place in Abbeyfield for the first 6 months. Appraisal/performance review meetings take place annually together with supervision sessions throughout the year for all employees at all levels across the organisation. Copies of the various proformas were viewed as part of the documentary review. The robustness of these processes has also been commented upon positively in reports by external awarding bodies such as CQC and Ofsted, which I viewed as part of the documentary review. Various other reviews of performance also take place such as; service manager checks and senior service manager monitoring of the performance of service managers and team leaders. It was explained that this now includes a regular sampling of the quality of the supervisions that take place across Glenelg Support.

Performance objectives/key priorities were confirmed as being agreed during performance reviews and these are then revisited during the year as part of supervision discussions. In Abbeyfield it was explained that these objectives are informed by the needs of the young people (Enabling Goals are identified), staff needs, the Reg 44 Independent Visitor from NYAS, the various placing authorities, parents, carers and Ofsted. In Glenelg Support it was explained how staff support people by agreeing objectives that they will work on to gain some level of independence through the use of Active Support Planners and in the case of people who are unable to understand instruction/who have very complex disabilities; through using Non Task Active Support Planners. Staff spoken to regularly spoke of being engaged in this process in terms of agreeing these objectives with their line managers/team leaders.

Where people are clear about what is expected of them in this way, they are more likely deliver for the organisation. When people have also been effectively engaged in the planning process, they are more likely to be motivated to deliver what is required.

There is also a culture in place where people are largely encouraged to take on board stretching objectives and targets in line with the organisation's overall goals, where people are encouraged to go the extra mile or work above and beyond. Many of the examples described here were where line managers or team leaders had encouraged staff members to take these on board. Many were linked to individuals who were considered to lack confidence in certain areas and who were then supported and coached by managers to develop themselves further, including in some instances people studying for specific professional or vocational qualifications, or in other cases people being given the confidence to make certain decisions in the absence of a manager/team leader. Some were linked to people being encouraged to take on additional responsibilities and in doing so to develop their leadership skills, as referenced earlier. Within this context some staff spoke of the specific objectives that were agreed with the people they support as being stretching and challenging. A small number of staff spoke about how they had taken the initiative to challenge themselves by for example asking to move to another service in order to be provided with such challenge, or by deciding to apply for a team leader position. One team leader described how once an idea was suggested to their staff team by them, it was like a "snowball effect" and the team would then "run with it".

People spoken to were all aware of the different aspects of the performance management process across Essandore as highlighted above and they all described various aspects of their performance which they are measured against and receive feedback on. This included; punctuality and time keeping, how support workers behave with the people they support and whether they are meeting their needs effectively, the bonds that residential support workers form with the young people, how staff deal with aspects of challenging behaviour, how staff interact with other team members and families and the quality of the paperwork that needs to be completed. Support workers' ability to administer medication was also confirmed as being formally observed and assessed. Within the Abbeyfield PDR process a series of competencies are identified which people receive feedback on.

A very high percentage of those spoken to felt that a sufficient amount of time was invested here to help them to perform well and that they received timely and constructive feedback in relation to

their performance, with people describing a number of different examples of feedback they have received, which has then helped them to improve a certain aspect of how they work.

In this regard most people spoken to felt that they do have open and honest conversations with their managers about their performance and most people felt that their managers/team leaders were consistent in this. It was also acknowledged that the ability to have difficult conversations is a skill that also needs to be further developed for some team leaders and in this regard it does form a part of the internal leadership and management training programme. One manager spoke of how they had taken this particular module out of the programme recently to help train a team leader in this particular skill. There may also be scope going forward to further develop the organisation’s poor performance procedure that was referenced by introducing performance improvement plans (PIPs) to help facilitate these conversations. This is something I see used to positive effect in many of the organisations I work with. The organisation’s IIP 38 survey shows strong results here with 83.3% of respondents strongly agreeing/agreeing that their managers help them to improve their performance. This figure rises to 91.6% when adding in the somewhat agree respondents.

People’s behaviours linked to the organisation’s values were regularly confirmed as also being reviewed and this happens during discussions at supervisions and through the observation of people performing their roles. As referenced earlier, it was encouraging to hear that Glenelg Support is in the process of developing a revised performance review format where the values are going to be included in a more structured and explicit way. Introducing these into the supervision process so that they are regularly discussed is something to certainly consider here. One of the managers spoken to indicated that perhaps selecting one value at each supervision to discuss with the staff member may be one way of addressing this and once again this is something I have observed in other organisations.

Service manager performance monitoring was explained as having been enhanced following the management restructure in Glenelg Support at the beginning of the year. Reviews of Independence, Choice & Achievements are also completed in this part of the organisation every 3 months, a copy of which was viewed as part of the documentary review. Performance monitoring also takes the form of regular reporting on such things as the number of disciplinaries and the reasons for these including under performance/conduct and staff absence. A copy of a Business and Operations Report was viewed and also confirmed this to be the case.

If the organisation decides to introduce a more explicit PIP process as referenced earlier, one key measure of the effectiveness of the performance management system going forward could be the number of PIPs that are successfully turned around. This would give some further insight as to the effectiveness of the skills of those managers/team leaders in managing this aspect of people’s performance.

**People engagement measures used by the organisation:**

- **Extracts from Employee Satisfaction Surveys**

*“I receive support and guidance from my line manager all the time.”*

	2017	2018	2019
Strongly Agree	50.00%	27.78%	50.00%
Agree	46.67%	61.11%	50.00%
Disagree	3.33%	11.11%	0.0%
Strongly Disagree	0.0%	0.0%	0.0%

*“The Home manages challenging behaviours effectively.”*

	2017	2018	2019
--	------	------	------

Strongly Agree	61.1%	55.0%	50.0%
Agree	38.9%	45.0%	50.0%
Disagree	0.0%	0.0%	0.0%
Strongly Disagree	0.0%	0.0%	0.0%

*“Glenelg Support has extremely high standards in expectations of all employees”.*

	<b>2017</b>	<b>2018</b>	<b>2019</b>
Strongly Agree	33.33%	11.11%	50.0%
Agree	63.33%	83.33%	37.50%
Disagree	3.34%	5.56%	12.50%
Strongly Disagree	0.0%	0.0%	0.0%

# RECOGNISING AND REWARDING HIGH PERFORMANCE

## Indicator 5: Recognising and rewarding high performance



*“The organisation does show its appreciation for the work that we do.” The clap for staff video was a really nice touch”. “I do feel that my contribution is valued.” “I feel valued because of the support I get.” “It is an area that could be stronger. There is a tendency to always look at what needs improving and not what has been achieved.” “There is no appreciation shown in our team for the additional shifts you do.”*

The senior team described Essandore’s approach to reward and recognition and explained how this supports its objectives. Examples of the different strands that were referenced across both parts of the organisation included:

- Pay increments/bonus scheme for staff based in Abbeyfield when different performance milestones are achieved (e.g.: maintaining a minimum of four children in the home and maintaining a “Good” judgement from Ofsted which is now “Outstanding”).
- Pay increments for people who take on additional responsibilities.
- Employee of the month scheme (Abbeyfield).
- The payment of overtime rates (not funded by Local Authorities).
- Six weekly fund paid to every service for staff activities and housekeeping.
- A monthly prize draw which has been introduced into Glenelg Support (while not linked to individual performance, this is in recognition that the whole staff team perform at a high level).
- Long service awards.
- Support for professional development.
- Verbal and written recognition through feedback from a variety of different sources.
- Individual letters of thanks, compliments books.
- Gestures of appreciation (i.e. meals, gifts and activities to thank staff for their efforts at Christmas and to celebrate other special occasions).

- The publicising of the organisation's achievements in the local press, such as the recent Ofsted Outstanding judgement.
- An employee recruitment referral scheme.
- Various employee benefits (e.g.: discount memberships on Liverpool City Council Lifestyle Fitness Centres)
- Flexible working practices to support people's work life balance/health and wellbeing.

The senior team confirmed that the organisation also periodically reviews its approach to reward and recognition. This comes from the senior team reflecting upon this themselves and through staff feedback via such things as the staff forum. Examples of changes that have been made that were described included:

- Improvements to the working environment, as referenced earlier for staff based at Abbeyfield.
- Glenelg Support staff having been recently been signposted to the Care App and Blue Light Badge which offers people discounts at numerous retailers.
- Improvements made to the employee referral scheme in terms of enhanced payments.
- The replacement of an employee of the month scheme with a monthly prize draw in Glenelg Support, which it was confirmed was based on staff feedback.
- Some planned improvements to the employee of the month scheme in Abbeyfield (e.g.: the introduction of increasing incremental awards every 3 months).

The senior team have also sought to make changes in an effort to ensure that the reward and recognition approach is flexible and motivational for individuals and reference was again made here to a number of the examples described above. The organisation has also sought feedback from staff through its engagement surveys and the staff forum to identify if there are any other ways in which they can improve things here. Improvements made to the working environment for people at Abbeyfield is a clear example of this, as is the decision to move to a monthly prize draw in Glenelg Support. With the current COVID 19 Pandemic, the senior team also explained how they have offered very flexible working arrangements in order to accommodate staff with home schooling and childcare responsibilities and those who have also displayed anxieties in relation to the situation.

The senior team further explained that they recognise people who demonstrate the right behaviours through individual positive praise as well as thorough recognition of achievements in the organisation's monthly newsletter and during supervision discussions. This will no doubt be further strengthened in Glenelg Support when proposed changes to the performance review process/format is finalised and the values are made more explicit here.

The majority of people spoken to felt that their respective contributions were valued and could describe various aspects of the organisation's approach to reward and recognition, believing this was fair and transparent. They also felt that the organisation is a flexible and understanding employer and provided numerous examples of how people had been supported here.

Most people spoken to were also aware of what they need to do to be effectively rewarded and recognised. This includes; supporting people in line with expectations and in line with the organisation's policies and practices, as well as being flexible and willing to take on additional responsibilities or cover extra shifts when there may be staff shortages. Long service and therefore employee loyalty to the organisation was also referenced in a few instances. A small number also referenced the employee referral scheme. It should be noted however that not everybody in Glenelg Support was aware of the prize draw that has been introduced. This suggests as referenced under indicator 1 that there is scope to review how more strategic/top level information is effectively and consistently communicated to the wider staff team.

The majority of those spoken to confirmed that team and individual successes are celebrated/recognised and that this takes place for the most part consistently across Essandore. People cited such examples as positive praise and feedback being given by most team leaders and other managers as well as senior leaders. This recognition comes by word of mouth and through emails being sent to people. Achievements being published in the organisation's newsletter was also mentioned here and a couple of people also referenced the clap for frontline staff video which had

been put together recently and which was shared with the wider staff team. Within Abbeyfield the staff team have been praised following the home’s recent Outstanding Ofsted rating, and people also spoke of how they are going to have a celebratory meal once the pandemic subsides. People also received a pay increment as a result of this achievement.

There was a minority of those spoken to who did feel things could be improved here. In the main this tended to relate to the leadership style and approach of a particular service manager or team leader, where it was felt that there was always a focus on what could be improved rather than perhaps what certain teams/individuals had achieved. One person felt that there was little appreciation offered for things like when they regularly offered to take on extra shifts. The few instances that were mentioned here did appear to act as a de motivator for these individuals.

This indicator is the lowest scoring indicator overall in the liP 38 survey and interestingly the lowest statement of all the 38 statements is; *“I am rewarded in a way that matches my motivations.”* 50% of respondents strongly agreed/agreed to this statement with this figure increasing to 63.3% when adding in the somewhat agree responses. The interviews were certainly more positive than the survey results suggest. However it may still be an area that the senior team want to explore further going forward or at least keep under review, which is in fact what the good practice of the Standard also recommends.

**People engagement measures used by the organisation:**

- **Extracts from Employee Satisfaction Surveys**

*“I believe Glenelg Support values my contribution to the people I support.”*

	2017	2018	2019
Strongly Agree	26.67%	27.78%	68.75%
Agree	70.00%	61.11%	18.75%
Disagree	3.33%	11.11%	12.50%
Strongly Disagree	0.0%	0.0%	0.0%

*“I believe that Abbeyfield values my contribution to the people I support.”*

	2017	2018	2019
Strongly Agree	55.6%	75.0%	66.7%
Agree	44.4%	25.0%	33.3%
Disagree	0.0%	0.0%	0.0%
Strongly Disagree	0.0%	0.0%	0.0%

## STRUCTURING WORK

### Indicator 6: Structuring work



*“The team I am with now is the best group of people I have ever worked with.” “We always make decisions as a team.” “The positive support I get from the team is one of the main reasons I have decided to stay working here.” “The organisation’s policies make it clear what you can take decisions on and when you need to escalate things.”*

People regularly confirmed that their roles were clear so as to avoid any duplication of effort. Service managers for example have a set number of services that they have individual responsibility for and how this is structured was viewed as part of the sampling exercise undertaken for the assessment. Changes to Glenelg Support’s organisational structure earlier in the year were also felt to have further strengthened outcomes here with the introduction of the two new senior service manager roles. This is particularly in relation to there being clearer lines of accountability now. Within Abbeyfield reference was made to the key worker role, with each staff member here having clear responsibility for a specific young person.

It was confirmed that the capabilities required for each role are clearly outlined within job descriptions, examples of which were viewed as part of the documentary review. Managers and staff alike described how wherever possible roles are developed to be interesting for people and this includes people taking on additional responsibilities as required. Playing to people’s strengths, talents and interests is something that is actively considered here and there were a number of different examples described during the staff discussions. The staff profiling exercise undertaken within Abbeyfield referenced under indicator 3 is particularly relevant here also. Similarly the senior leadership reorganisation exercise is considered to have played to each member’s individual strengths. In addition it was confirmed that staff members within Abbeyfield are encouraged to attend external meetings on behalf of the home and then feedback from these. People also contribute to monthly reports, behaviour planning and Reg 44 reports. Staff members from Abbeyfield are also given the opportunity and responsibility to visit other services in order to observe

young people who may be transitioning to Abbeyfield, which in turn further develops their skills and provides an added dimension to their roles. The various approaches taken here are again reflected in the very strong IIP 38 survey scores, where 90% of respondents strongly agree/agree that their work is interesting. This figure rises to 97.5% when adding in the somewhat agree responses.

Roles are also designed to help people develop the skills and capabilities they need to progress within the organisation and there were many examples described of how the organisation does this. For example support workers have the opportunity to act up temporarily into team leader roles. Team leaders have also had the opportunity to oversee additional services in order to further build up their experience of working in different settings. Team leaders also spoke of delegating tasks to team members to give them the opportunity to broaden their skill set. For example having the opportunity to organise the rota. Team leader assessment days also provide an opportunity for people's potential to be assessed and from which people receive feedback and develop action plans so as to further support their career aspirations. Further evidence of the positive approach being taken here can be seen through the internal promotion statistics referenced at the end of this section. A number of those interviewed as part of the assessment process also confirmed how they have been able to progress through the organisation.

The organisation's structure chart was shared with me as part of the documentary review and this it was confirmed is something which is regularly revisited and revised as appropriate to ensure it remains fit for purpose, with the management restructure referenced earlier being a clear example of this. It was also explained that the role of Positive Behaviour Support in the organisation has been restructured to provide increased levels of support. This has included the recruitment of a PBS co-ordinator.

Within Abbeyfield it was explained that there has been the creation of a new role of school liaison officer who works across all of the schools that the young people attend and provides a bridge between the school and the home. It was encouraging to see that while the role was relatively new at the time of the Ofsted Inspection, it had been identified as already bringing about improvements in communication between staff at the home and those at the schools. It was also explained that the home has appointed a third team leader as a result of the impact of COVID 19. This is to ensure that the young people's needs continue to be effectively met.

All those spoken to were clear as to how their respective teams support the organisation to deliver the vision. Equally, people regularly spoke of how they pull together when needed and support each other including covering shifts. Some people within Glenelg Support confirmed that they are encouraged to work across the organisation/with other teams to share information and good practice as appropriate. Attendance at staff, team and key worker meetings, service manager workshops, as well as team leader and staff forums were all described as ways in which this occurs throughout Essandore. New staff having the opportunity to shadow more experienced colleagues was another example described here and new people felt that they were well supported by more experienced team members. Within Abbeyfield the role of key worker means that other staff members are able to approach these individuals when required, to help them to understand how to best support the young person in question.

Similarly those spoken to all felt that collaborative working in the organisation was relatively easy to achieve as a result of the open culture which exists and as a result of the organisation's working practices. Team building exercises for example were described as taking place/being discussed during team meetings at Abbeyfield and the team profiling exercise was again referenced here by some staff spoken to. Service managers, while managing a number of their own services confirmed that they do still share knowledge and practice with their peers at planning meetings and work together to come up with solutions to issues as appropriate. Within Abbeyfield separate key worker meetings have been introduced to give people more time to work together to share information in relation to the young people they support.

People also felt that they are able to create both formal and informal networks in order to maximise collaboration. For some this has again happened by taking part in team building exercises. A couple of examples were also described where people have spent time together outside of work socially and

this was felt to have improved working relationships. People coming together to access internal training programmes from different services/parts of the organisation was a further example described here. With the impact of the current pandemic, new technology is also now being further utilised here, such as the use of Zoom to help ensure that certain meetings continue to take place and the setting up of What's APP groups was also mentioned here. A number of quizzes have also been introduced in Glenelg Support to help engage the various services and videos and pictures have subsequently been shared with the wider staff team linked to the specific activities here. A few people actually commented that since the lockdown things like the quizzes had made them feel much more part of the wider organisation.

As a result, there were numerous examples described where staff have worked together collaboratively in order to deliver positive outcomes for the organisation, many of which included the many positive outcomes that have been and continue to be achieved with the young people and adults that the organisation supports. A culture of positive team working is also reflected in the responses to the liP 38 on line survey with 88.4% of people strongly agreeing/agreeing to the statement; *"My role enables me to work well with others"*. This figure rising to 97.6% when adding in the somewhat agree responses.

Job descriptions, a team leader handbook, together with the organisation's many working policies and practices make it clear what people can or cannot take decisions on and those spoken to felt that what is in place also supports them to make the required decisions in a timely manner. Specific examples of working practices and policies which people described and which they felt enabled them to take ownership of decisions included; safeguarding, risk assessments, financial procedures and medication assessments.

It was also explained that the organisation's policies and procedures are reviewed on a regular basis by a number of different people to identify if there is scope for these to be improved. Examples described of where changes have been made to policies and working practices which have then led to increased ownership and speedier decision making included:

- The introduction of the team leader handbook in Glenelg Support, (a copy of which I viewed as part of the documentary evidence provided by the organisation).
- The introduction of Enabling Goals in Abbeyfield.
- Changes to a number of different pieces of paperwork that in turn has led to more efficient ways of working/retrieval of information (e.g.: Person Centred Plans and Health Action Plans).

#### **People engagement measures used by the organisation:**

- **Staff Promotions**

See previous results.

- Looking ahead, the organisation could consider adding in a relevant statement to its staff surveys that focuses on the extent to which people feel they work collaboratively/the extent to which they feel there is effective team working in place.

#### **Business impact measures used by the organisation:**

- **Sustained growth of services for Glenelg Support**

See previous results.

- **Family Survey Satisfaction Levels**

See previous results.

- **Improved Ofsted Rating for Abbeyfield**

See previous results.

# Improving

## BUILDING CAPABILITY

### Indicator 7: Building capability



*“The quality of the training is very good. I really enjoy it.” “The training I received when I first started was very thorough. Much more so than other places I have worked for.” “They are really on it when it comes to induction!” “I had a really quick response to my job application. I felt they were very on the ball.” “Although I was nervous coming for the interview, I found it was actually a really good experience.”*

The organisation regularly reviews and supports people’s learning and development. Discussions around this were confirmed as taking place during performance reviews and supervisions, as well as during team meetings when appropriate. People’s potential is something which is also actively assessed. This demonstrates itself in a variety of ways. For example; by giving people the opportunity to act up and to take on additional tasks/duties including in some instances taking on the role of mentor. It also comes through the team leader assessment centres which were confirmed as being organised once or twice per year, where aspiring team leaders have the opportunity to undertake a series of relevant activities. This in turn allows individuals to get a feel for the role and it enables the organisation to assess people’s potential. Feedback to each person is also provided following this exercise.

Some of the key characteristics which managers described they generally look for to identify people’s

potential included; the overall quality of a person's work (e.g. the level of detail provided in person centred plans, how audits and risk assessments are carried out, the effective administration of medication etc.), their interpersonal skills, how they work as part of a team, how they interact with the people they support and their families, as well as other external people as appropriate, their ability to use their initiative and the level of enthusiasm they have for the role.

People confirmed that they are able to discuss any career aspirations they might have with their managers/team leaders with a number of individual specific examples described here. Many spoke of being encouraged to think about applying for team leader roles in the organisation or being encouraged to take on additional responsibilities and tasks to further develop the skills, as well as to study for various vocational and professional qualifications. Some team leaders also have the opportunity to take on a second service to further broaden their experience. People at all levels were also able to describe examples of learning and development which they have accessed and which they felt has been beneficial for them. Some of the examples referenced included:

- Lead to Succeed training.
- Certificate in Leadership and Management which team leaders have accessed.
- MAPA training including qualified trainers to train others in the organisation.
- Makaton training including qualified trainers to train others in the organisation.
- Mental Health First Aid training including qualified trainers to train others in the organisation.
- Various levels of vocational health and social care qualifications.
- Adverse childhood experiences training.
- Dealing with bereavement training.
- Autism training via a specific workbook.
- Care Certificate workbook.
- A variety of courses linked to specific conditions which the young people and adults display that the staff team are supporting.

People spoken to all felt that there was a good level of access to relevant training and that this was well organised, including people receiving refresher/update training within the required timescales. The organisation's liP 38 scores reinforce this with 80.8% strongly agreeing/agreeing with the statement; "*I have opportunities to learn at work.*" This figure rises to 89.1% when adding in the somewhat agree responses.

People are also encouraged to identify their own learning needs with a number of specific examples described here of learning which individuals themselves have identified and/or requested. Some of the organisation's own development programmes equally encourage attendees to take ownership of ongoing training. For example it was explained how the Certificate in Leadership and Management requires team leaders to devise their own learning action plans throughout the programme. They are also required to present to Registered Managers on the final day both their learning and how they intend to take this forward. Other examples were provided of where certain individuals have actively engaged in personal professional research to aid their understanding of certain conditions that young people and adults may be displaying and which need to be supported.

The organisation is also flexible in the way in which it develops people using innovative and flexible solutions as appropriate. People at all levels regularly confirmed that training is provided through a variety of different mechanisms including internal and external sources. Coaching and mentoring, e learning, the ability to shadow colleagues and to share good practice were other methods also described here. People who may have additional learning needs were also confirmed as being supported appropriately and this again provides another example of how the organisation is not only supportive but also flexible in its approach.

It was equally encouraging to hear that the organisation has acted on feedback from its last liP assessment and identified ways through which it can better ensure that people's different learning styles are taken into account. For example, the senior team explained how all internal trainers have now attended a "How do we learn" session covering Honey and Mumford's VAK learning styles. Another innovative approach has been the creation of a library for staff, where books are brought in from people across the organisation and these can then be booked out to encourage people to read

and relax.

A further example of how the organisation has had to be innovative and flexible in its overall approach to addressing the learning and development needs of its people has been in response to the current pandemic. The senior team explained how they have had to act very quickly here, particularly as Glenelg Support continues to grow. A member of the senior team was confirmed as having sourced an e-learning package which has since been rolled out to new staff. Abbeyfield was also confirmed as now working with a new on line training organisation called Educare and from which people have undertaken numerous training courses. This has again been particularly timely in light of the current pandemic.

The organisation also evaluates its investment in learning and development and its impact on performance in terms of how this is supporting people's progression opportunities. Previous references to the number of people that have been internally promoted across the organisation provides positive evidence here. The quality of the training provided has also been commented upon very favourably by external awarding bodies including CQC and Ofsted, examples of which I viewed from the organisation's respective inspection reports. The ability of the organisation to train up a number of internal trainers is not only a cost effective option, but also provides flexibility and an ability to tailor ongoing training to meet specific needs. The organisation was also confirmed as having recently been successfully reaccredited by the National Autistic Society, which in turn demonstrates that training linked to this area is assisting staff members to effectively support people with autism in line with the Society's recommended good practice. This is something that has also been commented upon positively during a quality monitoring visit from one of the Local Authorities the organisation does work for, which I again viewed as part of the documentary review. The number of staff that are in the process of undertaking or who have achieved relevant vocational qualifications is also monitored constantly and evidence was presented which shows that in many instances these figures are significantly higher than the national benchmark.

The senior team are also mindful of identifying what the future learning and development needs of the organisation are, so that Essandore is best placed to fulfil its vision and growth plans going forward. In addition to the leadership and management skills development already referenced, it was explained how Transforming Care has been huge on the national agenda for a number of years. Within this context and on the understanding that people needing support are likely to have more complex needs than has previously been the case, the organisation is currently looking to upskill its internal trainers with a particular emphasis on MAPA trainers. One of the organisation's senior people was also confirmed as doing a lot of work externally to help promote the organisation and its services to younger people, as this group has been identified as being key in securing the future of both Glenelg Support and the social care sector more widely. Having the necessary skills and experience to support the wider staff team's health and wellbeing has also been identified as being critical going forward and as a result Mental Health First Aid training has been attended by key personnel and offered to team leaders. As highlighted earlier in the report, there are also plans for staff within the Abbeyfield to undertake coaching skills training moving forward in order to further empower this team through solution focused thinking. As a result of all of the activities described under this indicator being in place, people spoken to strongly believed that continuous learning is part of the organisation's culture.

Recruitment and selection processes were also regularly confirmed as being a fair, efficient and effective. Factors which make this the case that were described included; a range of people being involved in the process in order to improve overall decision making. The requirement for people to carry out specific tasks as well as an interview, depending upon the role that is being recruited for was something else mentioned here. As referenced earlier a values based recruitment model is also used and since its introduction members of the senior team confirmed how the quality/calibre of candidates applying for roles has significantly improved. Essandore also operates an employee referral (recommend a friend) scheme, which is equally having a positive impact here, as the statistics at the end of this section clearly demonstrate. Job opportunities were also confirmed as being advertised internally. All the relevant paperwork linked to the recruitment process was viewed as part of the documentary review. Interviews with newer members of staff and those that have been internally promoted also confirmed that the process was fair, efficient and effective. Within Glenelg

Support a number of people that are involved in the recruitment process referenced how a lot of time and effort is put into ensuring that new recruits are matched to the right service.

This is also an area that has been strengthened since the time of the organisation's last full IIP assessment. The inclusion of people who are being supported by the organisation now being more actively involved in the recruitment process itself was something that was frequently mentioned here. The move to the values based recruitment format has also been implemented since the time of the last assessment. The employee referral scheme has equally been developed and amended over time. A member of the senior team was confirmed as having invested their time externally to help promote social care and the organisation to those who may be considering entering the sector and as referenced earlier, with a particular emphasis on young people. This person was also confirmed as being the only I Care Ambassador service manager in Merseyside. It was explained that going forward there are also plans to ask other members of staff if they would be interested in taking on a similar role as I Care Ambassadors. The current challenges posed by the pandemic have also meant that the organisation has had to adapt its approach recruitment very quickly. For example by introducing pre interview phone conversations which are then followed up by Zoom interviews using values based questioning.

Examples of new appointments that have been made and which support the delivery of the organisation's vision include:

- 2 senior service managers as referenced earlier, as part of Glenelg Support's growth plans and to create greater capacity and give service managers more time to effectively manage their services.
- The appointment of a third team leader in Abbeyfield due to the impact of COVID 19 and the need to continue to effectively support the needs of the young people at this time.
- The recruitment of a school liaison officer to improve communication between the young peoples' home and the schools that are attended by the young people.
- The recruitment of a PBS co-ordinator to build more capacity in this area as the organisation again continues to grow.

Members of the senior team confirmed that the effectiveness of the recruitment process is kept under constant review, with recruitment statistics being regularly reviewed here. A tangible example of this has been the decision to increase the reward provided to people who successfully refer a new person/people to Essandore.

The senior team also ensure that sufficient human resources are allocated to each service/the young peoples' home in order that all services/levels of support are delivered effectively and the specific examples above of the new roles that have been created are evidence of this. In addition in Glenelg Support there is an understanding of the ratio of the number of service managers to services they manage in order for the organisation to operate effectively. Similarly there is the same understanding in Abbeyfield with regards to the number of residential support workers and team leaders that are required to effectively support a certain number of young people. The organisation is also mindful of succession planning and there have been a number of examples referenced earlier in this report that demonstrate how internal promotions have been made to fulfil organisational critical roles.

#### **People engagement measures used by the organisation:**

- **Employee Turnover**

See previous results.

- **Training spend**

2018 £173,744.51

2019 £200,286.13

2020 £231,600.35

- **Training Hours**

2018 7,761.00

2019 9,468.25

2020 10,124.00

#### **Business impact measures used by the organisation:**

- **Staff Promotions**

See previous results.

- **Employee Referral Scheme (recruitment process)**

This has resulted in a significantly higher percentage of applicants being selected from this scheme than from other forms of recruitment year on year.

2018 93.33% success rate vs 45.60%

2019 82.50% success rate vs 47.87%

2020 92.00% success rate vs 52.0%

This is also within the context that in 2 of these 3 years the number of referrals/applicants from the in house scheme compared to applicants applying from elsewhere is significantly higher.

2019 144 applicants as compared with 94 from elsewhere.

2020 67 applicants as compared with 25 from elsewhere.

# DELIVERING CONTINUOUS IMPROVEMENT

## Indicator 8: Delivering continuous improvement

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Base Questions</b>							
I look for improvement ideas from my colleagues	43.3%	43.3%	5.8%	5.0%	0.0%	1.7%	0.8%
I am encouraged to improve the way I do things	29.2%	45.0%	12.5%	8.3%	1.7%	1.7%	1.7%
I am responsible for improving the way we do things	25.0%	40.0%	23.3%	8.3%	0.0%	3.3%	0.0%
I am trusted to try new approaches in the way I work	35.8%	43.3%	10.8%	8.3%	0.8%	0.0%	0.8%
<b>Optional Questions</b>							
My ideas are listened to	33.3%	35.0%	18.3%	8.3%	2.5%	1.7%	0.8%
I work with others to come up with new ideas	39.2%	44.2%	9.2%	5.0%	0.0%	1.7%	0.8%
I am encouraged by my manager to come up with new ideas	37.5%	38.3%	15.0%	5.8%	1.7%	0.8%	0.8%

*“We are always encouraged to come up with new ideas to best support our young people.” “I have seen the home go from strength to strength which is why I stay.” “We regularly come up with ideas at our meetings and they are mostly implemented.”*

The senior team regularly evaluates the people practices which are in place and makes improvements here as necessary, numerous examples of which have been highlighted throughout this report. The senior team also assess the impact of these people practices on the organisation’s performance and once again the organisation has provided a range of data which demonstrates this in a number of areas. This is in addition to the qualitative evidence also provided throughout the report. Much of this information was also confirmed as being regularly reported on through a series of reports and data sheets, copies of which were viewed as part of the documentary review.

Information from internal and external sources is also used to continuously improve how Essandore manages and develops its people. Internally this includes; the analysis of employee satisfaction surveys which have been in place for a number of years. It also comes through people being able to share ideas and opinions during the various group meetings and forums that take place and during supervisions as necessary. This is in addition to the senior team reviewing the organisation's various people policies and practices on a regular basis and making relevant adjustments here when deemed to be necessary, examples again of which have been described throughout the report.

From an external perspective, the organisation has acted on or is making progress with the various development points from its last liP assessment and these have been documented in both Annual Review Reports (at 12 & 24 months) following its last assessment. Other improvements that have been made to people practices based on external influences have included the implementation of the values based recruitment process as referenced previously. Making more effective use of things like Zoom screening interviews as part of the recruitment and selection process has also been identified as something that the organisation will continue to move forward with, as it has been identified as a more efficient use of time. How Essandore supports the mental health of its staff team has also been strengthened through a significant investment in Mental Health First Aid training.

Senior people/some managers also confirmed how they look outside the organisation/take learning from the external environment and implement this as appropriate to benefit different aspects of the organisation's performance, not just its people practices. This was less evident amongst the wider staff group. Essandore is subject to a number of different external audits and assessments from a range of organisations, the outcomes of which are then taken on board as appropriate. For example, changes made to daily reporting systems based on feedback from the National Autistic Society assessments and tighter processes for collecting and recording data based on feedback from Ofsted. A review of some of the extracts from these various reports shows how Essandore is recognised as having a culture of continuous improvement in place. Business plans also identify that one of the key strategic objectives is to "*Exceed the requirements of fundamental standards.*" As referenced previously Abbeyfield also undertakes Reg 44 visits and takes learning from these as appropriate.

Members of the senior team also explained how they are keen to work with external bodies to further develop practices. References previously made to the approach being taken to promote the organisation's services and the social care sector in general to younger people, with a view to encouraging people/younger people to work in this area is a case in point. Another example here has involved the training and development manager putting Glenelg Support forward to be part of a research project for the Adult Social Care - Workforce Data Set, which has replaced the National Minimum Data Set. It was explained that this was with a view to ensuring that the organisation was fully involved in using the system to generate its own information regarding the workforce and then being able to benchmark itself against other providers. It was also confirmed that the PBS manager is currently looking to become an NAS review officer, where she will go out to assess other external providers with NAS to help develop systems for those organisations. Abbeyfield also liaises with the range of schools that the young people attend and a school liaison officer post has been created to further support this area.

People regularly described how they are encouraged to improve their own performance and this comes through discussions at probationary and performance reviews, supervisions and at team meetings. People equally confirmed how they are encouraged to try new approaches and learn from mistakes. The ability to self reflect at the end of a shift for example by staff working at Abbeyfield is one example of this. People also spoke of being encouraged to take time out to reflect following any significant incidents that may occur in the services. Another example was provided of where one particular service has tried a variety of different management structures, all with a view to ensuring the appropriate levels of support are provided to the people living there and so that the staff team can work effectively. This is reinforced in the liP 38 survey results, where 79.1% of respondents strongly agree/agree that they are trusted to try new approaches to the way they work. This figure rises to 89.9% when adding in the somewhat agree results.

Training was confirmed as being provided following instances where people may not be performing in line with policies and practices, or where staff may need their confidence building. The example

referenced under indicator 2 linking to the incident of poor report writing is another case in point, where training was provided for the individual in question and the training content of the course was also amended.

People also spoke about how they are encouraged to share their learning and experience with colleagues in order to improve overall levels of performance through increased knowledge and understanding. As referenced earlier there are a number of internal trainers in the organisation; new staff are required to shadow more experienced colleagues; new team leaders are provided with a mentor and there are a range of different meetings, forums and workshops that various groups of people attend, all of which further helps to facilitate this.

Most people confirmed that their ideas and suggestions are also regularly sought, with respect to improving ways in which Essandore and its teams operate. There were a number of different examples provided of where people have worked together to improve various working practices and related templates or proformas. This has included the updating of Person Centred Plans to include Positive Behaviour Plans for those individuals that may require support from the PBS manager. Team leaders were confirmed as having been consulted here. Another example referenced linked to the bespoke RICA document which has been revisited and the process amended to now include another slightly different document - a Person Centred Plan Evaluation, with both documents providing important and different information for service managers, who were also involved in developing the revised approach here. The majority of people spoken to felt that their ideas and suggestions were acted upon quickly and did feel listened to. Examples were provided of different solutions that staff teams have come up with, tried and then evaluated in order to improve specific outcomes for the people they support.

People at all levels also also felt that they are encouraged to take reasonable risks/think outside the box within the context of continuing to improve how people are supported/to take Essandore forward and they feel that this is something senior leaders both encourage and demonstrate also. Some examples described included:

- The decision to appoint and pay for 2 rather 1 senior service manager as part of Glenelg Support’s growth plans.
- Numerous examples of teams identifying ways of enabling young people and adults to achieve their personal goals by being creative in their approach and removing barriers wherever possible and when it is deemed to be safe to do so.
- The decision to tender for/support some very challenging people because of the desire to want to make a difference to the person’s quality of life.

Managers were also confirmed as having led an innovative project to extend the facilities for young people and their families at Abbeyfield, following consultation with the home’s staff team, the young people and their families. This included a permanent structure in the garden which provides space for contact with families, a cinema, an additional play room for the young people and an office space for managers. This was further recognised through an article in the local press.

**People engagement measures used by the organisation:**

- **Extracts from Employee Satisfaction Surveys**

*“My manager and other people in my team listen to my suggestions and opinions.”*

	2017	2018	2019
Strongly Agree	33.33%	11.11%	62.50%
Agree	66.67%	72.22%	37.50%
Disagree	0.0%	16.67%	0.0%
Strongly Disagree	0.0%	0.0%	0.0%

*“Young people are given choices and are listened to. Management and staff act upon the views and suggestions of the Young People, their parents and other stakeholders.”*

	<b>2017</b>	<b>2018</b>	<b>2019</b>
Strongly Agree	66.7%	60.0%	77.8%
Agree	33.3%	40.0%	22.2%
Disagree	0.0%	0.0%	0.0%
Strongly Disagree	0.0%	0.0%	0.0%

# CREATING SUSTAINABLE SUCCESS

## Indicator 9: Creating sustainable success



*“I can honestly say this is the best place I have ever worked.” “It is the best decision I made coming to work here. I don’t see myself leaving until I retire.” “Deciding to come and work here was the best thing I have ever done!” “Any changes we are always kept up to speed with.” “We are told about changes but the reason why is not always explained.” “I would say we are told about any changes in a timely way but explaining the reason why the change is happening could be better.”*

Essandore has identified a set of future priorities that it wants to achieve as part of the business planning process described under indicator 1. As also referenced under indicator 1, the extent to which staff at all levels were aware of what these are was more mixed and particularly so in Glenelg Support. Consequently there is scope for the organisation to consider how this information can be more effectively and consistently communicated to the wider staff team.

People confirmed that they are involved in planning within their respect teams, through the various meetings that have been described throughout the report. This has involved discussions linked to improving ways of working and how to best achieve the various outcomes for the people that are being supported. In the case of Abbeyfield this has also included planning linked to making improvements to the home’s physical environment.

People also have a confidence in the senior team to take the organisation forward and this is very much based on what collectively Essandore has achieved to date. The senior team also provided examples of how they endeavour to keep themselves updated and seek to work in partnership with other key stakeholders when appropriate, in order to ensure the future sustainability of the organisation and adapt to external changes as required. This has included:

- The organisation’s business and operations manager being involved with the Liverpool’s Safeguarding Adults Group which has resulted in him working on the Keep Me Safe Group.

- This same senior manager was confirmed as being signed up to a company called Resource 360 who offer free webinars on recruitment issues, as well as networking events, which in turn have informed improvements to Glenelg Support's recruitment practices and retention strategy. This person has also enrolled on a "How to Build an Effective Workplace Wellbeing Course." This is with a view to further enhancing staff wellbeing.
- The registered manager of Glenelg Support is a paid member of the Skills for Care Manager Network and receives regular updates from the network.
- The registered manager of Abbeyfield is a qualified coach.
- New senior service managers have attended the Lead to Succeed development programme to help prepare them for their new roles.

In addition to these examples and as referenced earlier, the organisation's business and operations manager has been actively working to promote social care and Glenelg Support specifically to those who may be considering a career in the sector. This senior manager was also confirmed as having attended recruitment events at Edge Hill University and had been planned to deliver a presentation to students at St Helens College, many of whom are signed up to the Diploma, prior to the pandemic; something which has now had to be put on hold in light of the current circumstances. As referenced earlier, attracting younger people to the organisation and effectively retaining these individuals has been identified as a key strand of Glenelg Support's future growth plans.

The senior team are also very clear as to who their key stakeholders are and these groups and individuals also help to shape the organisation's strategy. The young people and adults the organisation supports together with parents, other relatives and carers are all pivotal here, as is the whole staff team that make up Essandore. Externally the organisation also engages with many other stakeholders who similarly have an impact here, many of whom have been referenced earlier in this report. For example; Local Authorities, Ofsted, CQC, NYAS and the schools that the young people attend. Within both business plans, one of the key strategic objectives is to be at the forefront of future provision and to work in close partnership with Public Sector Authorities.

The organisation also ensures that it makes the most of people's talents and employs a diverse workforce, as has been referenced previously. This is also monitored through Equality Reports and data sheets, copies of which were viewed as part of the documentary review. As again described earlier, staff that have additional learning needs are supported in a variety of ways with their learning and development. It was further confirmed that with respect to recruitment within Glenelg Support, the organisation employs an above average figure of staff with a disability. The number of people who are being supported across Essandore to achieve various vocational qualifications is also above the national average in many instances.

The organisation was also considered to be a responsible employer in how it leads and manages its employees. There were many examples described of how this is demonstrated to staff in terms of ensuring that their health and wellbeing needs are met and particularly so during the current pandemic, where people feel well supported and believe that their safety is taken very seriously. Once again the decision to invest in Mental Health First Aid training is further positive evidence to support this.

Essandore also does a number of things to give back to the wider community including; supporting people who raise money for certain charitable causes that are important to them. Reference was also made by a small number of people within Glenelg Support to a member of staff whose partner is linked to a school in India and how a goody box located in the main office at Aintree is used to allow people to make voluntary contributions to support this. Other activities such as the 3 Peaks Challenge and a sponsored abseil were also referenced by the senior team. One staff member spoken to was also aware of the organisation sponsoring a children's rugby team which has a number of autistic children in the team.

In addition, the business and operations manager was confirmed as working with an Employment Coach in the Economic Development Team at St Helens Council to access funding to get young people into the care sector by offering pre-employment training. It was also explained that he works with Innovative Alliance, a similar scheme that operates across the Liverpool and Sefton areas. In addition, the same senior manager does a lot of work with both the Liverpool Social Care Partnership and Liverpool in Work, both of which provide pre-employment training and focus on less affluent areas and other key groups to help get people back into employment. It was also highlighted how the organisation has had a positive long term working relationship with Edge Hill University and through which the organisation offers a number of placements to student nurses across the various supported living services, something which one member of staff spoken to also commented upon. Abbeyfield has provided opportunities for people to volunteer (subject to the mandatory checks being carried out) and this led to it accepting an A Level student. It would however be true to report that the majority of these examples were described by senior leaders in the organisation. There was less awareness by the wider staff team spoken to, with a few exceptions. Many were not able to confirm that they were involved in any relevant activities.

With respect to how changes are led and managed in the organisation, the majority of people spoken to confirmed that they felt change was led and managed well with respect to the timeliness of the communications here and for the most part the reasons why changes needed to take place. The various meetings which occur right across Essandore were confirmed as being times when any key changes are planned for and discussed with relevant people. Plans to accommodate an additional young person at Abbeyfield and the management restructure in Glenelg Support with the appointment of two senior service managers were two examples referenced here. Within services people spoke about changes to paperwork being communicated to them in a timely manner, although a minority of those spoken to in Glenelg Support did indicate that they did not always feel that the reasons why some of these changes were taking place were explained.

The senior team confirmed that they do reflect on their approach to leading and managing change in the organisation and take learning from this. For example learning has been taken in terms of the best way to manage the planned growth of Glenelg Support (i.e. not to grow too big too quickly) and how to effectively manage and organise the opening of new services.

A number of people are also engaged in planned changes as appropriate in order to get their buy in to what needs to be delivered. For example requesting certain team leaders in Glenelg Support to trial proposed new paperwork and staff at Abbeyfield being involved previously in identifying how the home could better record the required data as recommended by Ofsted.

Finally, people spoken to feel the organisation is a very good employer and a good place to work and people clearly enjoy what they do, as a number of the quotes at the beginning of this section demonstrate. All of this is once again reflected in the on line survey scores where 83.4% of respondents strongly agree/agree with the statement, “My organisation is a great place to work.” This figure rises to 96.7% when adding in the somewhat agree responses. The fact that the organisation as a whole has low staff turnover is another positive indicator here. It was also noticeable that newer people often compared their experiences of working for Essandore very positively as compared to where they had worked previously.

**People engagement measures used by the organisation:**

- Extracts from Employee Satisfaction Surveys

“I enjoy working within Glenelg Support.”

	2017	2018	2019
Strongly Agree	46.67%	33.33%	62.50%
Agree	53.33%	61.11%	37.50%
Disagree	0.0%	5.56%	0.0%

Strongly Disagree	0.0%	0.0%	0.0%
-------------------	------	------	------

No numerical data for the similar statement included in Abbeyfield’s survey. However comments were provided from those completing the survey in relation to this area, which were all extremely positive.

- The organisation could consider including an additional question/statement in its staff surveys that gauges to what extent people feel that change is led and managed well in the organisation.

**Business impact measures used by the organisation:**

- **Sustained growth of services for Glenelg Support**  
See previous results.
- **Improved Ofsted Rating for Abbeyfield**  
See previous results.
- **Staff Turnover**  
See previous results.

# Annex 1

## Diversity and inclusion (optional set)

	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree
<b>Optional Questions</b>							
My organisation has a culture where everyone feels respected	47.5%	34.2%	5.0%	7.5%	3.3%	0.8%	1.7%
I feel able to balance my work and personal life	41.7%	27.5%	17.5%	7.5%	5.0%	0.8%	0.0%
My organisation treats everyone as an individual	45.8%	33.3%	11.7%	5.0%	2.5%	0.8%	0.8%

**INVESTORS<sup>TM</sup>  
IN PEOPLE**

Want to get in touch?

[enquiries@iipnorth.co.uk](mailto:enquiries@iipnorth.co.uk)