



Subject: <b>Continuous Improvement</b>	Number: <b>POL00117</b>
Approved by:	Type: <b>Policy</b>
<b>Managing Director</b>	Effective: <b>September 2022</b>
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	Effective: <b>September 2023</b>

**1. Objectives**

The Robert Holme Academy (RHA) is committed to the ongoing improvement in policy, procedures and working practices to enhance performance in everything we do. We work with all members of staff and other stakeholders to promote an open and proactive attitude performance improvement in all aspects of the work we undertake.

Our continuous improvement strategies are closely aligned to our mission statement where we aspire to the highest standards and achievement of results by fostering a collaborative environment for students and staff with learning and growth at the foundation. The overall process for continuous improvement is based on the iterative plan, do, check, act cycle.

Wherever possible continuous improvement activities are based on objective measures of performance. However other inputs may be used to drive improvement. These include, but are not limited to, feedback from staff, results of assessment and audit, along with recommendations from stakeholders.

Policies are reviewed not less than every year or in the light of legislative or substantial organisational change and feedback through continual improvement.

**2. Scope and Applicability**

This policy is applicable to all members of staff and mandates the practices necessary to promote ongoing improvement in all aspects of work at the Robert Holme Academy.

The policy and procedures identified within this document apply to all possible opportunities for improvement. These include, but are not limited to:

- academic performance and results;
- attendance;
- student behaviour;
- reputation, feedback and possible complaints from stakeholders;
- feedback and recommendations from staff;
- feedback from students;
- compliance with regulation and operating standards;
- compliance with process and procedure;
- risk and exposure, etc.



### 3. Procedure

#### 3.1 Responsibilities

##### 3.1.1 Responsibilities of the Managing Director

The Managing Director has overall responsibility for continuous improvement within the Robert Holme Academy. In this capacity, the Managing Director will:

- co-ordinate the implementation of continuous improvement policies and practices and monitor their effectiveness in meeting obligations;
- make adequate provision for necessary continuous improvement training and resources to ensure that improvements are identified and implemented effectively;
- encourage staff and other stakeholders to contribute to continuous improvement efforts and foster a working environment where all opportunities for improvement are taken seriously;
- review ongoing continuous improvement efforts and ensure that plans and actions are fully implemented.

The Managing Director also personally delivers continuous improvement training during the induction program for new members of staff.

##### 3.1.2 Responsibilities of the Headteacher

The Headteacher has a primary responsibility for the implementation of continuous improvement practices and for monitoring their effective implementation on a day-to-day basis. The Headteacher therefore:

- ensures sufficient staff are adequately trained in continuous improvement related policies, procedures, systems and working practices;
- sets objectives, establish measurements and monitor trends in performance providing input to drive improvement;
- identifies adverse trends in performance and establish root causes, along with other stakeholders, to drive corrective action and stimulate improvement;
- briefs staff on performance trends along with actions and changes in policy, procedure and working practice supporting continuous improvement;
- maintains continuous improvement plans (School Improvement Plan) and monitors the status actions (in conjunction with the Managing Director) to ensure completion within expected timeframes;
- reports performance trends to the Managing Director.

##### 3.1.3 Responsibilities of all Staff

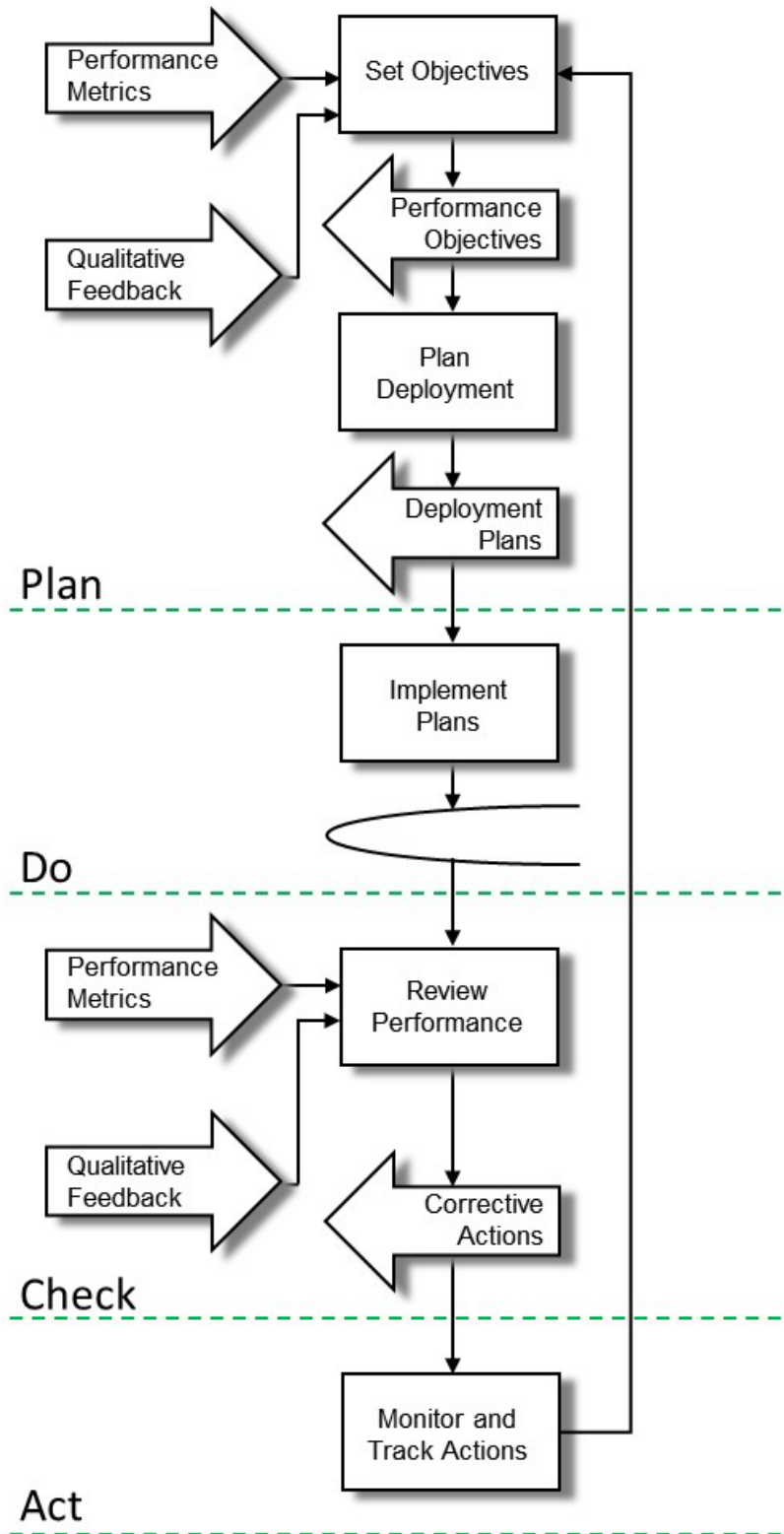
All staff are responsible for making sure that they are aware of, and comply with, continuous improvement policies and procedures.

Similarly, all staff are encouraged to provide feedback along with recommendations for improving performance on an ongoing basis.

Staff are also expected to fully commit to changes in policy, procedure and working practices supporting continuous improvement.



3.2 Process





### 3.3 *Set Objectives*

Performance of the school is monitored on a continuous basis and objectives are set to drive ongoing improvement in all aspects of operation including:

- business performance
- academic achievements;
- attendance and timekeeping;
- staff satisfaction, engagement and development;
- regulatory compliance;
- client feedback and satisfaction; etc.

Current performance metrics and feedback is taken into consideration and is used to identify the areas where performance improvement is necessary along with the targets for improvement based on ‘SMART’ objectives (below). Objectives are likely associated with a variety of processes and, wherever possible, flow from the overall goals for the school which are defined in the CLEAR mission statement.

As with any organisation, the definition of objectives are ‘SMART’. This means they must be:

1. **Specific** – where the definition of the objective must be clear and unambiguous to allow for **effective measurement, tracking and evaluation.**
2. **Measurable** – a straightforward and clear measurement is used such that progress and achievement of the objective can be evaluated objectively.
3. **Achievable & Assignable** – while it is useful to set ambitious targets stakeholders, including staff and pupils, must feel that an objective is achievable to engage fully with the tasks necessary to meet the objective. Individuals must also be aware of and agree their responsibilities with respect to given objectives, irrespective of whether the objective is assigned specifically to an individual or is shared across multiple stake-holders or even the whole school.
4. **Realistic** – similarly stakeholders must also feel that the objective can be attained with the resources available, the timescales proposed (below) and with consideration to other likely dependencies.
5. **Timely** – a timescale is set for objectives such that overall achievement can be determined and progress towards goals can be monitored.

### 3.4 *Plan Deployment*

Objectives are analysed to determine the tasks and activities necessary to meet the objective. For certain objectives, this may be limited to a few tasks, such as minor changes to policy and procedure. For larger objectives, this may include a further work breakdown and formal plan and schedule of sub-tasks such that progress can be monitored effectively.

Plans also take account, as necessary, of the resources necessary to meet objectives. This may include financial commitments, time, stakeholder involvement and other dependencies that must be taken into consideration to meet the objective. Specific responsibilities are assigned where multiple stakeholders are engaged in planning activities.

Methods for monitoring progress and status are defined, along with an outline of the measurements and metrics used to assess status and progress.



**3.5 *Implement Plans***

Tasks and individual plans are implemented according to assigned responsibilities. For larger objectives, activities contributing to an overall objective may be assigned to a number of stakeholders. In some cases, completing larger objectives may also include the engagement of outside suppliers including the purchase of additional resources and the use of sub-contract suppliers.

Other objectives may only require minor adjustment to policy and processes, but may take some time to influence performance depending on the cycle time of the process.

Wherever possible performance is monitored objectively during the deployment phase of the process to allow progress to be evaluated. This typically involves the collection of metrics and measurements, along with appropriate analysis.

**3.6 *Review Performance***

Performance and the status of improvement plans are reviewed on a regular basis, not less than every term. Reviews include an assessment of progress against plans, along with progress towards expected goals and overall objectives. Wherever possible, reviews involve all stakeholders and may include staff, students, parents, etc.

Actions are identified where progress deviates from plans and are recorded, along with assigned responsibilities and targets for completion. Care is taken to ensure actions are communicated effectively to ensure stakeholders understand their responsibilities with respect to the actions.

**3.7 *Monitor and Track Actions***

The status of actions are monitored to completion.