



The Government Standard

CUSTOMER SERVICE EXCELLENCE CONTINUOUS COMPLIANCE REPORT

for

The Duston School

on behalf of



Contents

1. Key Information	3
2. Assessor's Findings.....	3
2.1 Levels of Complaints and Satisfaction	4
2.2 Progress Made	4
2.3 Issues Which May Affect Certification	4
3. Additional Information.....	4
3.1 Criterion 1 – Customer Insight.....	4
3.2 Criterion 2 – The Culture of the Organisation.....	4
3.3 Criterion 3 – Information and Access.....	5
3.4 Criterion 4 – Delivery	5
3.5 Criterion 5 – Timeliness and Quality of Service	6
4. Outcome	6
5. Compliance against the Customer Service Excellence Standard	7

1. Key Information

Assessor Name	SUE DOWEY
Visit Date	08/03/2011
Assessment Reference Number	11/0074

2. Assessor's Findings

I must commend The Duston School on the level of effort that has been placed in addressing the partial compliance and areas for development reported in the initial assessment report. Both verbal and written evidence confirm the service continues to meet the expectations of both customers and staff.

Staff are committed to a customer focused culture and continue to ensure that delivery is to the highest possible standard.

Since the initial assessment in 2010 an Ofsted inspection has taken place and findings include the following statement:

- *The Duston School is a good school that is rapidly improving, where students are well cared for, feel safe and are motivated and encouraged to do well*

The inspection also resulted in the school being nominated for inclusion in the Ofsted publication about best practice in English and were recognised by Ofsted to be innovative and outstanding. The school remains to be oversubscribed and at the time of this review the school is working towards academy status in April 2011.

The school continues to hold the customer at the heart of its service delivery and it was evident that every effort is made by staff to ensure the best possible experience for the students.

In my discussions with students they all felt that they are supported and encouraged to learn and some quotations included:

- *'I feel more motivated in this new school'*
- *'The student is their first priority'*
- *'Student First'*
- *'We are given every opportunity to learn'*

I had the opportunity to meet with parents and talk to a number of complainants and in general there is a feeling of satisfaction with the services being delivered by the school staff team with open and honest dialogue in place.

There are successful partnerships in place including support from both national and local organisations, some examples include Barclaycard, BT, Anglian Water, National Grid and Lush, the latter being the co-founder of the international 'Lush' company and a past student of the school.

The school is one of only six schools to reach the all England finals for Outstanding Governance Award. The award aims to celebrate good school governance and examples of best practice throughout the school governance community.

The school is currently working towards academy status with the hope that they will hold academy status by April 2011.

2.1 Levels of Complaints and Satisfaction

Levels of complaints remain low with only four complaints referred to governors in the period October 2009 – October 2010. I took the opportunity to talk to three complainants all of who felt that their complaint had been dealt with professionally and to their satisfaction.

- *“Handled well and pleased with the eventual outcome”*
- *“I was kept informed and received a phone call when promised”*
- *“The school does a great job and I was sorry I had to complain but I was disappointed when I asked to speak to the assistant head and was refused”*

2.2 Progress Made

I am pleased to say that your work in addressing the partial compliance and areas for development are commendable and that as a result I am in the position of clearing down all partial compliance making you fully compliant across the 57 elements of the standard.

2.3 Issues Which May Affect Certification

There are no issues that affect certification

3. Additional Information

3.1 Criterion 1 – Customer Insight

You continue to have an in depth understanding of your existing and potential customer groups and continue to make particular efforts to reach your hard to reach groups. From my discussions with students and parents it is clear that you hold the customer at the heart of your service delivery. Some comments from parents include:

- *‘Open and Honest communication’*
- *‘School expects the students to learn’*
- *‘The child is given every opportunity to learn’*
- *‘Wasn’t my first choice of school but now I am glad that my daughter came here’*
- *‘I would recommend this school to anyone – in fact I have’*

Great efforts are made to measure customer satisfaction in the delivery of all parts of your service. Your surveys and questionnaires are comprehensive and cover all areas of your service and work across the five key drivers of the satisfaction. There continues to be high levels of customer satisfaction achieved across the school.

Partial Compliance 1.3.2. This has now been cleared as evidence would support your use of the Ofsted thirteen statement questionnaire with findings publicised in the school newsletter as exemplified in the ‘Post 16 Spring News Sheet’.

You are now fully compliant in this criterion

3.2 Criterion 2 – The Culture of the Organisation

On my arrival at the school I was welcomed by the reception staff both professionally and polite.

There remains a corporate approach to holding your customers at the heart of your service delivery, and the Senior Leadership Team and school staff continue to focus on delivering high levels of customer satisfaction irrespective of their role within the school.

You have policies and processes in place to ensure that all customers irrespective of status e.g. students and parents receive excellent levels of service and this was further demonstrated in my discussions with the staff, students and parents I had the opportunity to meet. This was further

confirmed in my telephone discussions with complainants albeit they had found it necessary to register a complaint with the school.

You are now using the Ofsted 13 statement questionnaire to survey customer satisfaction levels. This questionnaire was used at a recent Ofsted inspection where 150 parents (11.76%) replied to the questionnaire out of 1275 pupils.

The Inclusion Team offer 'Inclusion Evenings' for parents, students and siblings. After the success of the first evening a second was arranged and was built around a workshop approach whilst still providing a 1:1 appointment with parents where requested. Outside agencies worked with the school to offer support and guidance in the:

- Social and emotional needs of students
- Connexions – making your child employable
- AFAT – Autistic Family Advisory Team – advice for parents having children with an ASD
- BACIN – positive ways to communicate with your child
- BACIN – how to deal with anger

The Family Seal (Social Emotional Aspects Learning) is an initiative that brings together parents, students and siblings over a six-week period promoting open dialogue and working towards self management. Evidence has proved that by working in this open environment relationships in some cases between parent and student has improved. Evaluation statistics resulted in 8.8 out of 10 parents feeling that their relationship with their child had improved as the result of this initiative.

Attendance continues to rise and exclusions continue to reduce with the school continuing to be over-subscribed.

You remain fully compliant in this criterion

3.3 Criterion 3 – Information and Access

You continue to provide information about the school across a range of channels that include the school website <http://www.thedustonschool.northants.sch.uk/>, newsletters, assemblies, parents evenings, school feeder and student transition days. The school website provides full information for potential students and parents and includes the curriculum, school information, head teacher messages, Ofsted reports plus a wide range of other essential information.

A new Virtual Learning Environment (VLE) is in its pilot stage and will provide access to both students and parents. This is in its very early stages and I was given a demonstration of its capabilities. The most revolutionary aspect of VLE is that long term virtual learning could be delivered by the tutor to the student's home in the case of severe weather disruption. This VLE is also linked as a support mechanism to approximately 20 other schools providing opportunities for those schools to share and access learning resources.

The school and students have adopted the Quinella School in Gambia and to date have raised £2,000, this amount is enough to feed the school for six-months.

Partial Compliance 3.2.2. Further evidence was provided to support that information is tested for understanding and meet the needs and preferences of your customers.

You are now fully compliant in this criterion

3.4 Criterion 4 – Delivery

National and statutory targets are set for the school and in the recent Ofsted inspection the school was graded as 2 'Good'. It was reported that the school is rapidly improving where students are well cared for, feel safe and are motivated and encouraged to do well. The school was identified as having many strengths with some I feel being relevant to CSE:

- *A wide range of outside agencies to improve provision (Criterion 3)*
- *Visionary Senior Leadership Team (Criterion 2)*
- *High quality care, guidance and support provided for student's (Criterion 1)*

- *Highly effective governing body (Criterion 2)*
- *Innovative curriculum designed to meet the students needs(Criterion 1)*

A further finding was that the school offers a welcoming environment for students with the curriculum being highly personalised and imaginative providing a wide range of effective learning opportunities for all to engage in learning.

The school was nominated by Ofsted for inclusion in the Ofsted publication about best practice in English. Evidence used to inform the judgement was based upon observation of lesson, scrutiny of documentation and meetings with staff and students.

Findings from the Annual School Improvement Partner Monitoring report that monitors Autism DSP, reports that DSP students are fully included in the life of the school. There is a 70% integration rate with three students on the gifted and talented register.

You have a complaints policy in place with information in school packs. You have received minimal complaints and of the complainants I had the opportunity to speak to they were more than satisfied that their complaints had been dealt with satisfactorily and that the open and honest dialogue with the school had helped to resolve their issues.

Partial Compliance 4.3.5. Your complaints policy is now reviewed through your Standards and Well Being Committee. You are now compliant in this element.

Partial Compliance 4.3.6. You now contact all complainants irrespective of the outcome to judge satisfaction of the process. It is worthy to say at this point that feedback from complainants has been minimal. You are now compliant in this element.

You are now fully compliant in this criterion.

3.5 Criterion 5 – Timeliness and Quality of Service

Appropriate and measurable standards are in place to address both national and statutory obligations. Every effort is made to ensure that customer needs are addressed at the first point of contact and the most appropriate person deals with the reason for contact.

From the parents I met they confirmed that they have direct contact with tutors whether by e mail or phone. One parent told me that if she e mails her daughters tutor in the evening she would receive a reply by e mail within 24 hours.

It was most evident from the parents that I met that there is open dialogue between themselves and the school. In the severe weather experienced in late 2010 they had received a text by 6.45am to notify them that the school would be closed and was kept informed daily until the school could be re-opened.

There are robust systems in place that measure your performance against standards. The number of complaints has reduced and the TES outstanding leadership recognises that the school is achieving timely delivery of all features of your school provision.

You remain fully compliant in this criterion

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			✓	
		1.1.2			✓	
		1.1.3				✓
	1.2	1.2.1			✓	
		1.2.2				✓
		1.2.3			✓	
	1.3	1.3.1			✓	
		1.3.2			✓	
		1.3.3			✓	
		1.3.4			✓	
		1.3.5			✓	

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

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

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

Criterion	Sub-Criterion	Element	Non Compliant	Partial Compliance	Compliant	Compliance Plus
5	5.1	5.1.1			✓	
		5.1.2			✓	
	5.2	5.2.1			✓	
		5.2.2			✓	
		5.2.3			✓	
		5.2.4			✓	
		5.2.5			✓	
	5.3	5.3.1			✓	
		5.3.2			✓	
		5.3.3			✓	