

How good
is our school?

E
SELF-EVALUATION SERIES

A Guide to Investors In People



INVESTOR IN PEOPLE

HMIe

improving Scottish education

A Guide to
Investors In People

How **good** is our **school**?

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How **good** is our **school**?

Foreword

Continuous improvement in the quality of service offered to children, young people, parents and carers has been a key priority of the education system in Scotland over many years. Our pre-school centres and schools have well-established processes for self-evaluation based on the quality indicators in *How good is our school?* (1996, revised edition, HM Inspectorate of Education 2002) and the performance indicators in *The Child at the Centre* (Scottish Office Education and Industry Department 1998). *How good is our school? – Planning for Improvement* (HM Inspectorate of Education 2002) offered revised advice on planning for improvement and reporting on standards and quality within the context of the Standards in Scotland's Schools etc. Act 2000. These key publications have been widely welcomed by pre-school centres, schools and education authorities as important tools in their drive to improve quality and deliver excellence for all young people in Scotland.

HM Inspectorate of Education places the quality of service which establishments offer to parents/carers and their children, and their capacity for improvement, firmly at the heart of its work. These same values are central to the Investors in People Standard, the national approach to supporting and recognising the provision of quality services by public sector organisations. The Scottish Executive's National Priorities for School Education recognise certification as a valuable contribution to improving the framework for learning within Scottish schools. All these approaches to improving quality focus on evidence of clear measurable outcomes for children, young people and their families.

A number of Scottish schools, pre-school centres and education authorities have already been successful in achieving the Investors in People Standard. Achievement of the Standard provides public recognition that establishments measure up to the standards applicable to all public services.

This guide brings together those approaches to improving quality in Scottish pre-school centres and schools, and shows how they provide a practical basis for achieving recognition through the Investors in People Standard. During its development, a number of groups and individuals from Scottish pre-school centres, schools and education authorities have willingly shared their experiences of working for Investors in People accreditation. A number have contributed exemplars of their own materials and approaches which are included on the CD-ROM and HMIE website. We would like to take this opportunity to thank the project group and all the other committed practitioners who have contributed to this guide.



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Introduction

The Investors in People Standard is a prestigious national Standard which recognises the commitment of an organisation to improving its performance through the development of its people. It measures the practical steps it has made to improve this performance and the impact of its improvement activities. The Standard focuses on excellence in aspects of planning and staff development relevant to, and achievable by, all public sector organisations.

An increasing number of Scottish pre-school centres and schools have worked towards and gained the Standard. In many cases, these establishments have benefited from the encouragement and practical support of their education authorities. The Scottish Executive acknowledges the contribution which preparing for accreditation can make to addressing the National Priorities in School Education, particularly in enhancing school environments so that they are conducive to teaching and learning (NP3). One of the measures is the percentage of schools within individual authorities which have gained a quality award or certification. Preparing for the Standard also contributes to raising standards of educational attainment (NP1) and promoting and developing the skills of all staff (NP2).

The Investors in People Standard is founded on principles of self-evaluation and continuous improvement similar to those presented in *How good is our school?* and *The Child at the Centre*. At the heart of the model is a belief in the importance of:

- using an enabling framework to support an establishment's 'core business' – raising levels of achievement for children and young people;
- linking an establishment's aims and objectives directly to the development of its people;
- continuously developing and improving the skills of staff;
- promoting and developing good leadership;
- sharing information and good practice;
- celebrating success and individual achievement; and
- recognising innovation and continuous improvement.

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The award recognises:

- a commitment to supporting the development of all staff;
- a clear and shared sense of direction and purpose understood by everyone;
- establishment development planning focused on raising levels of achievement for children and young people;
- a wide range of staff learning and development activities linked to the establishment's goals/priorities and individual professional development; and

A Guide to the Investors in People Standard for Scottish pre-school centres and schools aims to:

- provide helpful information for pre-school centres and schools which are interested in achieving recognition in the Standard;
- show how you can build preparation for assessment against the Standard into your established procedures for self-evaluation and improvement planning;
- demonstrate the links between the quality indicators in *How good is our school?*, the performance indicators in *The Child at the Centre* and the indicators in the IIP Standard;
- help you to evaluate using quality/performance indicators at the same time as you are evaluating for recognition, rather than engaging in two separate processes;
- describe the kinds of practical support which education authorities can give establishments which have decided to work towards the Standard; and
- provide practical advice for pre-school centres and schools on how to go about preparing for recognition as an Investor in People.

It is also for:

- local authority officers responsible for supporting pre-school centres and schools and/or working in corporate quality assurance; and
- Investor in People assessors who visit Scottish pre-school centres and schools as part of the recognition process.

The guide and CD-ROM contain a range of resources and links from which to select. Not all of them may be appropriate for your establishment at this stage in its development and you will not need them all.

There are several routes through the guide and its linked resources, depending on how familiar you are with the Investors in People Standard and how close you are to preparing for recognition. This guide:

- should be used selectively, not read from beginning to end;
- is designed to stimulate questioning and discussion within your school or pre-school centre; and
- is intended to encourage a self-evaluative approach to continuous improvement.

Part 1: What Is The Investors In People Standard?

What is Investors in People?

Investors in People is a national Standard valued by some of the UK's highest performing companies. Gaining recognition allows high-performing educational establishments to demonstrate their achievement to a wider, non-education sector. The Investors framework can provide a basis for aiming for and achieving excellence in important aspects of its work. Achievement of the Investors in People Standard shows that a pre-school centre or school is serious about the development of its staff.

The Investors in People Standard is written as a series of outcomes. It describes what your establishment should look like when it is an Investor in People. The Standard is completely non-prescriptive about how you should go about achieving this. You will find that the revised approaches to applying for the Standard do not require any paperwork.

- The best businesses, pre-school centres and schools believe that their success depends on the quality and skills of their workforce. They recognise that people are an organisation's most important resource and make a commitment to the training and development of their staff as a key to improving performance.
- Investors in People is a national standard which allows companies, businesses and educational establishments to judge how well they are managing, involving, training and developing their staff. The Standard aims to help educational establishments improve through effective training and development of all their staff.
- Investors in People is based on good practice in managing people. It is based on the practices of a number of successful companies and public sector organisations and provides a framework and benchmarks for improving performance in the area of staff development, training and planning.
- It is also a way for an educational establishment or business to receive external recognition of effective approaches to personal training and development and planning.
- The proven benefits of the Investors in People process include increased effectiveness, higher skill levels and a more committed and flexible staff.

- Investors in People sets out the standards in management processes that should be present in any organisation that wants to make the best use of its human resources.

Recognition is for life and subject to a successful review at least once every three years. At review, establishments should provide evidence that they have improved their practice further, in line with the feedback they received at the time of assessment and in response to further self-evaluation. Guidance on how to apply to become an Investor in People is provided in Part 4.

Why apply for Investors in People?

Educational establishments which organise effective staff development also support the learning of their children and young people. The fundamental purpose of the Standard is to ensure the effective development of all staff to improve the performance of the school and the achievements of children and young people.

The Investors in People Standard helps educational establishments to manage and make sense of what they have to do and what they want to do. It works best when used as an enabling framework to support an establishment's 'core business': raising levels of achievement for children and young people. Ideally, deciding to use the Investors Standard involves many different people associated with the establishment, especially the head of establishment, managers and all staff. They will all need to understand the benefits that it brings.

The Standard applies to all organisations and has already been adopted by a significant number of educational establishments. It contributes to improvements in the quality of education within establishments and provides useful evidence of an establishment's self-evaluation for inspections by HM Inspectorate of Education (HMIE).

The Standard:

- links an establishment's aims and objectives directly to the development of its people;
- ensures that everyone understands his or her own role and individual contribution to the success of the establishment; and
- ensures that the establishment evaluates the impact of training and development and planning, on the performance of its people and the achievement of its overall aims and objectives for children and young people.

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Resources for training and development are therefore spent in more effective and efficient ways, contributing to the achievement of the establishment's 'core business' – raising levels of achievement for all.

Overall, Investors:

- provides a useful framework for enabling an educational establishment to manage the things that it has to do and those that it wants to do;
- is flexible and promotes the kind of culture that educational establishments will recognise; and
- is a prestigious national Standard which gives educational establishments recognition of their good practice on a par with that achieved by other organisations.

The recognition process provides a high level of challenge and encourages you to be innovative in improving your approaches to developing your staff. Measuring existing practice against the Investors in People Standard has substantial benefits even if you decide not to aim for recognition itself. If you do apply, the feedback from the assessor can give you very helpful suggestions for further improvement. The chances are that once you have carried out an initial audit, you will be agreeably surprised at how close your establishment is to reaching the appropriate standards.

Many Scottish pre-school centres and schools are models of best practice in the way they work with and develop all of their staff, and in the emphasis they place on setting and achieving high standards in developing their skills and capabilities through staff development. By achieving the Standard, you will show that your school or centre can look beyond the education community and measure up to similar standards of excellence as other public services.

You will be able to access examples of best practice from a wide range of organisations across the United Kingdom, and share your own experiences with organisations with similar concerns. Such recognition is good for your establishment, good for your local authority and good for the education system as a whole.

What are the benefits for children and young people?

The good practice planning and staff development promoted by the Standard helps to support the learners. It makes establishments look at the impact of planning for improvement and staff training and development on their own performance and on the achievements of learners. It is the performance of all staff that makes a difference to how well children and young people achieve in every aspect: in attainment and wider aspects of achievement, in their qualities as learners and in their social and personal development. Improving the establishment's practice in these aspects is at the heart of its work and has a clear impact on the effectiveness of its work in the community. Gaining recognition can improve the morale of staff and their sense of pride in, and identity with, the establishment. It gives a strong message to other groups within the community that yours is a school or centre which aims to do the best by the young people it serves.

What are the benefits for parents/carers and members of the community?

Experience shows that parents/carers and members of the community are supportive of establishments achieving the Standard. Many already know about it because they have come across it in their own workplaces. Schools can show parents and local businesses that they are reaching a nationally recognised standard.

What are the benefits for staff?

Staff become more aware of where the establishment is going and clearer about their own roles – at every level. Communication improves and the establishment becomes a more rewarding place to work. The Standard encourages greater staff involvement in establishment planning. It also encourages focused training and development directly related to meeting the needs of individual staff in the context of school development.

All staff can benefit. Research shows that support staff believe that they have benefited significantly from the establishment's use of the Standard and that their contribution to the work of the pre-school centre or school is better recognised.

To achieve high levels of motivation and satisfaction among children, young people and their parents or carers, an establishment must ensure that it is meeting their needs successfully. This requires consistently good work by all staff across the pre-school centre or school. By recognising the importance of their people, establishments can help them to develop their potential, improve their skills and gain greater job satisfaction. Successful organisations are those that appreciate their people and value the contribution they can make. Encouragement, recognition, praise and opportunities to become involved encourage everyone within the organisation to pull together as a team.

Preparing for Investors in People recognition provides establishments with interesting and challenging opportunities to extend the range of their contacts.

They can increase their awareness of best practice in other settings, beyond their own establishment or authority.

Involvement in Investors in People can help create a climate and culture which:

- enables all staff see their development and performance as essential contributions to raising achievement for all;
- makes staff feel valued and know they will have opportunities for development;
- supports and enhances effective performance management and continuing professional development; and
- provides the opportunity for networking and partnership working with other recognised organisations, including businesses, the voluntary sector, public sector bodies and other pre-school centres and schools.

In larger establishments, preparation for recognition is best carried out by a working group with members drawn from teaching, administrative and ancillary staff, and nursery nurses (as relevant to your establishment). These staff may have different levels of experience. The associated teamwork can make a very positive contribution to the overall ethos of the school and increase participants' awareness of the range of activities and practices within their own establishment. The self-evaluation activities on which the recognition process is based, and the preparation of a submission, provide very good training in the collation and analysis of evidence and the succinct presentation of key issues. Preparation for an assessment visit requires significant personal and interpersonal skills and organisational abilities. Relevant activities and practical skills, such as examples of teamwork, involvement in development planning and policy development, may be recorded within Continuous Professional Development (CPD) Portfolios.

Involvement in preparing for recognition provides aspiring headteachers and other leaders within the school or centre with opportunities to develop, practise and demonstrate, a range of qualities:

- knowledge and understanding of the processes of school improvement and systems of quality assurance (Standard for Headship 1.3);
- knowledge and understanding of the links between development planning and continuing professional development (Standard for Headship 1.3);
- effective teamwork and delegation of tasks, and enhanced working relationships with staff (Standard for Headship 2.2);
- effective systems for information-gathering and decision-making in relation to values, aims, policies and plans (Standard for Headship 2.3); and
- interpersonal and communication skills (Standard for Headship 3.1).

Similarly, preparation for recognition gives staff opportunities to develop and practise a number of the qualities and skills associated with Chartered Teacher status, for example in:

- working as a leading member of a team;
- contributing to school development and to strengthening its capacity for self-evaluation;
- stimulating colleagues to bring about improvement; and
- supporting the establishment in identifying and accessing high quality staff development.

The most important benefits, however, for staff, are the improved levels of morale, ownership and self-esteem which result from the recognition process. These, in turn, benefit children, young people and parents/carers.

How does it fit into a pre-school centre or school context?

- Achieving Investors in People recognition fits in well with the well-established drive for establishing a 'quality culture' in Scottish education based on the recognition that quality and improvement are issues in which **everyone** has a stake. If the essence of the quality of an organisation is its people, then establishments should pay close attention to the development and involvement of all their staff. School self-evaluation is at the heart of assuring this quality.
- The processes and procedures which establishments already use for development planning are the same as those required in moving towards the Investors in People Standard:
 - developing a shared vision and aims for the establishment;
 - being clear about the aims for the establishment and how they should be taken forward;
 - evaluating the overall performance and quality of education;
 - recognising key strengths;
 - identifying those areas where maintenance is needed or where improvement is desirable;
 - setting targets and drawing up a plan of action to meet them;
 - linking staff development to priorities and targets in the plan;
 - implementing the plan; and
 - evaluating the outcomes achieved.

Some of the questions a school would use are part of our present culture:

- What are we actually trying to achieve?
- How are we doing?
- What do we do well?
- What do we need to keep working at and what do we need to do better?
- What should we do about it?

- What skills will we need?
- How can we work together to achieve our targets?
- Have we been successful?

What are the links between the Investors in People Standard and *How good is our school?* and *The Child at the Centre?*

In Scotland, pre-school centres and schools already use the quality indicators from *How good is our school?* and the performance indicators from *The Child at the Centre*.

There is considerable overlap between the principles and approaches of these quality systems, and between the criteria they use. This is the case too with *Charter Mark, the Excellence Model of the European Foundation for Quality Management* (EFQM) and other quality systems and approaches. All these quality approaches are based on the idea of continuous improvement, although some may emphasise particular aspects more than others. Charter Mark, for instance, looks at standards of customer service and the impact of improvement activities while *Investors in People* focuses on staff development and planning. A closer look at these aspects, using the Investors in People indicators, will help you improve the work of your school or centre, and is measurable using quality or performance indicators.

Scottish educational establishments which undertake rigorous and systematic evaluation and improvement using quality or performance indicators are well placed to accept the challenge of being assessed against criteria which specifically focus on staff development and planning and which are applicable to all public services. You can find a table showing the main correspondences between the Investors in People Standard and the indicators of *How good is our school?*, on pages 45 to 52.

What are the links between Investors in People recognition and the local authority's quality improvement processes?

Preparing for recognition by Investors in People should enhance your existing quality assurance and improvement activities. Education authority pre-school centres and schools in Scotland, evaluate and improve their practice with reference to the guidance in *The Child at the Centre* and *How good is our school? – Planning for Improvement*, and within the procedures laid down by their own education authority.

These procedures generally include:

- clear policies for quality assurance and improvement;
- an established cycle for self-evaluation across key areas of their work;
- a structure for development or improvement planning; and
- oversight, and usually validation by, education officers, through visits and quality reviews.

This guide encourages you to evaluate your preparedness for Investors in People recognition as part of the normal audit for your development plan, using those quality indicators from *How good is our school?* or performance indicators from *The Child at the Centre* which address similar issues to the Investors in People indicators. The relevant indicators have been selected for you within this guide, and can be found in Table 1: Investors in People Standard mapped against *How good is our school?* quality indicators.

You should improve your provision as necessary, within your normal development planning processes and within the cycle for improvement laid down by your education authority. It is best if your action plan for Investors in People recognition is included within the overall development plan for your school or centre.

Once you are ready to apply for recognition, you will need to check the evidence available in your establishment against the Investors in People Standard.

No paperwork is required but key documents of interest to the Investors in People assessor could include:

- your school or centre handbook;
- relevant policy documents;
- evidence of management capabilities which people are measured against;
- records of CPD activities;
- your development plan and evidence of progress against it; and
- your standards and quality report or equivalent, which records the results of your establishment's self-evaluation and the impact of its improvement activities.

These documents are already part of your normal management and quality assurance activities and do not have to be specially produced or adapted for your Investors in People submission.

Some education authorities provide specific support for those schools or centres which wish to apply for assessment by a quality scheme. Part 2 of this guide describes some important ways in which they can do this. However, all education authorities, whether or not they have taken an active role in supporting you through the process, will recognise the contribution that preparation for recognition can make to the ethos and teamwork within your establishment. The evidence of improvements in the quality of service to young people and parents/carers which Investor in People provides are measurable outcomes which signal your establishment's commitment to quality. Your authority will include your school's or centre's achievement of Investors in People in the returns it makes to the Scottish Executive in relation to the National Priorities.

What are the links between Investors in People recognition and inspection by HMIE?

HMIE recognises the contribution that using Investors in People can make to improving an establishment's performance. The inspection team will consider how the establishment has made use of the model in its path to improvement, and how effective this has been. For example, the focus on planning in Investors in People can help to sharpen the priorities in the school development plan so that action taken is more likely to bring about the desired improvement.

Establishments which have achieved the Standard say that it has directly contributed to raising levels of achievement, through a more focused approach to training and development. HMIE inspections of schools address many key features of the Investors in People standard. Published reports:

- include summaries of the views of staff;
- focus on evidence of a range of outcomes for children and young people, relating to their achievement, personal and social development, pastoral care, progress in developing key learning skills, and attainment in aspects of the curriculum;
- look at important aspects of equality and fairness; and
- record judgements of the school's capacity for improvement, as indicated by the quality of its processes for self-evaluation and the evidence available of the impact on children and young people of its planning for improvement.

There is a particularly close link between the practice that Investors in People promotes and the evidence evaluated within the section 'Improving the school'. Achievement of the Standard provides evidence that:

- there has been clear direction for the work and development of the school, and for the promotion of high standards;
- there is rigorous monitoring, evaluation and development of teaching;
- there is a shared commitment to improvement and the capacity to succeed;
- the management team and school board fulfil their statutory duties in helping shape the direction of the school and have a good understanding of its strengths and weaknesses; and
- the best value principles of comparison, challenge, consultation and competition are applied in the school's management, procurement and use of services and resources.

Investors in People Standard	Inspection report by HMIE
1. Develop strategies for improving performance	<i>Improving the school</i>
2. Take action to improve performance	<i>How good is the environment for learning? Improving the school</i>
3. Measuring the impact of the strategies on the performance	<i>How good are our learning, teaching, attainment and achievement?</i>

School inspection reports also cover aspects of:

- Indicator 5: Managers are effective in leading, managing and developing people
- Indicator 6: People are encouraged to take ownership and responsibility by being involved in decision making
- Indicator 8: People learn and develop effectively

When you discuss arrangements for assessment with the Investors in People assessor, you could ask what contribution a recent inspection report can make to your overall submission.

Similarly, the Standard provides evidence for an HMIE inspection team to refer to when evaluating:

- achievements across a wide range of the school's work;
- the quality of its planning;
- the effectiveness of its processes for professional review and development; and
- the school's capacity for improvement.

In pre-school centres, HMIE/Care Commission pre-school integrated inspections use both National Care Standards and *The Child at the Centre* to look at similar features.

Investors in People Standard	Inspection report by HMIE/ Care Commission
1. Develop strategies for improving performance	<i>Management/Standard 14</i>
2. Take action to improve performance	<i>Management/Standard 14</i>
3. Measuring the impact of the strategies on the performance	<i>Quality of children's experience</i>

Establishments provide the inspection team with reports on their self-evaluation in advance of the inspection, and make available key documents such as aims and policies, handbooks for staff, development plan, staff training records and standards and quality report or equivalent.

All these examples of inspection activities in both pre-school centres and schools relate to essential features of the Investors in People Standard.

- **A positive inspection report by HMIE provides valuable evidence of the quality of the establishment's work, and can inform any subsequent assessment for Investors in People.**
- **Recognition by Investors in People provides valuable evidence for an HMIE inspection team of the establishment's commitment to improvement and the quality of its planning, staff development and training.**

What does recognition mean in terms of workload?

It should not mean extra work. Using the Standard should be incorporated into your development/ improvement planning, so that the time involved in the establishment's initial review of its practice and priorities in relation to the Standard are acknowledged and planned for. Such a review may make you want to change some aspects of practice – in essence doing things differently rather than additionally.

The close links between the Investors in People indicators and the quality/ performance indicators in *How good is our school?* and *The Child at the Centre* means that much of the work of self-assessment should already have been carried out within your regular cycle of self-evaluation. You can then use the Investors in People indicators to sharpen up your expectations in the areas under scrutiny, and for specific examples of best practice.

Your existing records of self-evaluation, with notes on the evidence base, are essential. If you follow the advice in Part 2 of *How good is our school?* and *The Child at the Centre*, and in Part 3 of Planning for Improvement, you should already have a solid evidence base. Much of the necessary documentation such as your development plan, policy documents, staff handbook and standard and quality report you already have. The main time implications therefore relate to the actual preparation of the application and the collation, not production, of supporting evidence. Anything beyond this, the assessor will ask for when he or she arrives – **most evidence is obtained by interview.**

The size of your school may determine how you go about your preparations, but it will not influence your likelihood of success.

Larger primary and secondary schools may appear at first sight to be particularly well placed to apply. There are plenty of staff among whom the activities can be shared, and who can help lead the development and take part in working groups. They also have more administrative and senior promoted staff to provide support.

However, a number of smaller pre-school centres, primary schools and special schools have been very successful in achieving Investors in People recognition. Their more streamlined management structures, with fewer individual teams and departments but often with very strong teamwork within the establishment as a whole, have provided a very good basis for focused applications. Their longstanding emphasis on focusing clearly on valuing their staff has meant that effective relationships with all staff have often developed over many years, and have been key factors in their success. The commitment of the head of establishment will be particularly important in smaller schools.

What does it cost to apply?

This depends on the establishment's starting point. Many pre-school centres and schools have practice already in place that can contribute towards achieving the outcomes that the Standard describes. There are some costs in terms of the time required for the establishment's initial review of its practice and priorities in relation to the Standard. Other possible costs may arise from improvements made to practice, in the light of an establishment's self-evaluation – in essence doing things differently rather than additionally. These changes may be stimulated by using the Investors Standard, but are in fact part of continuous school improvement, with priorities decided by the establishment.

The only direct costs are those related to assessment. You will need to pay a daily rate for Assessment. Assessment packages including additional activities are also available at an increased cost. For a primary school the initial assessment typically takes 2 to 2½ days although not all of this is spent in the establishment since some time is used to prepare and write the report. Subsidies towards the costs of assessment may be available. These vary from area to area.

You should also keep in mind that, if successful, you will need to reapply within three years' time, and budget accordingly.

Part 2: The Role Of The Education Authority

What are the benefits to pre-school centres and schools of applying for Investors in People?

Pre-school centres and schools are already familiar with:

- the principles and language of *How good is our school?* and *The Child at the Centre* and their use to evaluate aspects of their delivery of services;
- the need to structure evidence in support of statements in development plans and standards and quality reports; and
- the processes involved in inspection by HMIE (and Care Commission).

Investors in People replicates many of the questions asked by other quality systems. However, Investors in People's unique benefit is its focused emphasis on developing staff and improving performance. This approach encourages pre-school centres and schools to consider more systematically the learning and development of everyone in the establishment. It also results in the need for repeated questioning of the extent to which the development of staff impacts on children and young people's learning and establishment outcomes.

The criteria in Investors in People encourage establishments to have a learning and development agenda as an important aspect of their drive for quality. The involvement of staff in self-evaluation encourages a real understanding and appreciation of the commitment to quality within an establishment. The whole community and the school's or centre's partners benefit from the recognition offered by a prestigious national Standard.

What are the benefits to the local authority of establishments applying for Investors in People?

Education departments all contribute to their council's corporate approach to assuring and improving quality. Within this approach, they must meet the requirements of Best Value and may need to show evidence of the quality of their work against other models used within the council's approach to quality improvement, for example, the criteria of the *EFQM Excellence Model*. Under the Standards in Scotland's Schools etc. Act 2000 they also have statutory responsibility for bringing about improvements in the schools which they manage.

The achievement of quality awards or standards by pre-school centres and schools provides evidence of continuous improvement throughout the authority's education system: within central services in the role of supporting and challenging schools, and at the level of the individual establishment. The value of these activities is acknowledged by the inclusion of certification as one of the measures for NP3. Your report to the Scottish Executive on your authority's progress against the National Priority measures will include the percentage of schools which have achieved, or which are working towards achievement of certification.

An increasing number of education authorities are themselves applying for certification for individual services. By doing this, they model the kind of commitment to quality and external scrutiny which they hope to see in the establishments for which they are responsible.

Supporting schools and centres who wish to apply for certification provides valuable evidence of an education department's own overall commitment to quality. As such, it features among the examples of evidence included in the revised quality framework used by education authorities.

INEA 2 QUALITY INDICATOR	INEA Level 5 Illustration	INEA 2 FEATURES Supporting Investors in People in establishments shows that you:
9.4 Leadership of change and improvement	<ul style="list-style-type: none"> The manager of the service plays a very strong and focused leading role in driving forward the authority's commitment to continuously improving performance, service quality, impact and outcomes. He or she is well supported by the senior management team, all of whom have clearly focused quality improvement roles and responsibilities. The authority builds capacity through developing talents and skills. 	<ul style="list-style-type: none"> are actively involved in improvement activities; support learning and improvement activities; and communicate effectively to staff at all levels your commitment to quality improvement.
9.3 Leadership of people and partnerships	<ul style="list-style-type: none"> Senior managers show drive and commitment that inspires and motivates others to give of their best, empower others, value contributions, give and receive effective feedback and are active listeners. They build, maintain and develop very effective working relationships. They give a high priority to building confidence and self-esteem in staff and partners and provide professional and personal support and encouragement where appropriate. 	<ul style="list-style-type: none"> model the department's values and expectations and promote an appropriate ethos in all departments and establishments; and recognise and celebrate achievements.
5.4 Improving services	<ul style="list-style-type: none"> A culture of self-evaluation and continuous improvement has been developed across the authority and successfully informs its work. There is a clear performance monitoring strategy in which the systems used for information gathering and monitoring combine very well together to confirm and validate analyses and evaluations. 	<ul style="list-style-type: none"> use system standards such as Investors in People, How good is our school?, Charter Mark and Health and Safety standards in process management. use systems of national awards such as Investors in People, SOLACE awards and Charter Mark to highlight best practice.

By encouraging pre-school centres and schools to focus on improving performance through their staff, authorities are also well placed to address a range of issues relevant to the *EFQM Excellence Model*.

Authorities which themselves apply for assessment against the Investors in People model send strong messages to establishments about their own commitment to valuing and developing staff and continuous improvement. There is a good match between the quality indicators in the *Quality Framework for Self-Evaluation and Inspection of Education Authorities* and Investors in People criteria.

You may prefer individual services within the authority to apply as separate entities, for example library and information services or advisory services. Alternatively, you may wish to present the whole range of the authority's work for recognition at the same time, taking into account the need to demonstrate consistency of practice across different teams and locations. It would be best to discuss the possible options with Investors in People Scotland before making a decision.

What are the key issues for education departments to consider when supporting establishments?

In the initial stages of introducing the Investors in People scheme across a number of establishments, it is important to find out from a member of the local Quality Centre the specific requirements for each establishment.

On the whole, most establishments do not need specific advice about carrying out the evaluative activities which are essential features of the early stages of preparation for Investors in People. Pre-school centres and schools should simply use the approaches developed within your authority and which reflect the best practice described in *How good is our school?*, *The Child at the Centre* and other support materials. They should carry out their evaluation within the authority's existing planning cycle.

The establishment's preparation for assessment should feature on its development plan and is probably best presented as a separate action plan within it. However, any improvement activities needed at an earlier stage to reach the standard of practice outlined in the criteria, can be included under the relevant action plan for the aspect concerned, for example, improving the effectiveness of managers in leading, managing and developing people.

Establishments do need advice, however, about preparing for assessment. Once they have discussed the requirements of the assessment visit with the recognition body, they may also need help in structuring the visit. Essential features include:

- deciding the composition of the team responsible for the submission, preferably involving a range of staff with different backgrounds, experience and responsibilities;
- devising a systematic check on progress against each criterion, and the assembling of a body of related evidence; and
- structuring the assessment visit to ensure the efficient use of time to interview partner agencies.

Valuable support can be provided by corporate services. Their broad perspective of quality across all council departments can provide:

- generic resources and support materials for education departments to adapt for pre-school centres and schools;
- opportunities for comparison with other services and units outwith education; and
- examples of best practice developed in other settings.

Such access can broaden the perspective of schools and centres and extend the range of their partnerships.

Perhaps the most important piece of advice is for establishments to network with other pre-school centres and schools which are currently preparing an application, in order to become aware of possible pitfalls and also beneficial shortcuts. Establishments which have already achieved the award may also provide useful advice, but remember that there have been revisions to the criteria and changes in application and assessment methods since they applied.

What kind of staff development support is helpful?

In the early stages of setting up an authority-wide Investors in People programme, it is important to offer to heads of establishments first-hand information on the system and requirements of Investors in People. They need:

- practical and realistic information about the implications of embarking on preparations for a submission; and
- an awareness of the importance of external validation.

Those establishments with robust systems already endorsed by a recent successful HMIE inspection or local authority review might be interested in, and indeed benefit from, another rather different look at their quality systems. In those establishments recently inspected, the task of gathering the evidence to corroborate systems will already be in place and as a result less initial work will be required.

How do you address issues of workload?

It is important to show the links between the Investors in People criteria and the quality indicators in *How good is our school?* and *The Child at the Centre* in order to reassure staff about possible workload. Emphasise the connections with existing self-evaluation and validation systems and the kinds of evidence-gathering which effective schools and pre-school centres already carry out as part of their approach to quality improvement. The production of school and pre-school development plans in line with authority requirements, and the validation of standard and quality reports, should indicate that the self-evaluation exercises which establishments embark upon each year are robust enough to provide them with a substantial body of evidence. This evidence can be used to structure their submission for Investors in People.

What internal support is available to establishments?

Once an establishment has identified that it is a realistic objective to consider an application to become an Investor in People it should organise a presentation to the body of staff as a whole and immediately identify a team to carry the work forward. There is no doubt that strong leadership is the key to successful application. In pre-school centres, and in smaller schools, it is probable that heads of establishment themselves will undertake responsibility for leading the Investors in People process.

All staff can help in the early stages of preparation by participating in brainstorming focused on the key activities and sources of evidence already present within the establishment. There is real benefit in circulating the completed criteria to all staff on a regular basis, for discussion and comment. This enables staff to be involved in the preparation and, where appropriate, to suggest additions and changes. There is usually far more going on in an establishment than a single person or team is aware of and the process of putting together an application can provide positive confirmation to everyone of the strengths and varied nature of the service they offer.

It is important to stress the support that Investors in People documents and website information offer. Links with the local authority officer responsible for co-ordinating and promoting the scheme, whether in the education department or in another council service, will provide a series of network pathways to support the initial steps in the process.

What support do pre-school centres and schools need from their authority?

Pre-school centres and schools will need to make decisions about:

- the structure of the team;
- how they are going to go about gathering evidence;
- how they are going to organise the preparation of the application; and
- the timeline for preparation, preferably in line with key dates in their normal development planning process.

It helps if someone external to the establishment can look over its plans. The link officer can do this as part of the systematic scrutiny of development plans, or it might be done by an officer within the council with responsibility for quality awards and standards. Other forms of help like the offer to look at the application prior to final submission to provide an independent view could be of benefit. Equally an impartial view of the evidence to be included might allow gaps to be filled as the submission develops. Officers can ask pertinent questions which probe below the surface and test the robustness of the evaluation and the proposed evidence base. Larger establishments, such as secondary schools, may be able to provide such support within their own structure, but smaller establishments often do not have sufficient resources. All establishments, however, benefit from an independent, impartial view.

Is a school-by-school, centre-by-centre approach the only way?

You may feel that the benefits of Investors in People recognition are such that it would be better to take forward schools and centres as a group rather than individually. It might also make better use of support officers' time.

Investors in People advises that such a partnership should be 'responsible for a clearly defined and measurable service with the power to make most of its own decisions'. This approach would require a joint development or improvement plan, against which the partnership reports on outcomes and impact to the managing authority.

If your authority organises its schools and centres within clusters, or associated schools groups, this approach might be worth considering. Similarly, a primary school and its associated nurseries might be an appropriate grouping. Integrated Community Schools clearly fall within this category and are specifically set up partnerships with staff's learning and development at the heart of their aims, values and systems.

A collaborative approach to evaluation against Investors in People Standard across all educational establishments involved in a cluster, or all neighbourhood services working within an Integrated Community School, could bring major benefits in terms of improving consistency in quality of service and developing teamwork within the partnership.

Even if you decide that a cluster approach is not practical, you may still want to take a number of schools and centres forward at one time. If you know a group of them is genuinely interested in applying, you may be able to negotiate an arrangement on their behalf which reduces the overall costs, and hence the costs to the individual establishment. It is certainly worth approaching the recognition body yourself and encouraging schools to register at the same time if that would be most helpful for them. This encourages consistency of approach across the authority's establishments, and makes it easier, and more cost-effective, for you to provide appropriate support.

How important is corporate recognition?

Investors in People is one of the quality schemes recommended by the Scottish Executive as a possible source of external validation. This validation is even more powerful when both the education department and corporate management provide support and recognise the benefits of recognition. The importance of improving performance through the learning and development of staff at the heart of the Investors in People approach provides strong support for the overall thrust of the authority's service plan and delivery against the principles of Best Value. Further recognition can be provided by attendance of senior managers from the education department, local elected members and members of the parliament at Investors in People celebration days. This highlights the importance placed on achievement of the Standard by the local authority.

The importance of an establishment embarking on the process of structuring a submission to Investors in People should not be viewed lightly. It is a leap in the dark for some and a real opportunity for others. It is therefore important that when an establishment is successful there is genuine recognition that achieving recognition against the Investors in People Standard is a landmark recognition of the service provided and lifts the establishment into a very select group.

Part 3: What does the Investors in People Standard mean for Pre-School Centres and Schools?

People are an organisation's greatest assets. For an organisation to be successful everyone has to perform well. To work effectively and efficiently, all staff need the right knowledge, skills and motivation.

The Investors in People Standard gives all educational establishments, whatever their size, a framework to help them improve the way they work. Educational establishments are measured against the same indicators as other organisations, but meet them in different ways. Investors in People recognises that each establishment uses different means to achieve success through its people. It does not prescribe any one method but instead provides a framework to help you to find the most suitable means for developing and supporting your staff within the context of your own establishment.

The Standard

PLAN: Developing strategies to improve the performance of the establishment.

An Investor in People develops effective strategies to improve the performance of the establishment.

1. A strategy for improving the performance of the establishment is clearly defined and understood.
2. Learning and development is planned to achieve the establishment's objectives.
3. Strategies for managing people are designed to promote equality of opportunity in the development of the establishment's people.
4. The capabilities which managers need to lead, manage and develop people effectively are clearly defined and understood.

DO: Taking action to improve the performance of the establishment

An Investor in People takes effective action to improve the performance of the establishment through its staff.

5. Managers are effective in leading, managing and developing people.
6. People's contribution to the establishment is recognised and valued.
7. People are encouraged to take ownership and responsibility by being involved in decision making.
8. People learn and develop effectively.

REVIEW: Evaluating the impact on the performance of the establishment
An Investor in People can demonstrate the impact of the investment in staff on the performance of the establishment.

9. Investment in people improves the performance of the establishment.

10. Improvements are continually made to the way people are managed and developed.

The following section explores the implications of each of the ten Indicators for educational establishments.

For each indicator:

- Part 1 sets out the evidence requirements for each indicator as defined in the Standard;
- Part 2 puts these evidence requirements into the context of an educational establishment;
- Part 3 gives examples of what would be happening in practice and what the assessor might expect; and
- Part 4 lists some possible sources of evidence.

Indicator 1: A strategy for improving the performance of the establishment is clearly defined and understood.

Organisations are encouraged to develop clear strategies so that they are clear about what they do, where they are going and how they will get there. Most educational organisations demonstrate this through improvement plans with specified objectives. Systems also need to be in place for consulting with staff and pupils as well as other interested groups such as trades unions and parent associations. Staff should be familiar with the ways in which their establishment aims to improve its performance and realise its vision.

1.1: Evidence requirements

1. Heads of establishment make sure the establishment has a clear purpose and vision supported by a strategy for improving its performance.
2. Heads of establishment make sure the establishment has an improvement plan with specified objectives.
3. Heads of establishment make sure there are constructive relationships with representative groups (where they exist) and that the groups are consulted when developing the establishment's improvement plan.
4. Heads of department and team leaders can describe how they involve people when developing the establishment's improvement plan and when agreeing team and individual objectives.
5. People who are members of representative groups can confirm that heads of establishment make sure there are constructive relationships with the groups and they are consulted when developing the establishment's improvement plan.
6. People can explain the objectives of their team and the establishment at a level that is appropriate to their role, and can describe how they are expected to contribute to developing and achieving them.

1.2: What this means in practice

This indicator focuses on how the establishment takes forward its vision and aims through the development planning process in order to improve its performance. The aims should set out clearly the key purposes of the work of the establishment and be fully understood and shared by all staff.

Your establishment should have a plan with measurable performance objectives. Priorities and objectives identified within the plan should be measurable and achievable.

All staff, including support staff, should participate in a structured consultation process so that both teams and individuals have opportunities to contribute to the plan. Representative groups, where they exist, should be included in the consultation process.

These processes enable staff to feel a sense of ownership of the plan and increase the likelihood of successful implementation.

1.3: Evidence in action

- Part Senior managers ensure that the establishment's vision and statement of establishment aims are clear and give a purpose and direction to strategies for improving performance.
- Senior managers ensure that the establishment has a development plan in which there are measurable objectives and success criteria, against which improvements can be evaluated.
- Senior managers will have established procedures to provide a wide ranging consultation process for development planning, which involves everyone in the establishment, including the professional associations, and parents and children and young people, where appropriate.
- Heads of department and team leaders will be able to describe how they involve their staff in developing and agreeing departmental, team and establishment objectives.
- Staff should be able to demonstrate that there are positive relationships with professional associations where they exist.
- Staff within the establishment will be aware of the objectives and priorities within the development plan and the contribution they are expected to make towards achieving these.
- The professional development needs of staff will be identified through professional review and development process which is linked to the priorities and objectives in the development plan.

1.4: Possible evidence

- Vision statement
- Establishment aims
- Establishment development plan
- Examples of responses to consultation, documentation etc.
- Departmental plan (if appropriate)
- Staff manuals or handbook

- Minutes of meetings
- Outcomes of working parties or committees, including those involving parents and children and young people
- Staff review records
- Standards and quality report
- Minutes of parent-teacher association and/or School Board

Indicator 2: Learning and development is planned to achieve the establishment's objectives

2.1: Evidence requirements

1. Heads of establishment can explain the establishment's learning and development needs, the plans and resources in place to meet them, how these link to achieving specific objectives and how the impact will be evaluated.
2. Heads of department and team leaders can explain the learning and development needs of the team, the activities planned to meet them, how these link to achieving specific team objectives and how the impact will be evaluated.
3. People can describe how they are involved in identifying their learning and development needs and the activities planned to meet them.
4. People can explain what their learning and development activities should achieve for them, their team and the establishment.

2. 2: What this means in practice

This indicator focuses on the establishment's staff development procedures. It looks at the professional review process for teachers and the equivalent review process for support staff. From these two processes, the training needs of all staff, linked to the priorities in the establishment development plan, are identified through top down as well as bottom up processes. Systems for review should be tightly structured and scheduled. Training needs identified should be linked, in the first instance, to priorities in the development plan. Within the plan, success criteria should be clearly defined to enable the impact of planned activities to be evaluated.

The indicator then moves to the arrangements made to meet these training needs.

Staff should know how the budget for staff development is allocated; and any in-service activities during in-service time, departmental time and collegiate time. The emphasis should not only be at whole establishment level but also on how training needs are met at team level, e.g. a department or a working group, and at the individual level, and the subsequent improvement in learning and teaching and performance outcomes.

How are individuals involved in identifying their learning and development needs? The key to the effectiveness of staff training is the impact on their contribution to the achievement of the development plan priorities and the subsequent improvement in the establishment's performance of the establishment.

2.3: Evidence in action

- Senior managers should explain how a training plan for whole establishment level is prepared, how it outlines the establishment's learning and development needs, and the methods and resources in place to meet these. They should explain how learning and development is linked to the objectives of the establishment or department and, how outcomes are evaluated.
- Heads of department and team leaders should explain how they apply the strategies identified by senior managers and how the impact of training on development plan priorities can be measured. Each department/stage in the establishment should have a plan identifying development needs and how these will be met.
- All staff should identify and agree how their development needs can be met by taking part in self-assessment as part of the review process.
- Staff should experience a variety of learning and development opportunities and be consulted on their preferred learning styles. Through their review discussions, staff should be clear about the learning objectives of the training/development to be undertaken.
- Before development activities take place, staff should discuss how these activities are linked to improving pupils' achievement.
- Staff should have opportunities to learn from and with others in their own or other establishments, not just through participation in external courses.

2.4: Possible evidence

- Whole establishment training plan
- Development plan
- Departmental training plans with examples of planned activities
- Documentation for staff review and individual staff training plans
- Explanation of the role of the CPD co-ordinator
- Faculty or stage reviews with accompanying targets

Indicator 3: Strategies for managing people are designed to promote equality of opportunity in the development of the establishment's people.

3.1: Evidence requirements

1. Heads of establishment should be able to describe strategies for creating an environment where everyone is encouraged to contribute ideas to improve their own and other people's performance.
2. Heads of establishment should recognise the different needs of people and can describe their strategies to make sure everyone has appropriate and fair access to the support they need and equality of opportunity for people to learn and develop which will improve their performance.
3. People believe heads of department and team leaders are genuinely committed to making sure that everyone has appropriate and fair access to the support they need and there is equality of opportunity for them to learn and develop which will improve their performance.
4. People can give examples of how they have been encouraged to contribute ideas to improve their own and other people's performance.

3.2: What this means in practice

This indicator focuses on training opportunities and strategies put in place by senior managers. People should have opportunities to improve their own and others' performance. Senior managers should ensure that staff have access to the training needed to improve establishment's performance.

Heads of department and team leaders should ensure equality of access for all staff by organising induction processes for all newly appointed staff. Opportunities for development should be advertised ensuring that all staff, including those absent, have access to these.

Review processes should be firmly in place enabling all staff needs to be identified and met. Senior managers should be actively involved in training events.

Records of staff training should be kept centrally, with individual staff responsible for maintaining their own personal records of continuous professional development.

Senior managers should be committed to ensuring appropriate and fair access to learning and development opportunities and to the support staff need.

3.3: Evidence in action

- Senior managers have strategies in place to support all staff and create an environment where everyone is assured they have an equitable opportunity to improve their own and others' performance. Staff suggestions and ideas should be sought and welcomed.
- Senior managers have structures in place which take cognisance of the different needs of staff, i.e. career aspirations, part-timers, job sharers, long-term absentees.
- Heads of department and team leaders can explain how they ensure fair and consistent approaches to encouraging and supporting all personnel to undertake learning and development opportunities that will improve their performance. Where appropriate, they can give examples of how they have accommodated different needs of staff.
- Staff feel confident that managers are committed to providing them with equality of opportunity and can identify the relevant policies and strategies, e.g., staff development policy and review process. Remits are accessible to all staff.
- Staff contribute during In-service days.

3.4: Possible evidence

- Staff development policy
- Procedures for staff reviews
- Accessibility of management remits
- Records of in-service/training events
- Adverts of development opportunities
- Examples of cooperative teaching, job shadowing, sharing of staff expertise
- Clear programme for in-service training

- Minutes of staff meetings where development activities may be discussed
- Participation on working parties
- Standards and quality report
- External inspection report by HMIE

Indicator 4: The capabilities managers need to lead, manage and develop people effectively are clearly defined and understood.

4.1: Evidence requirements

1. Heads of establishment can describe the knowledge, skills and behaviours heads of department and team leaders need to lead, manage and develop people effectively, and the plans they have in place to make sure heads of department and team leaders have these capabilities.
2. Heads of department and team leaders can describe the knowledge, skills and behaviours they need to lead, manage and develop people effectively.
3. People can describe what their manager should be doing to lead, manage and develop them effectively.

4.2: What this means in practice

This indicator focuses on the knowledge, skills and behaviours needed by senior managers to develop their people. In order to be effective, senior managers need to understand what is required of them. The review process for managers identifies development targets and enables managers to monitor the outcomes. They can evaluate their own performance against the leadership and management criteria in *How good is our school?/The Child at the Centre*. The establishment must have plans in place to ensure heads of department and team leaders have the necessary skills and capabilities to develop their staff.

The indicator also refers to recent and relevant professional experience gained by senior managers and the impact it has had on staff development. Strategies should be in place to ensure that senior managers have this experience and are able to develop staff in order to achieve the establishment's objectives.

Staff can clearly define the role of the senior management team and are aware of their remits and responsibilities.

4.3: Evidence in action

- Senior managers can describe what is required of them to lead, manage and develop people and to demonstrate how they have obtained and/or maintained the required management skills and experience to do so effectively. In addition, they have strategies to ensure that heads of department and team leaders have the necessary capabilities to lead, manage and develop people.
- Heads of department and team leaders can describe the competences required to carry out their remit, including areas for future development.
- Staff have access to the remits of senior managers, heads of department and team leaders and understand what heads of department and team leaders should be doing to support their professional development effectively.
- Staff are aware who is responsible for CPD and are actively encouraged to suggest their own targets.
- The head of establishment and senior managers lead by example in overtly seeing themselves as lifelong learners and making this evident to staff.

4.4: Possible evidence

- Recent/relevant
 - qualifications
 - management training
 - secondments
 - membership of authority working parties.
- Leadership and management criteria/questionnaire/evaluation
- CPD profile, self-assessment
- CPD programme
- Management remits
- Staff development policy
- In-service activities
- Professional competence and commitment
- Structures and processes within system to ensure promoted staff have necessary capabilities
- Records of monitoring and evaluation by SMT
- Mentoring notes
- Records of attendance at leadership courses

Indicator 5: Managers are effective in leading, managing and developing people.

5.1: Evidence requirements

1. Heads of department and team leaders can explain their effectiveness in leading, managing and developing people.
2. Heads of department and team leaders can provide examples of giving people regular and constructive feedback on their performance.
3. People can explain the effectiveness of their heads of department and team leaders in leading, managing and developing them.
4. People can give examples of regular and constructive feedback on their performance which they have received.

5.2: What this means in practice

Promoted staff clearly demonstrate the management capabilities set out in their job descriptions They undertake self-evaluation using *How good is our school?* or *The Child at the Centre*.

Promoted staff demonstrate relevant, recent experiences undertaken to develop leadership and management skills, e.g. membership of authority working parties, management/mentor training and identifying appropriate in-service opportunities for staff. A promoted member of staff undertakes the role of CPD coordinator and facilitates the creation of an annual training plan for all staff. Evidence of external endorsement of management capabilities, for example, by HMIE or local authority officials, could be included as evidence.

Senior managers adopt an approachable leadership style with regular opportunities for informal discussion. The leadership style emphasises regular, quality feedback to staff on their performance, both formally and informally.

Promoted staff can provide qualitative feedback to working groups on their progress and effectiveness. All support staff can demonstrate enhanced performance derived from the management and leadership skills of promoted staff.

5.3: Evidence in action

- Heads of department and team leaders should be able to explain how they receive feedback their effectiveness in applying the capabilities described in the previous Indicator.
- Heads of department and team leaders should be able to describe the various methods of providing feedback to staff informing them of individual, team and establishment progress and performance.
- Staff should be given the opportunity to comment on the effectiveness of heads of department and team leaders e.g. through the review process or questionnaires based on the quality/performance indicators in *How good is our school?* and *The Child at the Centre*.
- Staff should be able to confirm the methods used by management for providing them with feedback on their performance.
- Staff are encouraged to shadow other staff or heads of department and team leaders or become project leaders to broaden their experience and expertise and gain confidence.
- Senior managers should cascade training to other staff members.
- Training events and outcomes of training should be evaluated to measure effectiveness and build in capacity for improvement.

5.4: Possible evidence

- Remits of management
- Development plan
- Training plan
- Audits based on *How good is our school?/The Child at the Centre*
- HMIE evaluation if available
- Staff review process
- Classroom observations/forward plans, monitoring policy, etc.
- Staff and stakeholders' perceptions of the style of management (questionnaire)
- Minutes of relevant meetings

Indicator 6: People's contribution to the establishment is recognised and valued.

6.1: Evidence requirements

1. Heads of department and team leaders can give examples of how they recognise and value people's individual contribution to the establishment.
2. People can describe how they contribute to the establishment and believe they make a positive difference to its performance.
3. People can describe how their contribution to the establishment is recognised and valued.

6.2: What this means in practice

An open management style encourages staff to contribute ideas and suggestions, many of which are taken forward in the establishment. Individual talents and contributions of staff are recognised and reported, for example, at pupil assemblies, in letters to parents, and in reports to the school board/PTA. Staff are encouraged to develop and use their areas of interest or expertise to enhance the experience of both colleagues and children and young people.

Heads of department and team leaders make time to talk to staff about their work, activities, projects, etc., both in the formal professional review setting and through informal contacts. Job descriptions and timetables of individuals are circulated to all staff. Staff are invited to contribute to development planning teams and receive recognition for their contribution to the overall performance of the group.

Regular progress updates take place.

Staff are encouraged to take on additional responsibilities for sharing expertise with others as in a collegiate activity, through in-service delivery or workshop presentations to parents on curricular areas.

Individuals have a variety of opportunities for participation, for example, on staff consultative finance committee, PTA, parent groups, extra curricular activities, development planning groups, staff audits and establishment and local working groups.

As a result, staff should feel that their contribution to the establishment is recognised and valued by promoted staff and colleagues.

6.3: Evidence in action

- Heads of department and team leaders can describe how they praise and acknowledge the good performance and achievements of individuals and teams. They make use of the staff review process to highlight the achievements of staff.
- Staff should be able to explain how they make a positive contribution to the effectiveness of the establishment.
- Staff should be aware of, and be able to describe, how their value is recognised.
- Children and young people are involved in recognising their own and others' achievements.

6.4: Possible evidence

- Staff reviews
- Parent newsletter
- School board/PTA minutes
- Staff job remits/descriptions
- Procedures for recognising staff achievements
- Working groups
- Publicity folder
- Photographs
- Ethos policy
- Welcome/induction packs
- Working group minutes
- CPD newsletter/updates for staff
- Evidence of appreciation (letters of thanks)

Indicator 7: People are encouraged to take ownership and responsibility by being involved in decision making.

7.1: Evidence requirements

1. Heads of department and team leaders can describe how they promote a sense of ownership and responsibility by encouraging people to be involved in decision making, both individually and through representative groups, where they exist.
2. People can describe how they are encouraged to be involved in decision-making that affects the performance of individuals, teams and the establishment, at a level that is appropriate to their role.
3. People can describe how they are encouraged to take ownership and responsibility for decisions that affect the performance of individuals, teams and the establishment, at a level that is appropriate to their role.

7.2: What this means in practice

Promoted staff employ an open management style, where staff are encouraged to participate in the decision making process. Staff believe that their contributions are valued. This can be assisted by the formation of a vision statement, which promotes participation and can be further supported by committing to participative management in the establishment aims. The vision statement and establishment development plan will be constructed in a way that empowers staff to have a greater role in the decision-making process.

Staff at all levels are encouraged to be involved in appropriate consultation which informs the decision-making process. All staff must feel that their responses are valued. Separate consultation will take place with representative groups, where they exist.

All staff are encouraged to contribute towards staff meeting agendas and teaching/support staff meetings allow individuals to contribute to the decision-making process at a level commensurate with their role in the establishment.

All staff are encouraged to be involved in the decision making process at various levels:

- Individual – through the review process
- Team – as a member of a working party or representative group
- Establishment – through staff meetings

7.3: Evidence in action

- Heads of department and team leaders will be able to describe how they involve staff in the decision making process at departmental and whole establishment levels. As members of a working party, staff take ownership of an establishment priority and have clearly defined remits for levels of responsibility and decision making.
- Staff will be encouraged to become involved in the decision-making processes which play an integral part in the establishment's development, such as, the development-planning process, membership of working parties, the staff review process and establishment-based in-service.
- Staff participate in the decision-making process at an individual, team and whole establishment levels.
- Staff are encouraged to value each other's contribution.

7.4: Possible evidence

- Vision statement
- Establishment aims
- Establishment development plan
- Staff meeting agendas and minutes
- Remits of working parties
- Staff review process
- Forward plans

Indicator 8: People learn and develop effectively.

8.1: Evidence requirements

1. Heads of department and team leaders can describe how they make sure people's learning and development needs are met.
2. People can describe how their learning and development needs have been met, what they have learnt and how they have applied this in their role.
3. People who are new to the establishment, and those new to a role, can describe how their induction has helped them to perform effectively.

8.2: What this means in practice

Staff training and development should be identified through the staff review process.

Promoted staff should plan an appropriate range of training activities both external and internal. Heads of department and team leaders can of course take direct responsibility for providing, or enable others to provide, training, for example, establishment-based in-service.

Staff should be provided with the objectives for all learning and development activities and asked to complete evaluations to identify whether their identified development needs have been met and how this will be of benefit to the establishment. A short debriefing session is also useful to the establishment as a whole.

On completion of a training activity, participants should be clear how the learning outcomes will be applied in their role and how it contributes to the establishment success.

Induction procedures for people new to, or changing post within the establishment, are in place. An induction checklist is a helpful way of ensuring that all procedures have been undertaken and appropriate documentation will be available to support induction procedures.

A crucial element in the induction process is the discussion of the job remit/job description as this assists in the identification of job related training needs.

8.3: Evidence in action

- Heads of department and team leaders should be able to describe processes for evaluating the outcomes of training opportunities when staff return from an event, to ensure that their learning needs were met. Individuals should apply their training and share it with others.
- Staff can explain how their development needs identified at the staff review process have been met and had a positive impact on their own performance.
- Staff can describe the induction procedures for all newly appointed staff including temporary and short-term personnel and those newly promoted.
- Staff confidently acknowledge their own status as lifelong learners, thus providing role models for children and young people.

- The establishment seeks out professional development that takes account of objectives to enhance pupils' learning and supports broader professional skills such as working with external partners.
- Senior managers ensure staff can acquire the skills needed for wider responsibility and promotion.

8.4: Possible evidence

- Evaluations and training
- Remits of working parties
- Staff review process
- Induction process/checklist
- Job remits/job descriptions
- Role of SDC
- Attainment of additional qualifications
- Review of training plan
- Staff handbook

Indicator 9: Investment in people improves the performance of the establishment.

9.1: Evidence requirements

1. Heads of establishment can describe the establishment's overall investment of time, money and resources in learning and development.
2. Heads of establishment can explain, and quantify where appropriate, how learning and development has improved the performance of the establishment.
3. Heads of establishment can describe how the evaluation of their investment in people is used to develop their strategy for improving the performance of the establishment.
4. Heads of department and team leaders can give examples of how learning and development has improved the performance of their team and the establishment.
5. People can give examples of how learning and development has improved their performance, the performance of their team and that of the establishment.

9.2: What this means in practice

The senior management team should be able to provide clear information in terms of time, money and resources for taking forward establishment performance and achieving priorities as stated in the development plan. Consultation with all stakeholders is important and should involve all staff including SMT, teachers, support staff, child development officers, pupil support assistants, children and young people and parents.

The senior management team should be able to give examples of how learning and development has improved performance. They should be able to quantify progress made in implementing the development plan which states what the establishment intended to do and the people and the resources needed to achieve it.

A review and audit process should be in place to evaluate progress, inform subsequent planning and contribute to a standards and quality report which clearly states, for all stakeholders in the establishment's community, the progress made during a year, the success criteria used to inform this and the way forward.

Through the evaluation and review process, evidence is compiled to identify the next steps. This ongoing audit process in terms of self-evaluation and whole establishment evaluation gives a collective understanding about what progress has been made, what has been achieved at a particular point in time and what still needs to be done. It illustrates both areas of concern and areas of strength, which in turn allows discussion amongst staff to agree on future priorities.

Through the review process, all staff are able to explain how learning and development has improved their performance. They are aware of the impact of their continuing development on the performance of the establishment. They may use self-evaluation tools such as HGIOS audit materials or PRD audits including *How good is my teaching/management?* for recording this. At team level, departmental/stage meetings and focus /core groups should evaluate the team's effectiveness.

9.3: Evidence in action

- Costs associated with staff development are incorporated into the establishment development plan.
- Senior managers can describe how the cost of training is defined, monitored, reported, how often and by whom.
- Senior managers routinely evaluate the use of time and resources allocated to development activities to ensure that they reflect priority needs.
- Senior managers are able to quantify the improved performance and effectiveness of the establishment, clearly related to the continuing development of staff. Quantitative and qualitative indicators can be provided as evidence of effective improvement.
- Senior managers, through evaluation, can describe how outcomes from their investment in the learning and development of staff will influence future strategies to improve establishment performance.
- Managers can give examples of the effective use of training resources to improve the performance of their team/establishment and development of their area of responsibility.
- Staff should be able to give examples of how learning and development has improved their performance that of their team and the establishment. Staff evaluate training activities and are encouraged to suggest possible improvements for future activities.
- There is regular discussion in whole staff and team meetings to develop a shared understanding of what constitutes 'best practice' and what the conditions are that enable it to happen.
- All staff are actively encouraged and enabled to:
 - consider the desired impact on children and young people in planning for development activities;
 - put newly acquired knowledge and skills into practice 'on the job'; and
 - reflect on and evaluate the actual impact on job performance and pupil learning and achievement.

9.4: Possible evidence

- Budgets
- Resources
- Role of SDC
- Evaluation processes
- Examples of strategic improvements to future performance
- Standards and Quality Report
- Responses from evaluations (e.g. questionnaires, measures, external evaluations etc)
- Self-evaluation calendar for the session
- Details on sharing good practice
- Database of staff development participation and costs
- Evidence from professional reviews
- Lesson observations

Indicator 10: Improvements are continually made to the way people are managed and developed.

10.1: Evidence requirements

1. Heads of establishment can give examples of how the evaluation of their investment in people has resulted in improvements in the establishment's strategy for managing and developing people.
2. Heads of department and team leaders can give examples of improvements they have made to the way they manage and develop people.
3. People can give examples of improvements that have been made to the way the establishment manages and develops its people.

10.2: What this means in practice

Continuous audit is a key feature of this indicator. Audit materials which include the views of stakeholders give the senior management team a picture of 'where we are now'. Changes in such views should become evident through regular and consistent audit and assist the senior management team to ensure progress is made. The information gathered from internal and external audit helps the senior management team to benchmark existing performance. It also helps to establish a very relevant and practical programme of staff development which is responsive to change.

The audit process is used to identify areas of improvement in order to increase the effectiveness of the establishment. It is important to recognise that people do not always have to produce success stories. Continuous learning includes recognising errors. In other words we learn along the way.

The senior management team should have a clear audit programme which ensures that establishment developments are taking account of the demands of national and local developments. It is useful to have a timeline which has regular monitoring points. Evidenced can include mid-term evaluations of an establishment development plan and CPD portfolios which record the changing profile of staff development needs. The senior management team should reflect on their own practice and use appropriate audit tools to evaluate any changes needed to improve their own performance and to confirm the success of current practice.

The senior management team should ensure that people have the opportunity to provide feedback and influence the way senior managers, heads of department and team leaders operate and that these managers are receptive to the views of staff. The audit process should be clear and transparent, with all staff able to describe improvements in stakeholders' views and feedback.

10.3: Evidence in action

- Senior managers can provide examples of how they have improved their strategies for the way in which Staff are managed and developed.
- Heads of department and team leaders can give examples of improvements they have made to the way they manage and develop their staff.
- Staff should be able to give examples of improvements that have been made to the way the establishment manages and develops them.
- Staff development evaluation and reporting systems should be linked to impact on pupils' performance.

10.4: Possible evidence

- A range of evaluation practices and improvements
- Remit of Staff Development Coordinator
- SMT meetings to discuss improvements to managing and developing staff
- Remits of working parties as example of improvements
- Examples of strategic improvements to managing and developing staff
- Evaluation sheets following courses
- Evidence of reviews of practices and procedures
- Audit of establishment-based in-service programmes
- Staff development programme

Table 1 – Investors in People Standard mapped against How good is our school? quality indicators

<i>Investors in People Standard</i>		<i>How good is our school? Q1</i>
Developing strategies to improve the performance of the organisation		
1. A strategy for improving the performance of the organisation is clearly defined and understood	1. Heads of establishment ensure the organisation has a clear purpose and vision supported by a strategy for improving its performance	7.1, (7.3), 7.4
	2. Heads of establishment maintain constructive relationships with representative groups, where they exist, and consult them when developing the organisation's strategy	7.3, 7.4
	3. Heads of establishment ensure the organisation has a business plan with measurable performance objectives	7.3, 7.4
	4. Heads of department and team leaders can describe how they involve people in agreeing team and individual objectives that support the organisation's strategy	7.3
	5. People who are member of representative groups can confirm that Heads of establishment maintain constructive relationships with the groups and consult them when developing the organisation's strategy	7.3
	6. People can explain the objectives of their team and the organisation at a level appropriate to their role and can describe how they contribute to achieving them	7.3
2. Learning and development is planned to achieve the organisation's objectives	1. Heads of establishment can explain the organisation's learning and development needs, the plans and resources they have in place to meet them and how these link to the achievement of specific objectives	6.6
	2. Heads of department and team leaders can explain team learning and development needs, the activities planned to address them and how these link to the achievement of specific team objectives	6.6
	3. People can explain how they are involved in identifying their learning and development needs and the activities planned to address them	6.6
	4. People understand what their learning and development activities should achieve for them, their team and the organisation	6.6

Table 1 – Investors in People Standard mapped against How good is our school? quality indicators

<i>Investors in People Standard</i>		<i>How good is our school? QI</i>
Developing strategies to improve the performance of the organisation		
3. People management strategies are designed to maximise everyone's performance and potential	1. Heads of establishment can describe strategies they have in place to create an environment where everyone is encouraged to contribute ideas to improve their own and other people's performance	6.6
	2. Heads of establishment recognise the different needs of people and can describe strategies they have in place to ensure everyone has appropriate access to the support they need in order to improve their performance	6.6, 7.4
	3. Managers recognise the different needs of people and can describe how they ensure everyone has appropriate access to the support they need in order to improve their performance	6.6
	4. People believe managers are genuinely committed to ensuring everyone has appropriate access to the support they need in order to improve their performance	6.6
	5. People can give examples of how they have been encouraged to contribute ideas to improve their own and other people's performance	6.6
4. Capabilities required of managers to lead, manage and develop people effectively are clearly defined and understood	1. Heads of establishment can describe the knowledge, skills and behaviours that managers require to lead, manage and develop people effectively and the plans they have in place to ensure managers have these capabilities	7.4, 7.5
	2. Managers understand the knowledge, skills and behaviours required of them to lead, manage and develop people effectively	7.4, 7.5
	3. People understand what their manager should be doing to lead, manage and develop them effectively	7.4, 7.5

Table 1 – Investors in People Standard mapped against How good is our school? quality indicators

<i>Investors in People Standard</i>		<i>How good is our school? Q1</i>
Taking action to improve the performance of the organisation		
5. Managers are effective in leading, managing and developing people	1. Managers can give examples of how they lead, manage and develop people effectively including how they give constructive feedback on people's performance on a timely and regular basis	6.6
	2. People can confirm that their managers are effective in leading managing and developing them	6.6, 7.4, 7.5
	3. People can describe how they receive constructive feedback on their performance on a timely and regular basis	6.6, (7.4), (7.5)
6. People are encouraged to take ownership and responsibility by being involved in decision making	1. Managers can describe how they create a sense of ownership and responsibility by encouraging people's involvement in decision making both individually and through their representative groups, where they exist	(7.4)
	2. People can describe how they are encouraged to be involved in decision making which affects the performance of individuals, teams and the organisation, at a level appropriate to their role	(7.4)
	3. People can describe how they are encouraged to take ownership and responsibility for decisions which affect the performance of individuals, teams and the organisation, at a level appropriate to their role	(7.4)
7. People learn and develop effectively	1. Managers can describe how they ensure that people's learning and development needs are met through appropriate activities	6.6
	2. People who are new to the organisation, and those new to a role, can describe how their induction has enabled them to perform effectively	6.6
	3. People can describe what they have learnt from undertaking learning an development activities and how they have applied this in their role	6.6

Table 1 – Investors in People Standard mapped against How good is our school? quality indicators

<i>Investors in People Standard</i>		<i>How good is our school? QI</i>
Taking action to improve the performance of the organisation		
8. People's contribution to the organisation is recognised, valued and respected	1. Managers can give examples of how they recognise, value and respect each individual's unique contribution to the organisation	(7.4)
	2. People believe they make a positive difference to the organisation's performance	(7.4)
	3. People can describe how their contribution to the organisation is recognised, valued and respected	(7.4)
Measuring the impact on the performance of the organisation		
9. Investment in people improves the performance of the organisation	1. Heads of establishment can describe the overall investment of time, money and resources in leading, managing and developing people	6.6
	2. Heads of establishment can explain and quantify, where appropriate, how learning and development has improved the performance of the organisation	(6.6)
	3. Managers can explain how learning and development has improved the performance of their team and the organisation	(6.6)
	4. People can give examples of how learning and development has improved their performance, the performance of their team and that of the organisation	(6.6)
10. Improvements are continually made to the way people are managed and developed	1. Heads of establishment can explain how the analysis of their investment in people informs their strategy for improving the performance of the organisation	7.3
	2. Managers can describe improvements that have been made to the way the organisation manages and develops its people in order to further the performance of the organisation	7.3
	3. People can give examples of improvements that have been made to the way the organisation manages and develops its people	7.3

How good is our school? Quality Indicators mapped against the Investors in People Standard

How good is our school? QI	Investors in People Standard
<p>QI 6.6 Staff review and development</p> <ul style="list-style-type: none"> • Links between staff review and development and school self-evaluation and planning • Staff review procedures • Staff development 	<p>2. Learning and development is planned to achieve the organisation's objectives</p> <ol style="list-style-type: none"> 1. Heads of establishment can explain the organisation's learning and development needs, the plans and resources they have in place to meet them and how these link to the achievement of specific objectives 2. Managers can explain team learning and development needs, the activities planned to address them and how these link to the achievement of specific team objectives 3. People can explain how they are involved in identifying their learning and development needs and the activities planned to address them 4. People understand what their learning and development activities should achieve for them, their team and the organisation
	<p>3. People management strategies are designed to maximise everyone's performance and potential</p> <ol style="list-style-type: none"> 1. Heads of establishment can describe strategies they have in place to create an environment where everyone is encouraged to contribute ideas to improve their own and other people's performance 2. Heads of establishment recognise the different needs of people and can describe strategies they have in place to ensure everyone has appropriate access to the support they need in order to improve their performance 3. Managers recognise the different needs of people and can describe how they ensure everyone has appropriate access to the support they need in order to improve their performance 4. People believe managers are genuinely committed to ensuring everyone has appropriate access to the support they need in order to improve their performance

How good is our school? Quality Indicators mapped against the Investors in People Standard

<i>How good is our school? QI</i>	<i>Investors in People Standard</i>
<p>QI 6.6 Staff review and development</p> <ul style="list-style-type: none"> • Links between staff review and development and school self-evaluation and planning • Staff review procedures • Staff development 	<p>5. Managers are effective in leading, managing and developing people</p>
	<p>7. People learn and develop effectively</p>
	<p>9. Investment in people improves the performance of the organisation</p>

1. Managers can give examples of how they lead, manage and develop people effectively including how they give constructive feedback on people's performance on a timely and regular basis

2. People can confirm that their managers are effective in leading managing and developing them

3. People can describe how they receive constructive feedback on their performance on a timely and regular basis

1. Managers can describe how they ensure that people's learning and development needs are met through appropriate activities

2. People who are new to the organisation, and those new to a role, can describe how their induction has enabled them to perform effectively

3. People can describe what they have learnt from undertaking learning an development activities and how they have applied this in their role

1. Heads of establishment can describe the overall investment of time, money and resources in leading, managing and developing people

2. Heads of establishment can explain and quantify, where appropriate, how learning and development has improved the performance of the organisation

3. Managers can explain how learning and development has improved the performance of their team and the organisation

4. People can give examples of how learning and development has improved their performance, the performance of their team and that of the organisation

How good is our school? Quality Indicators mapped against the Investors in People Standard

<i>How good is our school? QI</i>		<i>Investors in People Standard</i>
<p>QI 7.1 Aims and policy making</p> <ul style="list-style-type: none"> • clarity and appropriateness of aims • effectiveness of procedures for formulating policy 	<p>QI 7.3 Planning for improvement</p> <ul style="list-style-type: none"> • the development plan • action planning • the impact of planning 	<p>1. A strategy for improving the performance of the organisation is clearly defined and understood</p>
		<p>1. Heads of establishment ensure the organisation has a clear purpose and vision supported by a strategy for improving its performance</p> <p>2. Heads of establishment maintain constructive relationships with representative groups, where they exist, and consult them when developing the organisation's strategy</p> <p>3. Heads of establishment ensure the organisation has a business plan with measurable performance objectives</p> <p>4. Managers can describe how they involve people in agreeing team and individual objectives that support the organisation's strategy</p> <p>5. People who are member of representative groups can confirm that heads of establishment maintain constructive relationships with the groups and consult them when developing the organisation's strategy</p> <p>6. People can explain the objectives of their team and the organisation at a level appropriate to their role and can describe how they contribute to achieving them</p>

How good is our school? Quality Indicators mapped against the Investors in People Standard

<i>How good is our school? QI</i>		<i>Investors in People Standard</i>	
<p>QI 7.4 Leadership</p> <ul style="list-style-type: none"> • leadership qualities • professional competence and commitment • relationships with people and development of teamwork 	<p>4. Capabilities required of managers to lead, manage and develop people effectively are clearly defined and understood</p>	<ol style="list-style-type: none"> 1. Heads of establishment can describe the knowledge, skills and behaviours that managers require to lead, manage and develop people effectively and the plans they have in place to ensure managers have these capabilities 2. Managers understand the knowledge, skills and behaviours required of them to lead, manage and develop people effectively 3. People understand what their manager should be doing to lead, manage and develop them effectively 	<ol style="list-style-type: none"> 1. Heads of establishment can describe the knowledge, skills and behaviours that managers require to lead, manage and develop people effectively and the plans they have in place to ensure managers have these capabilities 2. Managers understand the knowledge, skills and behaviours required of them to lead, manage and develop people effectively 3. People understand what their manager should be doing to lead, manage and develop them effectively
<p>QI 7.5 Effectiveness and deployment of staff with additional responsibilities</p> <ul style="list-style-type: none"> • remits and deployment • individual effectiveness • corporate effectiveness 	<p>6. People are encouraged to take ownership and responsibility by being involved in decision making</p>	<ol style="list-style-type: none"> 1. Managers can describe how they create a sense of ownership and responsibility by encouraging people's involvement in decision making both individually and through their representative groups, where they exist 2. People can describe how they are encouraged to be involved in decision making which affects the performance of individuals, teams and the organisation, at a level appropriate to their role 3. People can describe how they are encouraged to take ownership and responsibility for decisions which affect the performance of individuals, teams and the organisation, at a level appropriate to their role 	<ol style="list-style-type: none"> 1. Managers can describe how they create a sense of ownership and responsibility by encouraging people's involvement in decision making both individually and through their representative groups, where they exist 2. People can describe how they are encouraged to be involved in decision making which affects the performance of individuals, teams and the organisation, at a level appropriate to their role 3. People can describe how they are encouraged to take ownership and responsibility for decisions which affect the performance of individuals, teams and the organisation, at a level appropriate to their role
	<p>8. People's contribution to the organisation is recognised, valued and respected</p>	<ol style="list-style-type: none"> 1. Managers can give examples of how they recognise, value and respect each individual's unique contribution to the organisation 2. People believe they make a positive difference to the organisation's performance 3. People can describe how their contribution to the organisation is recognised, valued and respected 	<ol style="list-style-type: none"> 1. Managers can give examples of how they recognise, value and respect each individual's unique contribution to the organisation 2. People believe they make a positive difference to the organisation's performance 3. People can describe how their contribution to the organisation is recognised, valued and respected

Part 4: Applying For Investors In People

1. The Investors in People Standard is a framework for describing good practice, which any school or pre-school centre can use to improve its performance. To be recognised against the Investors in People Standard you need to undergo an assessment. Once an establishment has decided to work with the Investors in People Standard it can embark on assessment at any time. There are no fixed rules as to when a school or pre-school centre should go for assessment. If an establishment is ready then there is no point in delay. However, in practice, most schools establishments find they need to review, refine and improve their systems in order to meet the levels of good practice embodied in the Standard. On average it takes between three and five terms from the point at which initial interest is shown, to the point of recognition.
2. The most important first step is to familiarise yourself with the detail of the Standard. Having grasped the principles it is then a matter of translating the indicators and evidence requirements into terms which make sense for your particular establishment.
3. The next step in the process towards recognition by Investors in People is for the establishment to make a real commitment to work towards the Standard. This will involve discussions within the school or pre-school centre as to whether Investors in People can make an important contribution to improvement and effectiveness. The discussions and consultation should extend beyond senior managers to involve all staff. Once the establishment has decided that the Investors in People framework can help the establishment to develop its staff and improve its performance, it should inform the education authority.

At this early stage each establishment should ask itself:

- who should be involved in deciding on a commitment to Investors in People?
- when and how should we inform the staff and other members of the school or pre-school centre community of this commitment?
- Who should be included in the team responsible for planning and preparing for submission?

4. In many cases establishments find it useful to bring in a specialist adviser who is expert in both Investors in People and knows the education sector. The specialist adviser can provide you with an initial assessment of where you stand and will work with you to introduce progressive change.
5. If an establishment wishes to be assessed and accredited as an Investor in People organisation, it must first contact IIPS and complete an assessment application form. Specific organisational data will be required such as the school or pre-school centre's name, address and contact details, etc. It will also be necessary to submit a full list of employees including their names, job title, length of service, working hours and whether they are a trade union representative. This is necessary so that the Assessor can select a balanced variety of employees to ensure the views of all groups are represented and the outcome is impartial and unbiased.

As some personal data is collected throughout the assessment process, various data protection policies are maintained to ensure that Investors in People and its delivery network adhere to the regulations.

6. At the outset, the Assessor will agree with the establishment an assessment methodology, identifying key objectives that need to be achieved during the process. Early on in the history of Investors in People it was usual for organisations to create special collections of materials to show to Assessors. However, that practice ceased many years ago. Now, the assessment process is only concerned with how your school or pre-school centre functions in practice on a day-to-day basis. An Assessor is likely to want to look at some of your records and to talk to people in order to confirm the processes you use but nothing needs to be specially prepared. During the actual days of assessment, there should be no need to prepare anything special. Your systems should already be in place. So don't worry, the assessment is not there to catch you out it is there to help.

The majority of evidence will be collected by the Assessor through confidential one-to-one interviews with a percentage of the establishment's employees. Various other methods can also be used such as focus groups, written evidence and observations. The process will be defined and agreed with the establishment, prior to the assessment commencing. To ensure national consistency and a uniform approach to assessing organisations, an Assessor is required to interview a representative sample of employees during an assessment.

7. Following each assessment visit, the Assessor will give feedback to the establishment based upon a thorough analysis of all the evidence gathered, immediately at the end of the assessment or after a short period of reflection.
8. There are currently two Quality Centres within Scotland. Their main role is to offer Investors in People assessment and recognition services to organisations in their area and quality assure the process. They also have a key role in developing Investor in People practitioners in their region. They are licensed and quality assured by Investors in People UK on an annual basis to deliver the services as previously described.

The Quality Centre is responsible for allocating an Assessor to individual projects and quality assuring the assessment process.

9. As part of Investors in People quality control process, all first time assessments are required to be verified by a 'Panel'. Once the Assessor has fed back to the establishment, the Assessment report will be submitted to a Recognition Panel for approval. Its main duty is to provide an objective view of the Quality Centres so that the integrity and credibility of the Standard and the Models are maintained.

An establishment cannot promote its 'Investors in People' status until confirmation has been received from the Recognition Panel.

The Recognition Panel is responsible for the approval of an establishment entering into 'Retaining Recognition' status including the supporting action plan. Only the Recognition Panel can make the final decision to remove Investors in People recognition, following the Assessor's recommendations.

10. Once you are recognised, you maintain your Investors in People status by participating in a review – any time of your choice within a three-year period. Particularly in the review, but also in the initial assessment, you can identify key development areas for the assessor to use as 'routes into' finding out whether the Standard is being met. This gives you the chance to have an external perspective and feedback on your own priority areas that both recognises good and developing practice and offers ideas for further development, thus bringing added value.

11. Investors in People is not a pass/fail system. It is more helpful to think of the first assessment as 'the start' of the assessment process. The current assessment arrangements mean that you can choose to be assessed at any time. Many schools or pre-school centres wait until they (and their EA link officer) think they are likely to meet the Standard fully. In this situation, most establishments are recognised on the first assessment.

However, if the assessor finds you meet some of the indicators and not others, all the positive evidence is 'banked' and carried forward for when the assessment continues.

The assessor has to make sure your establishment is meeting the whole of the Standard, but the approach is very much 'doing with' rather than 'doing to'. Think about assessment as 'bought in consultancy', contributing to your overall strategy for school or pre-school centre improvement.

12. Continuous improvement

Following recognition there is an opportunity to undertake post-recognition reviews. These enable the establishment to demonstrate that it is continuing to meet the Standard. Schools and pre-school centres can choose to be reviewed at any interval within a maximum three-year period.

IIPS is responsible for promoting and developing the Standard, for maintaining its integrity, and for independent quality assurance of delivery. It can also provide information about how to contact a local Investors in People adviser.

All establishments can receive advice, guidance and support to assist them in achieving Investors in People recognition. This can include:

- support from specialist advisers;
- resources, materials, guidance packs and self-help kits in a variety of media;
- establishment development programmes designed and delivered by educational specialists;
- events, meetings, workshops and mentoring opportunities; and
- financial support.

Some establishments have found it of considerable benefit to work together in clusters of schools. Others have received advice and assistance from schools, local businesses and other organisations that have already gained recognition as an Investor in People.

The assessment and review processes have changed significantly over the last few years. Assessors are interested in the effect and impact of your processes and procedures, not the paperwork itself. This means that there is no need to present lots of paper evidence to the assessor and certainly no requirement for a portfolio.

13. Innovation and Improvement

Any improvements or innovations will depend on your starting point. The majority of establishments are well- managed and the Standard is consistent with the direction in which education has been moving in recent years. The Standard will help reinforce performance management, self-evaluation, school effectiveness, team leadership and the remodelling of the workforce.

Although there is great variation between institutions the two most common improvements are:

- Ensuring that everyone involved in the establishment's community feels fully part of the development process, is kept informed and properly consulted.
- The influence of the lead figure in an establishment spreads throughout the whole organisation so it may mean adjusting the management style of the head of establishment. If you are a senior manager then the place to start may be with yourself.

Looking at your practice using the Standard as a framework may make you decide to do some things differently, or to introduce something new. However, you should only change practice if you decide it will help you achieve what you're aiming for in your establishment. You should never do anything just 'for Investors'.

Investors in People makes you consider how you can enable all staff to contribute fully to the success of the school or pre-school centre. As part of this, it provides a useful framework for discussion with the whole staff about your establishment's policy and practice in training and development.

It means using the Standard as a framework for evaluating and developing your existing practice. Any changes you do make to your practice should be because you think they will help you achieve your aims more effectively. They may be stimulated by using the Standard, but are in fact part of desirable continuous improvement, with priorities decided by you.

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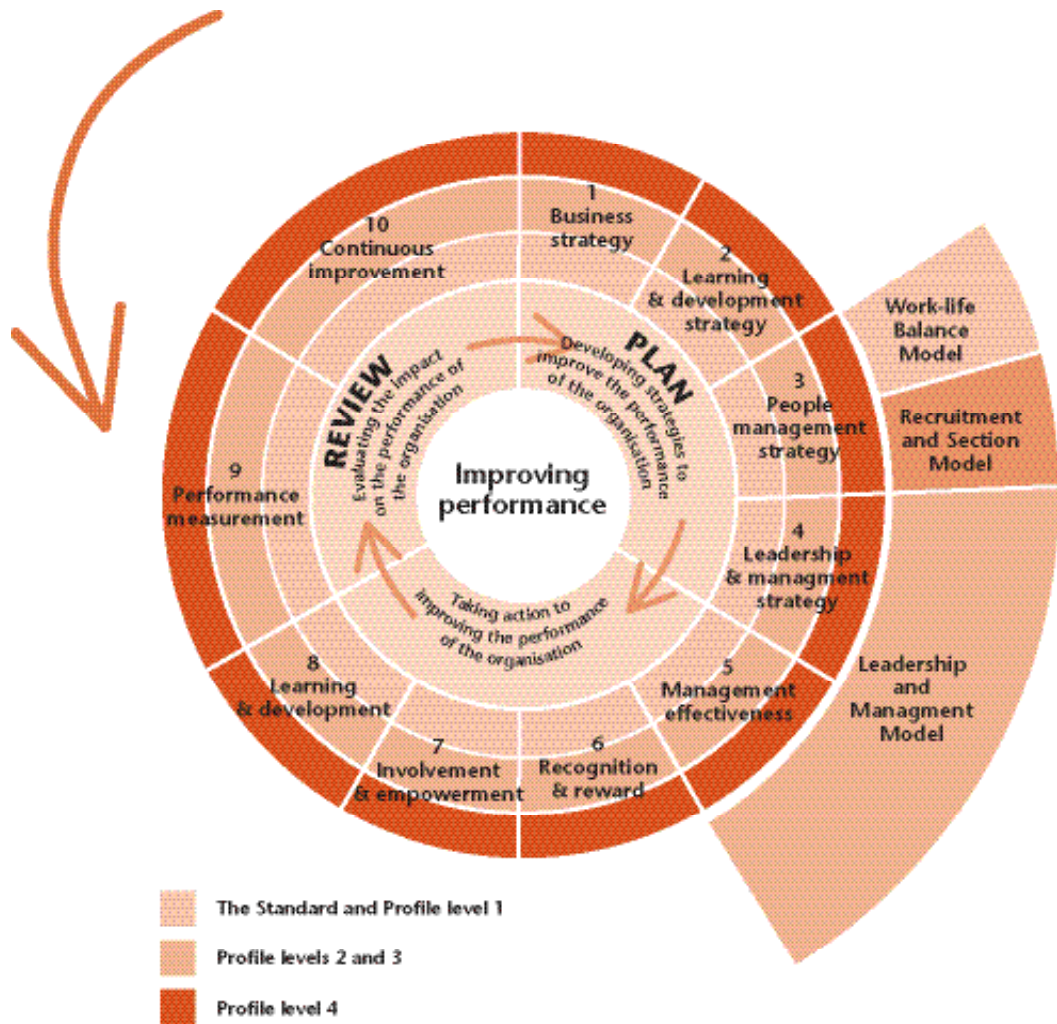
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Investors in People Model



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