

**CUSTOMER
SERVICE
EXCELLENCE**



The Government Standard

**CUSTOMER SERVICE EXCELLENCE
CONTINUOUS COMPLIANCE REPORT**

for

**ST JAMES THE GREAT ROMAN
CATHOLIC (VA) PRIMARY &
NURSERY SCHOOL**

on behalf of



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1. Key Information

Assessor Name	NEIL POTENTIER
Visit Date	15/06/11
Assessment Reference No:	11/0941

2. Assessor's Findings

2.1 Front Line Service Delivery

All staff at St James are considered to be front-line delivery staff as all engage with the pupils (customers). The reception, admin and Senior Management team also engage more with parents (customers) and all parties have a positive customer ethos and attitude which is embedded right from the recruitment stage. Recent training in Restorative Approaches has equipped relevant staff to deal with awkward pupils (customers).

2.2 Levels of Complaints and Satisfaction

Complaints are down from the previous year and are of a minimal nature and end of year surveys and an Analysis of Report Comments show high levels of satisfaction from pupils and parents respectively

2.3 Progress Made

3 of the 4 Partial Compliances from 2010 have been closed out due to actions taken and inroads have already been made to the remaining area of Partial Compliance, but Senior Management were honest to admit that their efforts so far had not rectified all activities related to the element

2.4 Issues Which May Affect Certification

There are no issues which affect certification and the Assessor was re-assured that the Board of Governors would show an ongoing commitment to Customer Excellence despite the current economic climate

3. Additional Information

The School may pursue Academy status and this will raise the bar still further in terms of the need for Customer Excellence and Senior Management are looking to achieve areas of Compliance Plus at future reviews in order to drive through continuous improvement

3.1 Criterion 1 – Customer Insight

St James the Great continue to meet this Criterion by building on the approaches and methods identified at their last review. Profiling remains strong with St James having an excellent insight of their existing and potential pupils and building on the initial insight by continually adding information. The policy for engagement is particularly strong with the School Council of elected pupils at the heart of all decisions. This has been added to with specific pupil; groups for ECO and road safety issues. The end of term survey continues to produce regular, timely and reliable data and the publication of results shows continuing excellent performance. In turn this facilitates the creation of stretching targets in all areas of activity. The School have added to its range of services with SEAL

(Social & Emotional Aspects of Learning) and are being bold and proactive in attempting to measure the emotional climate within the School.

There are no areas of Partial Compliance in this Criterion

Strengths

- The School Council (now added to with the ECO and Road Safety Councils) are effective methods of customer engagement
- Pupils were involved in the recruitment of School Improvement Officer and invited to ask questions at interview
- Pupils were also involved in drawing up a job description for a Dinner Lady
- A Food Survey has been conducted leading to an improvement in the range and quality of food
- User access channels have been reviewed and pupil and parent preferences for how information is communicated have been identified
- The above has led to improvements in the web site and the use of text messaging
- Ownership of part of the web site has been given to the Friend's Association

Areas for Development

- You may wish to set 2 or 3 definitive Key Performance Indicators for the areas of pupil, parent and staff satisfaction. You could either use the end of year survey and formulate this into numeric data or use the Analysis of Report Comments to create a mechanism for monitoring the Key Performance Indicators. Any results should of course be publicised.

3.2 Criterion 2 – The Culture of the Organisation

The culture of the organisation remains the same (if not better) than at the previous assessment with pupils and parents at the heart of everything. A customer-focussed ethos is displayed by all who see themselves as all serving the customer (pupil). The School's mission, aims and values mirror the ethos and recruiting people with these attributes is integral to the philosophy. Recent improvements have been made by way of a staff attitude survey and training in Restorative Approaches has enabled many to deal with awkward customers. The Assessor interviewed one of the School's Governors who reiterated the corporate commitment to Customer Service Excellence in stating that the cost of this review was not questioned despite the current economic climate. There are 7 new policies and procedures to support staff including ones on Data Protection and Confidentiality and the School continues to be an Investor in People which demonstrates that reward and recognition are good and allied to best practice.

There are no areas of Partial Compliance in this Criterion

Strengths

- Use of Restorative Approaches training to equip staff with the skills to deal with awkward pupils
- The new Confidentiality Policy gives staff effective guidelines and was created via consultation with parents
- The commitment to Governor Mark further demonstrates the commitment of the School's leaders to continual improvement and an early self-assessment reveals a potential 90% coverage of the standard with the Governor's desirous to make-up the remaining 10%

- A new staff attitude survey has been piloted and identified how much people agree/disagree with the recent Ofsted report. This has already identified areas to address such as staff training and involvement in the School's aims and objectives

Areas for Development

- You have recently revised the Staff Handbook and in future revisions you may wish to include any Key Performance Indicators and a reference to the Customer Excellence Standard. This would firstly place meaningful KPIs at the heart of the School and encourage accountability. Secondly, this would embed the customer ethos still further.
- You may wish to raise the bar on your people development ethos (particularly relevant from some of the negative comments in your staff attitude survey) by considering Investors in People Bronze, Silver or Gold accreditation
- Consideration may also be given to adopting peer observation and feedback for all of the Board of Governors. This would lead to more meaningful personalised development programmes being created for Governors. It would also provide a meaningful piece of evidence towards Governor Mark and fit in with the desire to maximise inputs from Governors.
- Repeat the Staff attitude survey to see if improvements have been made and consider using this to set a KPI on staff morale

3.3 Criterion 3 – Information and Access

An extensive range of leaflets and a refreshed web site make information on services available to pupils and parents and a recent exercise has helped determine preferences and identified that many still prefer a paper-copy. Methods of communicating information have been added to with the innovative use of text messaging for such things as school closures. The exercise also helped review if the information sent was accurate with recipients revealing that they understood the information. Parents are warmly encouraged to visit the School and talk face-to-face and the Assessor witnessed several instances during his visit. The premises are clean and friendly and the overall atmosphere is one of a happy school with polite pupils and friendly staff. Coordinated services exist with the Friend's Association and the Sports Partnership and the School works with other local schools in partnering arrangements to improve performance.

Element 3.3.2 relating to how customers interact with the School has been closed out as a result of the exercise undertaken to evaluate communication channels

Element 3.4.1 remains an area of Partial Compliance as Senior Management openly admit that whilst they can measure the benefits of partnering arrangements with other schools, they still need to be able to more accurately measure the benefits of other partnering arrangements. Whilst they feel these are harder to monitor it may be prudent to look at engagement levels to see if these are beneficial.

Strengths

- The exercise to review communication channels has led to improvements and confirmed customer preferences
- Working with partner schools to improve their performance had benefited the wider community
- The innovative use of text messaging as a further means of communicating information
- The creation of a Food For Life Partnership

Areas for Development

- Continue to look at how you can more accurately measure the benefits of all partnering arrangements and publicise your findings.
- You should evaluate text messaging particularly to see if receiving messages is effective. Issues relating to network coverage and mobile phone settings may effect the ability for some parents and pupils to receive messages

3.4 Criterion 4 – Delivery

Challenging standards are in place for all aspects of performance including success rates, recruitment levels, pupil and parent satisfaction, etc. The objectives in the Ofsted Action Plan are in SMART terms and are challenging in terms of raising the bar and the School have recently set about addressing an area of performance (success rate at Key Stage 2) which was slipping. New approaches such as targeted teacher assessments have been put in place to reverse the decline. The School excel in exceeding its Data Profile and meet (or exceed) all other standards and targets. Recent consultation with parents has led to an agreement of what they can expect in terms of data and confidentiality and an Analysis of Reports shows that the School has delivered on its promises. Performance is benchmarked both locally and nationally with St James showing a very favourable 'league-table' performance, The School has adopted and learnt from best practice with the SEAL initiative being a prime example of improving how they identify emotional intelligence and then promoting this to other schools via appropriate networks and events. Similarly. the Schools new ECO Council have adopted best practice which has culminated in a Green Flag award (the only one locally). The complaints procedure has been reviewed and improved to include aspects of timeliness and all complaints are now followed up to see if the outcomes were satisfactory. Senior Management feel that all complaints have been dealt with impartially, fairly and successfully.

Element 4.3.5 has been closed out as an area of Partial Compliance as a result of a review of the complaints procedure. The revised procedure now includes aspects of timeliness

Element 4.2.4 is now an area of Compliance Plus as the School have been proactive in using best practice such as SEAL, ECO, Food For Life and School Partnering. They have received awards for their efforts and publicised results and helped other schools learn from their own experiences.

Strengths

- Male (boy) literacy is exceeding local and national benchmark targets
- SEAL is a particularly good example of best practice and innovation in a particularly sensitive and nebulous area
- Exceeding Data Profile
- RAISE online drills down to finite areas to reveal very favourable performance data
- Attendance performance exceeds local and national levels
- SEF (self-evaluation) targets are set in conjunction with School Improvement partners
- Green Flag Award as a result of the efforts of the pupil-based ECO Council

Areas for Development

- Continue to look at how you can take the School apart and break it into its component parts so as to look at how each part interacts with one another. This may lead to the creation of internal customer networking

- Look at how the Road Safety Council can learn and share from best practices and what services they can create and deliver

3.5 Criterion 5 – Timeliness and Quality of Service

Timeliness criteria have been set for all aspects of communication and have been recently extended to include time-frames within the (revised) complaints procedure. A photographic school organisation chart helps identifies relevant people for customer contact and when visiting the School parents are quickly signposted to the most appropriate person. All customer information, including feedback of surveys and performance data is shared amongst staff, partners and with the customer via annual reports of school performance. Examples include Group Analysis by Category Attendance Reports and RAISE online. A friendly, welcoming customer approach means staff are quick to help if a pupil or parent does not get the information or service they need. In these instances staff are quick to point out the likely timeframe. Staff adopt a similar approach to all initial enquiries. End of Year surveys include aspects of timeliness and St James performance compares favourably with other schools. The SEF (self-evaluation) also allows the School to reflect on a wide range of areas through which aspects of timeliness and quality run.

Element 5.1.3 has been closed-out as an area of Partial Compliance due to the School now incorporating aspects of timeliness in its revised complaints procedure

Strengths

- The School have recently reviewed aspects of timeliness in all its policies and procedures

Areas for Development

- When looking into how the various component parts interact with one another you should ensure that aspects of timeliness are included where appropriate so that these are built into the internal customer networking arrangements.

4. Outcome

Following this visit I can confirm that you continue to meet the requirements to maintain Customer Service Excellence Standard Certification. I can confirm the next annual monitoring check will be carried out twelve months from the date of this visit.

If you feel you would benefit from an assessment before this date, please contact either myself and/or emqc on 0854 304 8600.

5. Compliance against the Customer Service Excellence Standard

Criterion	Sub-Criterion	Element	Non Compliant	Partial Compliance	Compliant	Compliance Plus
1	1.1	1.1.1			X	
		1.1.2			X	
		1.1.3			X	
	1.2	1.2.1			X	
		1.2.2			X	

		1.2.3			X	
	1.3	1.3.1			X	
		1.3.2			X	
		1.3.3			X	
		1.3.4			X	
		1.3.5			X	

Criterion	Sub-Criterion	Element	Non Compliant	Partial Compliance	Compliant	Compliance Plus
2	2.1	2.1.1			X	
		2.1.2			X	
		2.1.3			X	
		2.1.4			X	
		2.1.5			X	
		2.1.6			X	
	2.2	2.2.1			X	
		2.2.2			X	
		2.2.3			X	
		2.2.4			X	
		2.2.5			X	

Criterion	Sub-Criterion	Element	Non Compliant	Partial Compliance	Compliant	Compliance Plus
3	3.1	3.1.1			X	
		3.1.2			X	
	3.2	3.2.1			X	
		3.2.2			X	
		3.2.3			X	
		3.2.4			X	
	3.3	3.3.1			X	
		3.3.2			X	
		3.3.3			X	
	3.4	3.4.1		X		
		3.4.2			X	
		3.4.3			X	

Criterion	Sub-Criterion	Element	Non Compliant	Partial Compliance	Compliant	Compliance Plus
4	4.1	4.1.1			X	
		4.1.2			X	
		4.1.3			X	
	4.2	4.2.1			X	
		4.2.2			X	
		4.2.3			X	
		4.2.4				X
	4.3	4.3.1			X	
		4.3.2			X	
		4.3.3			X	
		4.3.4			X	
		4.3.5			X	
		4.3.6			X	

Criterion	Sub-Criterion	Element	Non Compliant	Partial Compliance	Compliant	Compliance Plus
5	5.1	5.1.1			X	

		5.1.2			X	
	5.2	5.2.1			X	
		5.2.2			X	
		5.2.3			X	
		5.2.4			X	
		5.2.5			X	
	5.3	5.3.1			X	
		5.3.2			X	
		5.3.3			X	