

Research Report

No 207

Investors in People in Schools

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National Foundation for Educational Research

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INVESTORS IN PEOPLE IN SCHOOLS

EXECUTIVE SUMMARY

Background

Investors in People is a national Standard which focuses on improving people performance to improve an organisation's performance. Since its establishment in 1991, Investors in People recognition has been achieved by a wide range of organisations, including schools, and it is perceived as a valuable tool for staff development. This study mapped the take-up of Investors in People among schools, and investigated the perceived benefits of involvement.

Key findings

Why schools decided to seek Investors in People recognition

In all the schools visited, the impetus for commitment came from the headteacher, with the active support of governors and the school Senior Management Team. Schools which worked towards recognition as Investors in People already had good staff development structures and systems in place, although in some cases these may not have fully included all support staff.

The main reason for headteachers to seek recognition was to gain an acknowledgement of their existing successes, and to celebrate their achievements. The Investors in People process was also expected to help in ensuring a more structured approach to staff development and school development planning, adding rigour to and tightening up existing procedures, as well as providing a systematic method of reviewing and prioritising development needs, guaranteeing better value for money spent on training and development, and ensuring that all staff were involved in school development planning.

How schools managed the Investors in People process

Responsibility for managing and implementing Investors in People was taken by the Investors in People coordinator. The coordinator was a senior member of staff such as a deputy head, and in some schools the headteacher undertook this role. Most

coordinators felt that they had had good support, from their local Training and Enterprise Council (TEC), Education Business Partnership (EBP) or Chamber of Commerce, from their own Senior Management Team, and from governors. No school reported any major difficulty in gaining recognition.

In some schools, staff had been involved in initial discussions about whether the school should make a commitment to Investors in People. More generally, the decision to seek recognition was made at senior management level, and staff were informed about the impact that this involvement would have on them. Many staff were interviewed by Investors in People assessors as part of the recognition process, but staff in general did not feel that they wanted any greater involvement than this in preparing the school for recognition or review.

Benefits and outcomes of Investors in People

In general, the beneficial changes in schools since they began using the Investors in People Standard were those that headteachers had expected. Headteachers and coordinators had a clearer view of the benefits of Investors in People for school development planning and professional development, and the changes which had resulted, than did their teaching staff. Given that many of the structures for professional development were already in place when a school decided to work towards Investors in People recognition, staff (both teachers and, to a lesser extent, support staff) did not perceive major changes resulting from the school's involvement with Investors in People. In their view, Investors in People was a way of building on what was already happening within the school: it facilitated, rather than caused, change. Others, particularly support staff, felt that Investors in People had led to significant change.

Some schools reported unexpected benefits, including the momentum provided by the Investors in People process, an increased willingness among staff to accept criticism, and a greater questioning by staff of processes and practices within the school.

Where they commented, headteachers felt that their school management had been helped by the introduction of the tighter structures and systems that Investors in People called for.

Communication within schools was generally felt to have improved, although a number of staff interviewed would have welcomed further improvement.

The majority of respondents felt that resources for professional development were being used more effectively since the school began using the Standard.

The key benefits to teachers of Investors in People were related to training and development opportunities, which were now more focused and better targeted. Other benefits reported by some teachers included a greater flexibility in meeting training and development needs, greater sharing of good practice, better opportunities for newly qualified teachers, and greater personal involvement in school development planning.

Support staff were frequently thought, both by themselves and by others, to be the main beneficiaries of Investors in People: they were now more involved in planning, had more opportunities for professional development, and felt themselves to be valued within the school community. There was also greater involvement of staff, such as lunchtime supervisors, who had not previously been included in professional development activities.

Pupils were also thought to benefit from a school investing in its staff: better trained staff meant better teaching, and a greater ability to deal with pupils' needs. Investors in people was also seen as creating a framework within which new initiatives could easily be incorporated.

The key benefits of Investors in People to the school community were that all staff shared, and were seen to share, the same aims. Investors in People was a recognition of good practice and a way of valuing all members of the school community.

Governors felt that most of the benefits of the Standard could have been achieved without it, but that it helped the school to achieve those benefits more rapidly, and in a more organised and structured way.

Investors in People and school improvement

The emphasis on quality in the Investors in People framework was seen as the feature that linked it to other approaches to school improvement and to any national initiatives ongoing in a school.

Most respondents saw a link between Investors in People and national education initiatives, in that all were working towards improvement in pupil outcomes.

Whereas both OFSTED and Investors in People were, in general, seen as driving toward greater quality, the links between them were more apparent to some respondents than others. Schools found that OFSTED inspection teams varied in their awareness of Investors in People.

Maintaining Investors in People recognition

Almost all the schools were planning to maintain Investors in People recognition, because it was felt to be a motivating force within the school, and demonstrated the continuing commitment of the school to developing and investing in its staff.

Headteachers and coordinators in schools that intended to maintain recognition offered a range of suggestions for schools which might be considering using the Standard. These included the importance of having everyone's commitment before starting out, and ensuring that Investors in People was not seen as a burden, but became part of daily school life.

Investors in People in schools – the perceptions of assessors and advisers

Like the schools themselves, Investors in People assessors and advisers employed by TECs felt that schools became involved with Investors in People to achieve recognition for what they were doing, and to provide a structure for school development planning. In some areas, the attitude of the LEA towards Investors in

People was felt to be an important factor in determining whether or not schools decided to seek recognition.

Assessors and advisers saw the direct and indirect costs of achieving recognition, and the perceived requirement for documentation, as the main barriers to increasing the level of schools' involvement with Investors in People. Additionally, staff may see Investors in People as another, potentially threatening, judgement on their work.

The pattern of schools' involvement with Investors in People

Nationally, just over seven per cent of all schools were recognised as Investors in People in July 1999, and a further nine per cent of schools were actively working towards recognition. There was considerable variation between Government Office regions, and between individual TECs, in the rate of take-up of Investors in People by schools.

Secondary schools were more likely to be involved with Investors in People than primary schools. Grant-maintained and local authority-maintained schools were more likely to be involved with Investors in People than voluntary or independent schools. Schools situated in metropolitan areas were more likely to be involved with Investors in People than schools in non-metropolitan areas.

Amongst primary schools, those in metropolitan areas, with a high percentage of pupils receiving free school meals, and under LEA control were more likely to be involved with Investors in People, i.e. recognised or actively working towards recognition, than independent or voluntary primary schools, or schools with good performance at key stages 1 and/or 2.

Independent secondary schools were less likely, and LEA or grant-maintained secondary schools and secondary schools with a high percentage of pupils receiving free school meals were more likely, to be involved with Investors in People.

Overall, schools which were recognised Investors in People, and those working towards recognition, received higher assessments of teaching quality at OFSTED inspections than did schools not using the Standard.

Recommendations

1. Schools which do not yet have fairly well-developed professional development policies and procedures in place may require more intensive support than other schools if they are to progress towards Investors in People recognition. TECs (and, in the future, local Learning and Skills Councils), LEAs and the DfEE should consider how support can best be provided to such schools.
2. A longitudinal study in a number of schools, from as early as possible in their involvement with Investors in People, would provide an opportunity to examine in more detail the extent, nature and impact of change associated with using the Standard in a variety of contexts.
3. The benefits of involvement with Investors in People should be discussed within schools, so that all members of the school community are aware of the varying perceptions of different groups, and a greater shared understanding can develop. Consideration should be given to the way in which the benefits of using the Standard are presented to staff, to ensure that they understand that Investors in People is primarily about linking individual training and development needs to those of the whole school, rather than issues of workload, pay and conditions. Similarly, staff need to perceive achieving Investors in People recognition as part of an ongoing process of change and evolution within the school, not as an end-point.
4. The message that Investors in People is about raising standards in schools needs to be made more explicit. The new version of the Standard, introduced in April 2000, with its greater emphasis on measuring outcomes, may help to focus attention on monitoring the impact of Investors in People on pupil achievements. Efforts should be made to ensure that schools are fully aware of the new assessment arrangements.

5. Methods of enhancing the awareness of Investors in People among OFSTED inspection teams should be explored. The experience of schools which have been able to use Investors in People as a constructive element in their preparation for an OFSTED inspection should be shared with schools with a more negative experience.
6. TECs (and, in the future, Learning and Skills Councils), local education authorities (LEAs) and the DfEE should consider the ways in which Investors in People is presented to schools, to help them to understand that using the Standard can support and enhance whole-school development, and that the process of recognition and review is an investment, not a cost.
7. Schools that are not yet convinced of the 'added value' associated with Investors in People may need the reassurance of a long-term commitment to financial and other support from TECs (and, in the future, local Learning and Skills Councils) or LEAs if they are to become involved.
8. Consideration should be given to ensuring that Investors in People is presented in ways which are applicable to schools, and which are sensitive to the differences, as well as the commonalities, between business and education.
9. The more closely Investors in People can relate to the needs of classroom teaching and the fulfilment of statutory requirements, the greater will be the probability that schools can take a longer-term view of its potential benefits. For example, schools may be more willing to consider using the Standard if recognition as an Investor in People can be used to demonstrate that they are meeting the requirements of the Performance Management system and many of the criteria of a revised OFSTED inspection framework.
10. Schools should have access to comprehensive guidance about the range of Quality Standard(s) available to schools, and the appropriateness of each given their own situation and starting point.

11. TECs, local Learning and Skills Councils and LEAs should ensure that the very high quality of assessors and assessments, and of support, reported by some schools can be replicated more widely. Schools may be particularly concerned about whether the quality of support currently provided by TECs will be maintained with the transition to local Learning and Skills Councils.
12. To assess the long-term sustainability of Investors in People in schools, it will be important to monitor schools approaching the third anniversary of their recognition, to establish how many choose to continue working with Investors in People, and any reasons for not doing so. As part of a longitudinal study of schools working with the Standard, it would be valuable to explore the effect on a school of a change of headteacher.
13. It may be appropriate to explore different ways of promoting Investors in People to headteachers with greater or lesser experience of headship.
14. Examples of the benefits of using the Standard in small schools could encourage more primary schools to become involved. Schools which were already doing well but felt that using the Standard enhanced their success could encourage similar schools' involvement. TECs (and local Learning and Skills Councils) and LEAs should consider how support and encouragement to use the Investors in People Standard can best be provided to schools where the overall level of teaching quality is relatively low.

About the evaluation

During the autumn and spring terms of the 1999/2000 academic year, the headteacher, the Investors in People coordinator, selected teaching and non-teaching staff and the chair of governors were interviewed in 14 schools recognised as Investors in People. Additional interviews with the headteachers of two schools which had decided not to maintain their recognition were conducted, as were interviews with 11 Investors in People advisers and/or assessors.

Chapter 1

Introduction

1.1 Background

Investors in People is a national Standard which focuses on improving people performance to improve the organisation's performance. The Department for Education and Employment (DfEE) owns the Standard and is responsible for policy

development. Investors in People UK is responsible for promoting and developing the Standard, for maintaining its integrity, and for independent quality assurance of delivery.

Since its establishment in 1991, Investors in People recognition has been achieved by a wide range of organisations, including schools, and it is widely perceived as a valuable tool for staff development. However, despite the successful experiences of those who have achieved recognition, many schools have not taken it up. In the recent Green Paper (GB. Parliament. House of Commons, 1998), the Government stressed its desire to increase the number of schools involved:

We will continue to encourage schools to become Investors in People, which is an important way of helping them address the training and development needs of all staff.

Investors in People is seen by the DfEE as playing an important part in the cycle of school self-improvement. Its chief strength is the framework it provides for schools to coordinate ‘the development and training needs of everyone who plays a part in the success of schools – from the governing body to voluntary helpers’ (GB. DfEE, 1997). Previous research into the effects of Investors in People has identified a number of clear benefits for schools. Brown and Taylor (1996) cite an article by Maxwell in *The Times Educational Supplement* (1994) in which the process of achieving Investors in People was perceived as:

- giving schools the opportunity and focus for involving all staff in school development planning;
- indicating to all staff that they are valuable members of the institution;
- allowing schools to identify gaps in internal communication patterns and to take steps to improve them;
- helping to focus on the professional development model of staff appraisal and to demonstrate to staff that this model has benefits in helping them to identify their training and development needs; and
- enabling school staff to benefit from being brought into contact with other organisations/institutions working with the Standard.

These strengths remain essential elements of whole-school planning and development, although the emphasis on individual staff development has changed somewhat as links between pupil achievement and the quality of teaching and learning have been strengthened in Government proposals for a revised system of appraisal. The appraisal process in schools has, until recently, been seen mainly as a vehicle for identifying the professional development needs of individual teaching staff, rather than part of a whole-school improvement process. This has now changed, and the Green Paper (GB. Parliament. House of Commons, 1998) proposed a more rigorous approach to appraisal whereby it 'must include assessment of classroom performance through observation and analysis of the progress their pupils have made' and must 'result in the setting of individual targets for each teacher, at least one of which should be directly linked to the school's pupil performance targets', although recent development does not include the professional development of support staff. Despite this change in emphasis, the Investors in People process retains its function as a structure within which the identification of needs and the planning and implementation of training and development for all staff can be carried out.

A key benefit of Investors in People in this new context is that it involves support staff in the process of whole-school development. Investors in People provides a mechanism by which all staff can be engaged in a common enterprise.

A further issue in achieving Investors in People recognition has been the effectiveness of school management, and Earley *et al.* (1996) have pointed out a number of other issues which need to be addressed by schools: evaluation, the work of support staff, the tension between individual development needs and those of the school, and the role of middle managers. The authors state that 'Investors has reaffirmed the need for middle managers to embrace fully their staff development responsibilities'.

1.2 Aims of the research

In 1999, the NFER was commissioned by the DfEE to undertake a six-month research project on schools which were

(or had previously been) recognised Investors in People. The aims of the project were:

- to examine the pattern of current Investors in People commitment, recognition and continuing recognition amongst schools;
- to establish schools' experiences of the Investors in People process, what had worked well and why, and to identify barriers which may have inhibited schools from committing to Investors in People;
- to examine the benefits schools have gained from Investors in People;
- to identify examples of good practice which could be written up as case studies for wider dissemination to encourage more schools to commit to Investors in People.

1.3 Methodology

There were five strands to the research.

Interviews in recognised schools

The first of these involved interviews with members of staff at 14 schools which were recognised Investors in People. These included primary and secondary, grant-maintained, LEA-maintained and voluntary-aided schools, and schools in both urban and rural areas. Investors in People represents a commitment to developing all employees within an organisation, and therefore a range of staff was interviewed, including:

- the headteacher of each school;
- the Investors in People coordinator within the school (recognising that in some schools this would be the headteacher);
- members of teaching staff;
- members of non-teaching staff; and
- the chair of governors.

Schools were selected to cover a variety of geographical locations, urban and rural areas, and pupil age ranges. There were seven primary schools, one middle school and six secondary schools.

All those interviewed were asked to provide brief details of their length of association with the school, and their current and previous posts. In addition, headteachers and coordinators were asked about:

- the relationship between Investors in People and other quality frameworks, including OFSTED;
- their perceptions of the benefits of Investors in People for school development planning, school management, staff, pupils, and the school community as a whole; and
- what they had learnt from the process of achieving Investors in People recognition.

Headteachers were also asked about the introduction of Investors in People to the school and the reasons for involvement, and for an assessment of the school in relation to the Investors in People Standard before commitment. Coordinators were asked about the implementation of the Standard within the school.

Both teaching and support staff were asked about what Investors in People meant to them and about their involvement, and about the impact of using the Standard on themselves, on the school generally, and on other groups within the school.

The chair of governors for each school was asked about the history of the school's involvement with Investors in People, and the perceived benefits of that involvement.

Interviews in schools which had chosen not to maintain recognition

For the second strand of the research, the headteachers of two schools which had decided not to seek to maintain recognition were interviewed about the experience of Investors in People in these schools.

Interviews with assessors and advisers

A further strand consisted of interviews with a number of Investors in People assessors and advisers.

The national context

This strand used existing information, derived from various sources, in order to characterise schools which had already achieved Investors in People recognition, and those which were committed to achieving it.

The case studies

Case studies of three of the schools visited complete the evidence.

1.4 Contents and structure of the report

Chapters 2 to 6 analyse the interview data from the 14 schools recognised as Investors in People. This is supplemented, in Section 3 of Chapter 6, with evidence from two schools which had decided not to seek to maintain recognition. Those interviewed described their experience of Investors in People. In some cases, that experience covers several years. Their responses do not, always, reflect more recent changes to the Investors in People Standard. In particular, schools do not have to produce a portfolio of evidence for assessment, and there is now a greater emphasis on the assessment itself ‘adding value’ for the organisation. It remains to be seen whether recent changes will affect the ways in which schools perceive Investors in People.

Chapter 7 reports the views of assessors and advisers employed by local Training and Enterprise Councils (TECs)¹ to support and assess organisations, including schools.

Chapter 8 examines Investors in People in schools in a national context. **Chapter 9** summarises and discusses the findings, and highlights some implications for future policy.

¹ In some areas, the responsibilities of the TEC for delivery of the Investors in People Standard have been devolved to local partners, such as Education Business Partnerships or Business Links. In this report, the term TEC should be taken to include such local partners.

Chapter 2

The schools before Investors in People

2.1 Summary

In all the schools visited, the impetus for commitment came from the headteacher, with the active support of governors and the school Senior Management Team. Schools which worked towards recognition as Investors in People already had good staff development structures and systems in place, although in some cases, these may not have fully included all support staff.

The main reason for headteachers to seek recognition was to gain an acknowledgement of their existing successes, and to celebrate their achievements. The Investors in People process was also expected to help in ensuring a more structured approach to staff development and school development planning, adding rigour to and tightening up existing procedures, as well as providing a systematic method of reviewing and prioritising development needs, guaranteeing better value for money spent on training and development, and ensuring that all staff were involved in school development planning.

The majority of the headteachers interviewed were in their first headship, and they had decided to work towards Investors in People recognition in the first year or two after they were appointed.

2.2 Reasons for involvement

Schools' initial awareness of, and interest in, Investors in People developed in a variety of ways, but in half the schools visited, interest had been stimulated by an approach from the local Training and Enterprise Council (TEC) or local education authority (LEA) adviser. Also, some headteachers had been aware of Investors in People from previous experience, and wished to use Investors in People in their own schools. Other headteachers were less familiar with it, and were not aware that it was applicable to schools until initial contact had been made by the TEC.

Many of the headteachers took the decision to work towards Investors in People recognition because they felt that their schools were already doing much of what the Standard demanded, and that they wanted recognition for their achievements. Recognition was seen as a way of demonstrating that schools cared for and invested in all their staff, and it would further enhance the self-esteem of these staff and raise the school profile in the local community. Recognition would also indicate that the school had high standards of staff development and good teamwork, and would promote excellence throughout the whole school, enhance recruitment and encourage greater retention of existing staff.

We knew we were doing well with professional development and we wanted affirmation of that – something that could continue to motivate us. We wanted recognition that the school had a commitment to the professional development

of all its staff – that the governors, management, teachers and support staff were equal partners in the process of educating youngsters. (Headteacher)

Few schools explicitly referred to potential benefits for pupils as a reason for their initial involvement with Investors in People, and only two headteachers made specific reference to using Investors in People to raise levels of pupil achievement as a reason for involvement. However, as will be seen in Chapter 4, when asked about the impact on pupils, most respondents did feel that there were benefits.

The majority of headteachers were in sympathy with the principles of Investors in People prior to involvement, and they perceived that these principles could apply equally to schools and businesses. Headteachers felt that by becoming involved in a national, predominantly business-oriented, standard of excellence, they could illustrate that schools could not only be as rigorous as businesses, but could actually show businesses how organisations should be managed for the benefit of all staff involved. It was felt that the Investors in People Standard provided a framework that was compatible with their beliefs in how schools, and other organisations, worked best.

I am committed to the idea that an organisation is as good as the people in it. I am committed to involving everyone in training and that is why it [Investors in People] did interest me. (Headteacher)

I didn't go for Investors to improve the school. That wasn't my reasoning. I felt as though the school was doing the right things and Investors matched our philosophy. We were doing a good job of creating a positive ethos, of creating good teamwork in school. Investors enabled us to firm that up. (Headteacher)

In only one school was the headteacher seeking fundamental change, rather than development as part of an ongoing process of improvement, in the school. Working with the Investors in People Standard was seen as providing a vehicle for affirming her vision, helping to improve the culture, rebuild trust, improve communication, and encourage involvement of all staff in the running of the school.

A number of headteachers commented that they wanted to use the Investors in People Standard because it provided the opportunity to demonstrate to staff – both teaching and non-teaching – that professional development was not only about attending training courses, but that it could also be enhanced by working with colleagues within the school. Some also perceived that the Standard provided a model for improving staff development that enhanced their existing appraisal system.

Another reason for some schools choosing to work towards Investors in People recognition was its focus on people, who were perceived by headteachers as the school's greatest asset. In the majority of cases, this was seen as particularly relevant to the development of support staff.

Although most of the schools felt that they already had good staff development programmes in place prior to deciding to work towards recognition, the Investors in People process was expected to help in ensuring a more structured approach, adding rigour to and tightening up existing procedures, as well as providing a systematic method of reviewing and prioritising development needs, guaranteeing better value for money spent on training and development, and ensuring that all staff were involved in school development planning.

...when the school decided to go for IiP recognition, staff development was still too unplanned. It was training on demand and it was ad hoc. IiP was a way of turning it into a system properly planned, funded and evaluated.
(Headteacher)

The Investors in People logo was a further positive factor, mentioned by a small number of respondents. The logo was felt to be recognised outside the world of education, and to portray a specific message about the school to the wider community.

2.3 Expected benefits of involvement

Expected benefits were closely linked to the reasons that schools gave for applying for recognition. There was a strong feeling that the Investors in People process would provide a framework for all staff to take a part in school development planning and

achieving the goals identified in the School Development Plan. Having a clear structure and well-understood procedures would, it was hoped, ensure clearer definitions of training needs and improved ownership of both personal and professional development. There would also be every opportunity to engage staff in planning, and to match personal development needs with institutional requirements.

There would also be structures and systems for evaluating training and development, to standardise procedures, to formalise both personal development plans and School Development Plans, to allow more sharing of goals, to fine-tune the targeting of training and costs incurred, and to ensure value for money.

2.4 The schools before commitment to Investors in People

Heads felt that the main areas which needed to be addressed were a lack of standardisation and documentation, insufficient linkage between staff development and the school development planning process, and ensuring that support staff were more involved in the life of the school. For these schools, the fact that they were doing much of what was required was an incentive to work towards recognition.

We were already doing a lot, but IiP provided the opportunity to confirm and formalise in all departments. (Headteacher)

For a small number of headteachers, the Investors in People Standard was seen as a way of implementing change which they knew they wanted in their schools, and of addressing particular issues. Others identified poor appraisal systems, embedded attitudes towards training, and low levels of monitoring and evaluation of training and its outcomes, as areas which needed to be improved.

2.5 The decision to commit the school to using the Standard

The decision to work toward Investors in People recognition was usually taken by the headteacher in consultation with his or her deputy and/or the Senior Management Team. In only two cases did the headteacher decide alone. While governors were consulted, and were usually very supportive and encouraging, it appeared that in most cases, they regarded their agreement as a formality.

The headteachers involved in this research were, on the whole, relatively recent appointments, with only one who had been in post for more than ten years, and with ten out of 14 appointed in 1994 or later. In over half the schools visited, this was the headteacher's first experience in that role and the school made the decision to use the Standard within two years of the headteacher's appointment. In only three schools was the decision to use the Standard taken more than two years after the appointment of the headteacher. New headteachers may be more willing to accept that schools need to change, and that change needs to be managed, than those with more experience in the role. They may also be more willing to accept that a standard originating in commerce and industry can be appropriate to the education sector.

Chapter 3

The Investors in People process

3.1 Summary

Responsibility for managing and implementing Investors in People was taken by the Investors in People coordinator, who was also sometimes the headteacher. A number of coordinators were able to delegate some tasks. In a few schools, it was perceived that implementation called for a considerable amount of paperwork in compiling a portfolio of evidence, but the work involved tended to be time-consuming rather than difficult.

Most coordinators felt they had had good support, from their local TEC, EBP or Chamber of Commerce, from their own Senior Management Team, and from governors. No school reported any major difficulty in gaining recognition.

In some schools, staff had been involved in initial discussions about whether the school should make a commitment to Investors in People. More commonly, the decision to seek recognition was made at senior management level, and staff were

informed about what this would involve. Several staff were interviewed as part of the recognition process, but staff in general did not feel that they wanted greater involvement in preparing the school for recognition or review.

3.2 Managing the implementation

In each school visited, one member of staff took responsibility for coordinating the work required to prepare the school for recognition as an Investor in People. In five of the schools, all primary, the headteacher was also the Investors in People coordinator. In the other two primary schools, the deputy head had this responsibility. In secondary schools, the role was filled by a deputy head, a head of year or a head of department. The seniority of those involved indicates the importance that schools attached to this role.

The time taken from commitment to recognition varied from less than a year to two years. In most schools, the coordinator undertook much of the work with relatively little delegation to other members of staff, although it was not always clear whether this was from choice or from necessity. In a few schools, this resulted in a considerable workload. In these cases, although most of the structures were already in place, documentation needed redrafting and collating, and this was felt by some coordinators to be time-consuming. For example, in one school, the job descriptions of all staff were reviewed to ensure that they linked closely to the School Development Plan.

In three schools, there was a more collegiate approach. In one, a working party, including both teaching and support staff, was created. In another, where the headteacher was also the coordinator, a group was set up comprising the headteacher, the chair of governors and the LEA pastoral inspector. A staff development group within the third school provided a forum for support and discussion on emerging issues.

Coordinators were asked to describe the processes used for introducing staff within the school to the idea of working with the Standard, and for moving the school towards recognition. In most schools, the process had started with informing staff of developments, either as part of regular staff meetings or at a meeting called for this specific purpose. In at least one school, all staff attended a meeting at which they were able to contribute to a discussion of the aims of the school, and the contribution which they could make to achieving those aims. The coordinator had reviewed

professional development needs for the whole staff, usually by means of questionnaires or individual interviews. In schools where staff development was well established, and where it was already linked to school development needs, coordinators had a relatively straightforward task. However, there was still a need to review the overall position, and to identify areas where action was needed. A number of coordinators commented on the work required to compile the portfolio of evidence which they felt was necessary to achieve recognition. Many coordinators included a wide variety of documentation, to demonstrate to the assessor that Investors in People requirements were being met. As result, portfolios may have been more comprehensive than required by the assessment process.

In schools where one of the priorities was to ensure that support staff were more fully involved and had appropriate access to staff development, much time and effort was required for identifying their needs, setting up professional development reviews, and creating opportunities for their training and development. In some schools, this presented a considerable challenge in helping support staff, not traditionally included in staff development activities, to understand why it was important to them and to the school, and the variety of forms which it might take. A particular problem noted in some schools was that the contractual arrangements for support staff did not always allow paid time for staff development activity.

In one school, initial discussions revealed that a priority area for school development was support for governors in establishing their own roles and responsibilities: a number of sessions were held to enable governors to discuss these issues.

The following exemplars illustrate the ways in which coordinators dealt with some aspects of the implementation.

Exemplar 1

The coordinator and headteacher worked together on producing an outline timetable for implementing Investors in People, aiming to achieve the Standard about 18 months after it was first introduced to staff at a Professional Development Day. The coordinator then developed a more detailed breakdown of the stages involved to show

to staff. The emphasis of the document was on the non-threatening nature of Investors in People involvement. At all times, the coordinator was careful to be practical in implementing Investors in People.

Exemplar 2

Staff meetings were held to explain Investors in People to all staff. The headteacher and coordinator had to encourage dinner supervisors to realise that they were receiving professional development even if they were not aware of this (because the training was not a formal off-site course).

In summary, the main work for coordinators lay in informing staff, clarifying their understanding of Investors in People, collecting and collating information, interviewing staff, filling gaps in training and understanding, and compiling the evidence. That in turn called for discussions, meetings and, in a few schools, a considerable amount of paperwork to document what was taking place, for the coordinator to collate. Training and development programmes had to be carefully planned and evaluation systems put in place or tightened.

Since schools involved in the research experienced recognition, the process has been amended, and schools do not have to produce a portfolio of evidence to gain recognition.

3.3 Support for implementation

The majority of the coordinators received very good support both from within and from outside of their schools. Local TEC Investors in People advisers and assessors accumulated much praise. There was also advice and support from an LEA Management Development Centre, and from local Chambers of Commerce and Education Business Partnerships. Most useful were those advisers who had a good understanding of schools and who helped the school coordinators to tailor their school documentation appropriately. Support included:

- presentations to staff in schools;

- assisting schools in networking with other schools at various stages of working with the Standard;
- provision of seminars, workshops and training days for representatives from a variety of organisations;
- provision of training facilities; and
- linking schools with a partner from business for the exchange of ideas and expertise.

Workshops and similar activities where all the participants were useful.

The local TEC organised an excellent training day on school development planning improvement which involved schools at different stages.
(Coordinator)

Other workshops included organisations other than schools. Although these were felt to be less useful than groups including only schools, having input from a variety of organisations was welcomed, and in some cases useful partnerships were developed.

The local EBP [Education Business Partnership] provides a business partner for schools. My partner was a personnel manager and there was useful dialogue about appraisal, with each learning from the other. (Headteacher)

In some cases, coordinators provided more detail on the types of support that they had received. These included support and guidance on:

- establishing timescales for the Investors in People process;
- conducting surveys;
- relating the requirements of the Investors in People Standard to practice within the school;
- the kinds of evidence required;
- devising systems for evaluating training and development activities; and
- relating training to the needs of both the school and the individual.

Additionally, financial support was available to some schools, from the TEC or the LEA. The basis on which such support was provided varied considerably but included:

- a 50 per cent contribution to the cost of assessment, reducing the amount paid by the school to £750;
- funding by the TEC to run a one-day conference on school development planning, which was attended by governors as well as by teaching and support staff including lunchtime supervisors; and
- matched funding for meeting training needs identified as part of the Investors in People process.

We had lots of support from the IiP mentor from the TEC – someone working specifically with schools who was very supportive. (Headteacher)

Coordinators also acknowledged the importance of support from colleagues within the school, whether this was from more senior staff where the coordinator was not the headteacher, from a positive attitude from staff, or from a more formal input from an internal staff development committee. Support from governors, particularly those with knowledge and experience of Investors in People from their own employment, was also appreciated.

Internal support came mainly from the previous Chair of Governors who had business experience of IiP through his employment; the then Deputy Head who helped a lot on sounding out approaches and putting together documentation; the staff's willingness to further professional development – they wanted it to succeed. (Headteacher)

3.4 The involvement of staff in achieving Investors in People recognition

All teaching and support staff interviewed were aware that their school had attained Investors in People recognition. Most staff said that they had first been informed that the school was going to begin working with the Standard through a presentation on an INSET day or through whole-staff meetings. Some schools had hosted a presentation from the local TEC as part of their INSET programme. Staff reported that

presentations had focused on how the Standard could be used to help the school to formalise existing structures and procedures, without creating a great deal of extra work.

Generally, teaching and support staff were not involved in working toward recognition, prior to the actual on-site assessment, although most staff felt that they were kept well informed of progress. In two schools, staff noted that there had been much discussion and a pre-assessment giving staff the opportunity to discuss what was involved. They felt that, if at this stage they had been unhappy, the headteacher would have reconsidered involvement. Many of those interviewed had completed an initial Investors in People questionnaire and/or been interviewed, as part of a randomly selected group, by the Investors in People assessor.

Chapter 4

Benefits and outcomes of Investors in People

4.1 Summary

In general, the beneficial changes in schools since they began using the Investors in People Standard were those that had been expected. Headteachers and coordinators tended to have a clearer view of the benefits of Investors in People for school development planning and professional development, and the changes which had resulted, than did their teaching staff. Given that many of the structures for professional development were already in place when a school decided to work towards Investors in People recognition, it was not surprising that many teachers and some support staff did not perceive major changes resulting from the school's involvement with Investors in People. In their view, Investors in People was a way of building on what was already happening within the school: it facilitated, rather than caused, change. Others, particularly support staff, felt that Investors in People had led to significant change.

Where they commented, headteachers felt that their school management had been helped by the introduction of the tighter structures and systems that Investors in People called for.

Communication within schools was generally felt to have improved, although there were some schools where further improvement would be welcomed.

Most respondents felt that resources for professional development were being used more effectively since the school began using the Standard.

The key benefits to teachers of Investors in People were seen to be more focused and better targeted training and development opportunities. Other benefits reported by some teachers included a greater flexibility in meeting training and development needs, greater sharing of good practice, better opportunities for newly qualified teachers, and more involvement in school development planning.

Support staff were frequently thought, both by themselves and by others, to be the main beneficiaries of Investors in People: they were now more involved in planning, had more opportunities for professional development, and felt themselves to be valued within the school community. There was greater involvement of staff, such as lunchtime supervisors, who had not previously been included in professional development.

Pupils were also thought to benefit from a school investing in its staff: better trained staff meant better teaching, a greater ability to deal with pupils' needs, and a framework within which new initiatives could easily be incorporated.

The key benefits of Investors in People to the school community were that all staff shared, and were seen to share, common aims. Investors in People was a recognition of good practice and a way of valuing all members of the school community.

Whilst using the Standard had little direct impact on governors, they felt themselves to be better informed and more able to support the school.

Schools used a variety of strategies to monitor and evaluate the outcomes of Investors in People. Generally, these were as expected, but some schools reported additional benefits, including the momentum provided by the Investors in People process, an increase in the self-confidence of staff, an increased willingness among staff to accept

criticism, and a greater questioning by staff of processes and practices within the school.

Governors felt that most of the benefits of the Standard could have been achieved without it, but that it helped the school to achieve those benefits in a more organised and structured way.

4.2 Perceptions of change

All those interviewed were asked to comment on the benefits and outcomes of involvement with the Investors in People Standard under a variety of headings. In general, respondents within schools had similar perceptions, albeit with different emphases. Headteachers, and to a lesser extent coordinators and governors, were more likely to emphasise the changes in school management, and the process of school development planning, whereas teachers and support staff tended to focus more on the impact of professional development.

Most respondents could identify changes that had occurred since the school first became involved with Investors in People. Generally, they were unable to say that the changes were the result of involvement with the Investors in People Standard, but saw them as the extension and development of changes which were already taking place within the school. Working with the Standard was seen as important in that it had a facilitating, rather than a causal, effect on this process of change and evolution.

Other initiatives and pressures within the education system were seen as contributing to these changes. The raising standards agenda, target setting, and benchmarking require schools to examine critically what they are providing for their pupils, and to use their resources as effectively as possible to improve pupil performance. For example, one headteacher commented that budget constraints in his school were such that only essential training and development needs could be met: careful prioritisation was therefore necessary regardless of whether or not the school was using the Standard, although Investors in People provided a framework which facilitated that prioritisation.

4.3 School development planning

As described in Chapter 2, all the **headteachers** interviewed were clear about the importance of school development planning, and of staff development, prior to their schools making the commitment to achieve the Investors in People Standard. Generally, headteachers and coordinators indicated that using the Standard had helped the school development process to become more coherent, with enhanced linkage between professional development and the needs of the whole school, and that a wider range of staff was now involved in formulating the School Development Plan.

The majority of **coordinators** felt that there had been changes since the school started using the Standard, with staff becoming more aware of school development planning and with more of them being involved. Using the Standard was also seen to be linked to a greater understanding by staff of how their own professional development related to the development of the school as a whole, and of how training and development resources were allocated. One coordinator felt that one of the benefits of working with the Standard was that it provided a framework which helped to ensure not only that professional development was planned effectively, but also that the plans were implemented.

Teaching staff were divided on whether school development planning had improved since the school started using the Standard. Some teachers noted that since beginning to work with the Standard they were now more involved in the planning processes. They also felt that there were more opportunities to share ideas, and for people to be able to focus on their own areas of expertise and consider their own needs. A substantial group, however, thought that planning was good anyway and the changes were concerned only with making the process more formal and open.

In some cases, teachers commented on specific outcomes which they felt were a direct consequence of using the Standard. These included personal and departmental development plans more closely linked to the School Development Plan, and an increasingly 'bottom-up' rather than 'top-down' approach to school development planning.

Over the last few years there is much more opportunity for people to become involved in the School Development Plan. We have had whole staff meetings and INSET days where people have had a chance to sit round and say what they think should be happening. I think that it has become a much more public thing. People seem to know what the issues are. (Teacher)

Support staff, in commenting on the changes in school development planning since introducing the Standard, referred to their own increased involvement in and greater awareness of the process. Some felt that the planning was now tighter, with improved linkage between training and targets. Several said that because they were more aware of what was happening within the school, it was easier for them to offer appropriate support to the teaching staff. There were more opportunities for discussion about the decisions that were being made in the school and especially about how this affected their work as part of a team.

They [Senior Management Team] listen to support staff and issues that are raised. Whether this affects their planning, I don't know. I think it is harder for them to duck an issue. (Support staff)

Although most staff felt there was greater involvement in school development planning than there might have been before using the Standard, there still remained the issue of how far training and development needs could actually be met. Limitations to development opportunities were mainly caused by a lack of time and/or money.

4.4 School management

Headteachers and coordinators were asked about the impact of the Standard on the way the school was managed. The most commonly cited effect was that it provided a framework with structures and systems that called for procedures for managing staff development to be fully documented. There were now visible systems in place to define, select, monitor, evaluate and support training and development. This provided a context in which personal development could take place, which in turn impacted on the management of personnel. In some instances, the Standard helped to clarify

individual roles and responsibilities, and this benefited both departmental and school management. Additionally, the ongoing implementation of the Standard highlighted the need to manage training and development consistently and thoroughly.

There has been a change of culture. There is much more of a move toward open communication and support systems are much more overt and explicit ... IiP has helped to formalise our systems that were probably always there but not quite so explicit. So the systems and procedures are there and the framework is there for people to refer to. (Coordinator)

In one school, a pre-assessment visit by an Investors in People assessor identified that the role of the Senior Management Team in terms of raising achievement was not clear. The assessor's report provided a basis for achieving the necessary clarity. In a second school, job descriptions throughout the school were revised as the school worked to achieve the Standard: this again helped the Senior Management Team to be much clearer about its role, and to function more effectively.

Generally, where it was felt that the Standard was primarily providing an external validation of what the school was already doing, the effects of using it were visible but less marked. In these schools, it was more a matter of 'tweaking and tightening' the management process, and of formalising procedures.

4.5 School information and communication systems

Teachers, support staff and governors were asked whether there had been any changes in how they were kept informed about what was happening in schools. Most teaching and non-teaching staff felt either that communication had always been good or that it had improved since implementing the Standard. These improvements were put down to greater openness, more involvement, greater sharing of good practice, a greater willingness to discuss, more opportunities to meet (especially for support staff), and more formalised briefings. Some schools had also instituted regular newsletters which kept staff informed on training and development issues and were used to disseminate feedback on courses attended. Respondents commented on a number of ways in which communication with support staff had been improved, and how their sense of being valued members of a team had been enhanced. These approaches included arranging for attendance at staff meetings to be part of the contractual duties of support staff, and ensuring that meetings and INSET were, when possible, organised at times when support staff, many of whom worked on a part-time basis, could attend.

Communication has been one of the single most important improvements, and with that comes the ease and confidence of knowing that your own needs are important and you can request those resources in order to improve the effectiveness of what you are doing. (Support staff)

In one school, the assessment highlighted that staff were not always aware of what was going on in the school on a day-to-day basis. Two steps were taken which teachers felt made communication within the school much better – a whiteboard was immediately introduced into the staffroom to show what would be happening in the next few days, along with a diary of forthcoming events over a longer period.

In two schools, however, teachers and support staff felt that there had been no improvement. In one of these, staff felt that information was shared only on a ‘need to know’ basis, and that most staff still did not understand ‘where the headteacher wanted to take the school in future’. In the second, staff felt that communication from the ‘top down’ was fairly good, but that the Senior Management Team did not always know enough about how other members of staff felt.

4.6 Professional development within the school

Headteachers identified a number of ways in which they felt that professional development within their schools had improved since implementing the Standard.

Training and development were seen as being better targeted to meet the needs of school than had previously been the case, by being specifically linked to the objectives of the School Development Plan. By ensuring that training and development needs were reviewed systematically and consistently rather than on an *ad hoc* basis, priorities for development could be established on a firm evidential basis. These priorities could include development of individual members of staff, for example in updating their skills or developing new areas of expertise. Equally, there might be development priorities relevant to groups of staff, such as implementing the Literacy Hour or a new behaviour policy within the school.

Evaluation by staff of development activities in which they had participated had become well established. A variety of methods were used, including post-training questionnaires, oral feedback to line managers, and internal staff newsletters.

There was an increasing use of professional development activities that did not involve sending members of staff on training courses. For example, cover was arranged so that teachers could observe each other's lessons and share practice, and greater use was made of demonstration lessons. The training skills of staff were being enhanced so that they could more effectively share their own expertise and skills. In particular, several schools noted that a culture had been established in which feedback and cascading of what had been gained from training activities were now the norm. Opportunities were being taken to provide training courses on-site, for example using twilight training, and to employ consultants to provide training activities tailored to the needs of the school.

Other changes were also identified.

- In some schools, headteachers reported that there was now greater acceptance of appraisal and a better understanding of how it could be used as part of professional development.
- In several schools, job descriptions had been reviewed as part of the process of achieving the Standard, ensuring that these were realistic and meaningful.
- The processes of recruitment and induction had been improved, as managers had gained a clearer understanding of what was required for those fulfilling particular roles within the school.
- Overall, there was greater ownership by staff of their own development: they were felt to have a greater understanding of their roles within the school, the directions in which they were likely to develop, and the ways in which individuals could assist their own professional development.

Resources are much more focused on training to progress the development needs of the whole school. That doesn't mean that individuals don't get resources, but they don't get resourced at whim or first come basis ... Everything is now scrutinised against a training plan. We try to direct

resources and we use resources directly to help fund initiatives that we want to make progress with within the school. (Coordinator)

In two schools, the headteacher and coordinator said that they felt that using the Standard had had minimal impact on how resources for professional development were used. However, even this minimal impact was important. One of the headteachers noted that more resources were now available for support staff, and there was an enhanced awareness of their needs by all staff. In the second school, it was perceived that resources for professional development were being used more creatively. In this school, staff were given the opportunity to act as INSET coordinator for one or two years before returning to their previous responsibilities.

Governors also noted improved targeting of training and development, with clearer links with the objectives of the School Development Plan, and several emphasised the increased opportunities for support staff. Many governors were, however, unsure as to whether this could be attributed directly to using the Standard, and felt that these changes were largely the result of the headteacher's own commitment to staff development.

4.7 Key benefits for teaching staff

Teaching staff were equally divided on whether there had been changes since the school started using the Standard. Those teachers who felt that there had been changes said they now had a greater understanding of their role in the school, and an enhanced feeling of being valued as a member of a team. Other changes noted by teachers included:

- a generally raised profile for training and development;
- improved access to training and development activities, which in some schools was, in part, due to financial support received from the TEC;
- a fairer allocation of training resources, with a perception that once a need had been identified there was commitment to meeting that need;
- better linking of resources to the School Development Plan – more focused training and INSET, and more courses on offer which were related to the practical aspects of teaching;

- improved and more flexible ways in which training and development needs were met through, for example, more in-house training by outside consultants and by school staff; shadowing; mentoring; observing and demonstration classes;
- more recognition of the need to disseminate and share with colleagues both good practice generally and the lessons learned from training;
- better opportunities for newly qualified teachers;
- improved evaluation of training and development activities;
- more formalised annual appraisal systems;
- more involvement in school development planning; and
- more time for reflection, for example by having a formal allocation of time to be used for professional development.

In several schools, the changes were felt to be particularly beneficial to those in the first few years of their teaching career, and to newly qualified teachers in particular. Using the Standard had helped schools to improve their recruitment and induction procedures, and to ensure that these teachers received the training and development they needed at the appropriate time.

Benefits were not confined to such teachers, and one example was provided of a long-serving teacher who was 're-energised' as a result of a review of her professional development needs. Her self-esteem was enhanced, her teaching revitalised and the school profile in her curriculum area was raised.

There can be disadvantages for a school which offers excellent professional development to its teachers: one primary headteacher noted that three members of her teaching staff had recently been promoted out of the school, one to a headship and two as deputies.

She also pointed out that despite using the Standard, which meant that there was good back-up within the school to minimise the disruption caused by staff leaving, it was difficult for the school to cope with the loss of three experienced members of staff in a short period.

Whilst teachers recognised that their training and development should primarily be linked to the needs of the school, there was, in some cases, a sense of frustration that the lack of resources and the need to satisfy the training demands of initiatives such as the National Literacy and Numeracy Strategies meant that more individual development needs were identified, but could not always be met. In particular, the opportunities for the type of training and development which would help to progress an individual's career and/or provide personal fulfilment had relatively low priority.

In three of the schools, teachers felt that there had been little, if any, change: in all these cases, this was because there had already been a well-developed structure for professional development in place. Using the Standard had made formal and explicit what had previously been informal and implicit.

Teachers in another school commented that Investors in People was an ongoing process in which they had a considerable degree of involvement. All staff were involved in the school development planning and the Standard was an integral part of this. In some schools, staff felt that the existence of annual reviews for all staff, where these had not previously been in place, served as a reminder of the school's continuing involvement with Investors in People. Investors in People as a continuing process was also commented on by middle managers, who felt that they had become more aware of their responsibilities for identifying training needs of their staff.

More commonly, however, there seemed to be considerable uncertainty about what happened following recognition. The majority of those interviewed said that, for them, Investors in People ceased at the point at which the school gained recognition. Whether or not this is true, the fact that teachers perceive Investors in People in this way is important.

Not all teachers thought that changes resulting from using the Standard had been beneficial to them. In one school, teachers commented that the Standard had not impacted on them in the way that they had been led to expect. They said that in practice the Standard seemed to be about 'systems not people ... there is no career structure in place in the school', and that teachers did not feel valued. In another school, teachers commented that, since the school began using the Standard, there had

been an increase in the number of staff meetings, some of which were seen as 'meetings for the sake of it'. Some of these meetings, which included all staff, were not felt to be relevant to everyone, and were not sufficiently well managed to be effective. These comments from teachers may represent a misunderstanding of Investors in People which, whilst not widespread, has implications for the future development of Investors in People in schools.

Headteachers, coordinators, support staff and governors were also asked how teachers benefited from involvement with Investors in People. Generally, they felt that the situation for teachers had always been good in school, and involvement in the Standard enabled professional development to be more focused towards departmental and school targets. In addition to this, there was a perception that enhanced provision for training and development allied to greater opportunities for staff to share good practice were of benefit to teaching staff.

4.8 Key benefits for support staff

All those interviewed were asked about the impact on support staff of using the Investors in People Standard. Most support staff interviewed commented on how their professional development had improved since the school started using the Standard. They now felt that:

- they had more training and development opportunities with improved appraisal systems;
- more courses were open to them;
- course allocation was fairer;
- there was more focus on their individual needs;
- it was easier to ask for training;
- there seemed to be more money available for support staff training; and
- there was better post-course evaluation.

There was also greater involvement of staff, such as lunchtime supervisors, who had not previously been included in professional development, and induction had improved.

As a result, support staff felt that they were better able to support teaching staff in the classroom because of their increased knowledge and skills. There was also greater, but by no means universal, awareness that professional development could be achieved not only by attending external training courses, but also by activities within the school. In several of the schools visited, support staff also noted that they now had a greater awareness of their own training and development needs, and a greater sense of responsibility for ensuring that those needs were formally identified and met.

There were a number of specific examples cited of improvements for support staff. In one school, support staff were now represented on the Senior Management Team, and in another, a change of name from 'ancillary staff' had raised their status in the school.

Several support staff referred to a narrowing of the 'us and them' divide between themselves and teachers, and increased awareness by teaching staff of the contribution support staff could make. Others were not convinced that the divide had narrowed: in one school, support staff said that they still felt like 'second-class citizens'. Some noted that the different pay and conditions for support staff meant that such staff could never feel equal partners with teachers. Again, this suggests a misunderstanding by some staff of the objectives of Investors in People.

Other interviewees generally shared the perception of the changes affecting support staff. In particular, there was widespread agreement among all staff that support staff were now more involved in the schools. They were seen more clearly as part of the team. Their increased contribution was welcomed and their colleagues valued them more highly. Colleagues also felt that the confidence and self-esteem of support staff were enhanced.

This group have moved more, developed more than any in the school. Formerly, support staff simply supported teachers and that involved cleaning chores, cutting up paper, etc. Now, the staff are trained to work directly with a group of children. We have dinner supervisors who have done NNEB, staff

with accredited first aid, support staff on ICT NVQ Level 3, and those are just some of the moves forward. (Headteacher)

The biggest change was the inclusion of non-teaching staff in the review and evaluation process ... Bringing in caretaking staff, dinner ladies, technicians was the most fundamental change we had to make. They were very pleased to be involved. (Headteacher)

In a few schools, there was a feeling that, although more support staff were being included in meetings and in decision making, they were not always provided with the necessary skills and knowledge to participate fully. One teacher commented that classroom assistants in such a situation could feel 'daunted' by being involved in staff meetings, and this could be damaging to their self-esteem.

4.9 Key benefits for pupils

Headteachers, coordinators, teachers and support staff alike agreed that if all staff received better professional development, this should result in better teaching from which pupils would inevitably gain. It is clearly difficult, if not impossible, to separate the effect of using the Standard from other changes going on in schools, and it did not appear that schools had attempted to do this.

One headteacher pointed to rapid improvement in test results.

*Results in national tests are not the only criteria for successful school achievement – but they are the most measurable and the most visible to people. Our maths results have gone from 34 per cent to 73 per cent from 1996 to 1999, and English from 28 per cent to 72 per cent [percentage achieving level 4 at key stage 2]. It wouldn't **all** be down to IiP – but the whole IiP approach is behind school improvement.*

More frequently, using the Standard was seen as a contributory factor, albeit with what a number of respondents described as an 'indirect' effect. The arguments put forward for this 'indirect' effect were that teachers would be more aware of pupil

needs and be better prepared to deal with them; expectations would be higher, and achievement might rise. It was felt that, if teachers had good training and development and time to reflect upon their practice, they would be more committed and more motivated themselves. Where respondents had a positive attitude towards using the Standard, they felt that it offered an approach that would help to raise pupil achievement.

So overall, it must have a good effect on students if the teachers are more organised, committed and motivated. (Coordinator)

Achievement generally has gone up and up. I can't say it is down simply to IiP. It is a multitude of factors in which IiP has played a part ... I think the fact that we have support staff much more focused on working directly with children is very effective in helping to raise standards. (Headteacher)

Several interviewees, particularly teachers and support staff, commented on less measurable benefits to pupils, particularly in the area of improved relationships within the school. These benefits were seen as arising from greater teamwork and consistency of approach by all staff; from a feeling that pupils responded well to a situation in which 'there is a structure ... and everyone is treated with the same respect'; and because using the Standard helped to create a 'learning ethos' which had an effect on pupil attitudes and motivation.

4.10 Key benefits for the school community as a whole

Respondents were asked about the benefits to the school community as a whole, a term which was interpreted in different ways. Some saw it as referring to the school as a body, while others interpreted it as the school within its wider context – the outside community. Within this variety of responses, headteachers, coordinators and governors were more likely to think of the school as part of a wider community, in particular in terms of the enhanced reputation of the school as academic achievement levels improved. Teachers and support staff, on the other hand, were more likely to think in terms of the community as meaning the whole school.

The use of the Investors in People Standard, with its emphasis on involving all the members of an organisation, and having a shared sense of direction, was thought to have contributed to a strong team ethos; morale had improved; staff had a real feeling of pride and achievement, and a happier working environment was created.

In the wider community, it was thought that the Investors in People logo was recognised, thus ensuring the school had a ‘good image’ and one that encouraged local business to view schools with respect. Parents, where they knew of the recognition, were known to be proud to be involved in a school that had gained recognition as an Investor in People. In some cases, it was perceived that working with the Standard had helped to improve communication and partnership between home and school.

It [the Standard] has enabled parents to be proud of the school's particular status. There are very few schools in this LEA which have IiP status and the letters I send home all have the IiP logo on which enhances the quality. Parents can identify with this and see that this school is every bit as good as those blue-chip companies that also have the IiP status. (Headteacher)

4.11 Key benefits for governors

Chairs of governors were asked about the benefits of using Investors in People for themselves and their colleagues on the governing body. In some schools, it was felt that there had been no real change, because communication, involvement and the training of governors had already been well developed. In a further small number of schools, there had been changes, but it was felt to be impossible to separate out the influence of the headteacher from that of using the Standard.

In several schools, governors felt that their own training and development needs were being met more effectively since the school had started using the Standard. A further group of governors could see how using the Standard could impact on them in this way, but it had not yet done so. Several governors noted that the governing body now worked better as a team, felt more involved with and better informed about the school, and were more aware of its roles and responsibilities.

One governor noted that information coming from the school to subcommittees was of higher quality than had previously been the case, because it was now being produced by teams rather than individuals. Another commented on the importance of the governing body understanding the aims of a school, because it provided an element of continuity should the headteacher leave the school.

4.12 Were the benefits of Investors in People those that were expected?

Headteachers and coordinators were asked whether the benefits they had achieved through Investors in People were those they had expected and, if not, in what ways the outcomes differed from those expected.

The majority of heads and coordinators agreed that the benefits delivered by Investors in People were the ones they had expected at the time of making the decision to seek recognition. Schools found that working towards a successful assessment led to a clear framework, more coordination, clearer documentation and increased rigour. As a result of experiencing the process, personal development plans were in place for all staff, training needs were identified and met (where possible), the School

Development Plan was constantly monitored and evaluated, more reflection was given to the appropriateness of training, and there was more effective evaluation of training and development, and more sharing and feedback of staff gains from training.

Headteachers and coordinators were pleased that there was now a greater emphasis on different types of training within the school; that their recruitment programme was much improved; that team spirit was so strong; and that the position of support staff had been greatly enhanced.

In addition to these expected benefits, several headteachers also mentioned changes which they had not anticipated.

- One headteacher commented on the increased resilience of her staff, for example in terms of being more willing to accept criticism, or able to accept more easily a poor set of examination results.
- Staff, who knew that they were valued and had a contribution to make, felt able to question processes and practices within the school.
- In one school, it was felt that, as pupils realised that they were part of an organisation in which there was a culture of review and evaluation among the staff, they began to apply similar principles to their own work.
- Two headteachers commented on the momentum that comes with Investors in People.

The main surprise for me in terms of benefit is that the whole thing has momentum and continues under its own steam. I did expect there to be a point at which staff would say 'Right, that's IiP achieved – now let's focus on something else'. It is a measure of how integral it is to their ongoing work and development that their support of each other, their keenness to continue developing their knowledge and skills, is carrying on and on.

One school, despite noting that it was unlikely to seek to maintain its recognition, felt that there had been benefits, particularly for support staff, and that ‘Investors in People had fulfilled its brief’.

The majority of governors interviewed felt that the outcomes would have been the same if the school had not been using the Standard, but that the Standard helped them to achieve those outcomes more quickly, and in a more organised and structured way. Three governors were clear that using the Standard provided an additional incentive to strive for, and maintain, the highest possible standards within the school.

Chapter 5

Investors in People and school improvement

5.1 Summary

The emphasis on quality in the Investors in People framework was seen as the aspect that linked it to other approaches to school improvement and to any national initiatives ongoing in a school.

Most, but not all, respondents saw a link between Investors in People and national education initiatives, in that all were working towards improvement in pupil outcomes.

Whereas both OFSTED and Investors in People were, in general, seen as driving toward greater quality, the links between them were more apparent to some respondents than others. Schools found that OFSTED inspection teams varied in their awareness of Investors in People.

5.2 The place of Investors in People within the school improvement agenda

The majority of headteachers perceived the Investors in People Standard and principles as complementing their overall approach to school improvement and the raising of pupil achievement. If staff development needs were met, and staff were made to feel valued, involved, and part of a team working together for the same goals, then they would be more effective in their roles: this in turn would have a positive effect upon performance standards in the school. If training was more carefully targeted, then expectations in the classroom would be higher and this would have a beneficial impact upon performance.

Training and development of staff is how I believe you raise standards because it shows staff that you value them. In terms of raising pupil standards, I think that if people are well trained, they have high expectations and they know that they have got the support. I think that creates a very positive climate within the school and it does raise standards because training

is targeted at curriculum areas and overall teaching and learning.
(Headteacher)

We set out creating meaningful job descriptions that tied into our school priorities. IiP helped us along that road and was quite a learning curve. Investors helped us to see how job descriptions fitted into the framework of action plans and the School Development Plan and still related to what people were doing. I see it now as part of the school improvement cycle.
(Headteacher)

Several headteachers referred to the way in which their review of staff development needs was an integral part of the school development planning process, and as such was contributing to school improvement.

5.3 Links between Investors in People and other national initiatives

Schools were involved with a wide variety of different initiatives. In addition to national initiatives such as the introduction of the Literacy Hour and target setting, these included the Sports Mark, Quality in Education, Basic Skills Agency Quality Mark, Education Extra, Environment Team awards, school self-evaluation initiatives, Investors in Careers, Specialist Technology Colleges, and Education Action Zones.

In several schools, links were perceived as indirect, in that all these frameworks aimed at improving the quality of education. However, the majority of respondents felt that it was the principles of quality, and of celebrating success and achievement, which underpinned Investors in People and which linked the Standard more directly to other initiatives. For example, one school had received awards from the National Primary

Centre. These awards focused on classroom practice and therefore assessed areas not covered by the Investors in People Standard, but where the impact of using the Standard should be apparent.

Working to the Investors in People Standard could also help with the demands imposed on schools by other initiatives, as one headteacher explained.

If you follow the IiP framework, then you are better placed to be creative about initiatives that come thick and fast. You don't simply have to react and take face value; you can consider current practices that take best advantage of it ... A potentially problematic new training issue has simply been absorbed into the existing framework easily and IiP helped with that.
(Headteacher)

5.4 Links between Investors in People and OFSTED

Headteachers and coordinators were asked specifically about the degree to which the Standard and the OFSTED inspection framework complement each other. Most respondents recognised that both the Standard and the inspection framework were looking at quality, but felt that the Standard was about the process whereas OFSTED inspections focused on outcomes.

I see IiP as a way of developing the staff and OFSTED as measuring staff performance, though in a slightly different way. It [OFSTED] is much more focused on the education side whereas IiP is much more focused on the whole issue of the training and development of staff. I think with OFSTED, you are perhaps looking at the end-product of what teachers are doing, whereas IiP is that underlying foundation that supports everything that you do. (Coordinator)

They [OFSTED] are much more a statistical base. IiP isn't about statistics. OFSTED has become less people-focused whereas IiP is about helping organisations to succeed through developing their people. (Headteacher)

A number of schools found close linkages between the two processes. In two schools preparing for Investors in People recognition and an OFSTED inspection in the same term, much of the preparatory work and documentation needed for the former was used for the latter.

However, some respondents felt that the differences in approach – with the Investors in People process seen as supportive and ongoing, and OFSTED inspections as judgmental ‘snapshots’ – were so fundamental that they represented two diametrically different approaches to school improvement.

As reported by the schools, inspection teams seemed to vary widely in the understanding and awareness of, and the importance they placed on, the fact that schools were using the Standard. Only two schools felt that their OFSTED inspection team had been sufficiently positive about the effect of the Standard on staff development. Whether or not OFSTED had taken notice of Investors in People in the past, schools were planning to include their recognition in OFSTED documentation in future. It was thought important to celebrate and highlight the award wherever possible.

Some schools, however, were disappointed that their success in achieving Investors in People recognition appeared to be ignored in their OFSTED report, or received only limited attention, even when the inspection had generally been a positive experience for the school.

OFSTED was quite a positive experience for this school. Inspectors worked with the school, were knowledgeable about primary education. But they did not seem to be aware of, or didn't understand, IiP. I spent a long time explaining to the lead inspector but there was no reaction. (Headteacher)

Chapter 6

Review and looking forward

6.1 Summary

Headteachers and coordinators in schools which intended to maintain recognition offered a range of suggestions for schools which might be considering using the Standard. These included the importance of having everyone's commitment before starting out, and ensuring that Investors in People did not become a burden, but was seen as part of daily school life.

Thirteen of the 14 recognised schools were planning to maintain Investors in People recognition, because it was felt to be a motivating force within the school, and demonstrated the continuing commitment of the school to developing and investing in its staff.

6.2 The work involved in gaining recognition

Coordinators generally felt that the work required to gain Investors in People recognition had been time-consuming rather than difficult. Particular problems that were identified included the perception that the language of the Standard was business- rather than school-oriented, and that it was not always clear what documentation was required for the portfolio. Coordinators emphasised that it was important to be realistic about the amount of work involved, to allow sufficient time to carry it out, and to make use of whatever support was available, both for administrative help from the school, and guidance and advice on portfolio construction from the local TEC. Most schools knew that the recognition process was changing, but were unaware that these changes would mean that producing a portfolio was no longer a requirement.

One aspect of the process that was found to take time was in ensuring the involvement of support staff. In the past, support staff had not always been involved in training and development in a planned way, either in relation to their own development or to

wider school development planning. In some cases, it took time and effort to enable support staff to engage fully with the process, and for them to appreciate that professional development was appropriate to them, and not synonymous with off-site training courses.

6.3 Advice to others considering involvement with Investors in People
Headteachers and coordinators were asked what they had learnt from the process of working towards recognition, and what other schools could learn from their experiences.

The headteachers and coordinators in 13 schools agreed that it was worthwhile working toward Investors in People recognition. There was considerable agreement that schools should:

- be clear about the expected outcomes;
- consider whether involvement with Investors in People is appropriate if the school is a considerable way from achieving the Standard;
- recognise that once a school is committed to using the Standard it is an ongoing process that does not stop when recognition has been achieved;
- gain the commitment and involvement of all those involved in the school, including the Senior Management Team and the governors, but accept that not everyone will want the same degree of involvement;
- be realistic about the time and effort that will be needed, but ensure that all those involved realise that it is manageable and that there is no fixed timetable;
- ensure that all staff understand that using the Standard is about enhancing professional development, in its widest sense and for all staff;
- recognise that involvement could mean changes which some members of the school might find hard to accept, for instance if the changes require the headteacher to alter his or her style of management; and
- consider the costs involved.

Headteachers suggested a range of ways in which the process of achieving recognition could be facilitated.

- For the coordinator, the implementation of the Standard should become part of his or her everyday work.
- Responsibility should be shared.
- Schools should be prepared to invest time and resources.
- Management should ensure that staff are aware of progress, even if they are not directly involved.

The coordinator in one school, which did not intend to maintain its recognition, acknowledged the value of the school's initial involvement with Investors in People, in particular in helping the school to become self-evaluative, but questioned the value of review.

The school got little out of it and it was very expensive and given that we are short of cash, [we would be] better advised to use it differently.

This coordinator suggested, perhaps rather cynically, that schools should read the literature relating to the Standard, see what it demanded and make use of anything which seemed useful, but without formal involvement with Investors in People.

6.4 Maintenance of recognition

All but one school intended to maintain recognition, and two had opted for annual review. Whilst a variety of reasons was offered for maintaining recognition, these generally fell into two broad categories. Firstly, continuing recognition was seen as a public demonstration, both to those in the school and to the wider community, of the school's success. Secondly, the continuing cycle of review provided a stimulus for continued effort and an incentive to ensure that the momentum already generated was maintained.

IiP is a useful kitemark to put on the prospectus and it sends out the right signals ... It is a good mechanism for keeping an organisation on its toes as it is an independent accreditation process. (Governor)

As noted in Section 6.2, one of the 14 recognised schools visited did not intend to maintain its recognition. Some additional information relating to schools' reasons for not maintaining recognition was obtained from interviews with the headteachers of one primary and one secondary school whose involvement with Investors in People had ceased.

The experience of the two schools was, in many ways, similar. Both headteachers said that involvement with the Investors in People Standard had begun with their predecessor, and in both cases there was a perception that the decision to work towards the Standard had been 'imposed' by the previous headteacher. One or two individuals had carried through the process of working towards recognition, and the staff in general had not been part of, or seen the value of, this. In both schools, the assessment had been a negative experience, carried out by assessors who did not appear to have sufficient understanding of schools, and who did not appreciate the low level of staff commitment to the Standard. In both schools, the present headteachers had consulted with their staff about seeking to maintain recognition. The headteachers reported that staff had been unanimous in feeling that the school had not benefited, and that the money and effort required to maintain recognition could be better spent elsewhere.

Despite generally having negative perceptions of their experience of Investors in People, both headteachers felt that there had been some benefits. One commented that meetings arranged by the local TEC had been useful, while the other noted that the Investors in People process had increased awareness of the role of support staff, and had led to clearer, more formal statements of policy and procedure. Without the commitment of staff, however, these had not become embedded in the school culture, and were seen as valueless.

Interviews with the headteachers of two schools which had decided to cease their involvement with Investors in People revealed that, in each case, initial recognition had been achieved without real commitment or a feeling of ownership among staff.

Chapter 7
The views of advisers
and assessors

7.1 Summary

Like the schools themselves, assessors and advisers felt that schools became involved with Investors in People to achieve recognition for what they were doing, and to provide a structure for school development planning. In some areas, the attitude of the LEA towards Investors in People was felt to be an important factor in determining whether or not schools decided to seek recognition.

Assessors and advisers saw the direct and indirect costs of achieving recognition, and the perceived requirement for documentation, as the main barriers to increasing the level of schools' involvement with Investors in People. Additionally, staff may see Investors in People as another, potentially threatening, judgement on their work.

7.2 Delivering the Standard

While Investors in People UK has overall responsibility for promoting and maintaining the Investors in People Standard, TECs have been responsible for its delivery. This responsibility is sometimes devolved to local partners, such as Education Business Partnerships or Business Links. The local delivery network provides information and support to organisations wishing to become involved with Investors in People. Local assessment units arrange assessment against the Standard. Assessors recommend schools for recognition, and it is the role of Local Recognition Panels to grant recognition.

As part of this study, TEC staff were interviewed about their views of the success of Investors in People in schools. The following sections report on their views.

7.3 The respondents

Eleven Investors in People assessors and advisers were interviewed. They came from five TEC areas, four of which were areas with schools contributing to this research. Most of those responding had experience as both advisers and assessors. The respondents had a variety of relevant experience, including business, teaching, and as LEA advisers.

7.4 Reasons for involvement in Investors in People

Respondents perceived schools as having a range of reasons for deciding to become involved with Investors in People, including:

- school perceptions of the gains demonstrated by other schools which had already achieved the Standard;
- schools' desire to improve their processes and practices in terms of staff training and strategic planning;
- wanting to get involved in an industry standard that enabled schools to compare themselves with business; and
- wishing to acquire the logo, as recognition of what the school was already achieving.

In some areas, the LEA actively encouraged schools to seek Investors in People recognition.

7.5 Benefits gained by schools from involvement in Investors in People

There was consistency in respondents' views of the benefits. In general, they characterised the main benefit as being assistance to the school to put in place an approach which would enable it to focus on measurable objectives that could be achieved through better communication and more purposefully directed training initiatives, for all the staff in the school. Benefits to particular aspects of school life are described in more detail in the following sections.

School development planning

Respondents felt that Investors in People helped schools to translate the aims of the School Development Plan into measurable outcomes. Nearly all the respondents recognised that School Development Plans provided the basis for any Investors in People involvement, but referred to shortcomings in the Plans' potential for implementation. They felt that Investors in People could remedy this, by ensuring that schools organised and ordered the separate processes that contributed to the overall Development Plan for the school.

School management

Most respondents felt that school management approaches needed to undergo significant change if the benefits of Investors in People were to be realised. Respondents claimed that managers in schools would gain from the increased focus on planning, clearer objectives, and the support of staff who would have a greater understanding of, and consequently a greater commitment to, progress and development. It was felt that Investors in People would result in headteachers developing better skills in people management, especially with non-teaching staff, and that the culture created by using the Standard would make teachers more willing to provide and experience feedback.

Teaching staff

Respondents saw the benefits as being greater for teachers in primary schools than for their colleagues in secondary schools. They felt that some primary teachers concentrate too much on what is going on in their own classrooms, and that Investors in People could support them in gaining a whole-school perspective.

Overall, the benefits to teaching staff were seen as being that Investors in People:

- helped them to focus on their own development and on the school as a business;
- resulted in teachers becoming more involved in whole-school planning;
- created a climate where teaching staff received more recognition, and felt valued; and
- improved training and development, making it more relevant, and more variously presented.

Furthermore, because Investors in People advisers tended to use the School Development Plans as their starting point, staff were able to feel that their past work had been productive.

Support staff

In most respondents' view, the ideal expressed for teaching staff became a reality for support staff. This was largely because such staff had previously been less involved in school decision making than their teacher colleagues, and so their empowerment was more marked. In some schools, where the training and development needs of

support staff had previously been ignored, Investors in People was thought to have provided the impetus for change.

Pupils

If support staff and management were perceived as deriving the most identifiable benefit from Investors in People involvement, benefits to pupils were less direct. All of the respondents felt, however, that they could claim that benefits to pupils, usually expressed as improvements in pupil achievement, were an outcome of the Investors in People process.

The whole community

Respondents felt that, if the components of Investors in People were in place, the outcomes for the community as a whole, as with pupils, were almost guaranteed. It was important, however, that the structures and processes of the school were visible to all. One respondent suggested that Investors in People encouraged people to look outwards from the enclosed community of the school and that this, combined with the longer-term strategies introduced by Investors in People, would lead to schools being 'less likely to be buffeted by the constant changes that are being demanded of them'.

7.6 Reasons for lack of involvement in Investors in People

The main reason cited for limited take-up of Investors in People was cost, although all the TECs contacted provided some direct or indirect financial support. In most of the areas, there was some system of subsidy to ensure that schools did not have to bear all of the costs of assessment, although the amount of subsidy varied considerably. Other support from TECs included contributing to the cost of meeting training needs identified in the school, as well as invitations to seminars or workshops, and the provision of training facilities. Where there was little or no cost to schools, the take-up appeared highest.

The money actually paid to assessors is not the only cost a school has to bear. Respondents recognised that there were expenses of staff time and of document preparation that also had to be taken into account, even though, as most mentioned, the amount of documentation currently required had been reduced. It was felt that school staff already worked long hours and there was little time for them to take on further activities. One respondent suggested that the introduction of the National Literacy and Numeracy Strategies had deterred some schools from participating in Investors in People. Overall, respondents felt that schools did not see Investors in People as a priority when resources were limited, and one suggested that Investors in People recognition was seen as part of an overall increase in bureaucracy.

One respondent suggested that voluntary promotion of Investors in People is not sufficient to meet Government targets, and that, if Investors in People is perceived as important, the costs of assessment should be met by central or local government.

A small number of respondents felt that some schools had a negative perception of Investors in People, because:

- teachers see it as yet another judgement of their work;
- schools are worried about potential failure and the impact on their confidence that this would have; and
- schools feel they are not ready.

7.7 Maintaining recognition

The majority of the respondents were currently working mainly as advisers, with little experience of review, so few felt competent to comment on this issue. However, those who did comment raised a number of issues.

If schools receive considerable support (whether financial or otherwise) for initial assessment but such support is not available for review, they may question the 'added value' of maintaining recognition. A respondent noted that this represented a misunderstanding of Investors in People, which should be seen as a process, not as a snapshot of an organisation at a fixed time.

In some areas, there had been a move from three-year to annual reviews. Schools choosing annual review preferred the greater opportunity for continuing dialogue that it offered.

One respondent felt that schools which had seen the advantages of receiving qualified, objective, and professional feedback were more likely to perceive Investors in People as an investment rather than a cost.

Respondents felt that too many schools associated Investors in People with excessive documentation, and this could become an issue in deciding whether to maintain recognition. However, it was felt that some of this misunderstanding could have arisen because of assessors' lack of understanding of how schools operate, leading to an increased need for documentation as a means of explaining school systems and processes.

7.8 The relationship between TECs and local authorities

A general view was that there was a need for greater liaison between TECs and LEAs. For example, within the area covered by one TEC, one LEA had taken a negative stance towards Investors in People, some had been neutral, and in one LEA, the Director of Education was actively encouraging greater take-up. There was a perception that, if more LEAs came to understand Investors in People, and if they could see it as having benefits beyond staff development, more schools would consider seeking Investors in People recognition. One respondent argued that LEAs wishing to encourage Investors in People in schools should provide funding to support TEC advisers.

One respondent felt that, if the Government wanted to increase take-up, it should issue specific school-related targets for TECs, but recognised that this might have resource implications.

Chapter 8

The national context

8.1 Summary

The percentage of schools in each region which had at some time been interested in Investors in People ranged from nine per cent in the South East to 25 per cent in the Eastern region. Nationally, just over seven per cent of all schools were, at the time of this analysis, recognised as Investors in People. The percentage of schools in each region which were recognised as Investors in People at that time ranged from four per cent in the South East to 11 per cent in the North West. Nationally, six per cent of schools which had at some time been involved with Investors in People had ceased their involvement.

The proportion of schools ceasing their involvement with Investors in People ranged from four per cent in London to 12 per cent in the South East. In a small number of TECs, over a quarter of schools which made a commitment to achieve recognition were known to have withdrawn.

There is some evidence to suggest that levels of involvement were slightly lower in those TECs which had merged with their local Chamber of Commerce than in other TECs.

Secondary schools were more likely to be involved with Investors in People than primary schools. Grant-maintained and local authority-maintained schools were more likely to be involved with Investors in People than voluntary or independent schools. Schools situated in metropolitan areas were more likely to be involved with Investors in People than schools in non-metropolitan areas.

Primary schools in metropolitan areas, with a high percentage of pupils receiving free school meals, and under LEA control, were most likely to be involved with Investors in People. Primary schools which were independent or voluntary or which had good

performance at key stages 1 and/or 2 were least likely to be involved. Amongst primary schools, those in metropolitan areas and with a high percentage of pupils receiving free school meals were the least likely to withdraw from Investors in People.

Amongst secondary schools, independent schools were least likely to be involved with Investors in People. LEA-or grant-maintained secondary schools and schools with a high percentage of pupils receiving free school meals were more likely to be involved with Investors in People. Voluntary secondary schools and secondary schools with a high percentage of pupils receiving free school meals were least likely to withdraw once involved. Secondary schools in metropolitan areas were less likely to withdraw than those in other areas.

Schools in metropolitan areas, and voluntary and independent secondary schools, were relatively late in starting their involvement with Investors in People.

Primary schools with relatively high levels of entitlement to free school meals, and with relatively low levels of achievement, tended to take longer than other schools to achieve recognition, but there did not seem to be a similar pattern among secondary schools. Secondary schools in non-metropolitan areas tended to take longer than other secondary schools to gain recognition.

Overall, schools which were recognised Investors in People, and those working towards recognition, received higher assessments of teaching quality at OFSTED inspections than did schools not using the Standard. Schools which received moderate assessments of teaching quality were more likely to become involved with Investors in People following an OFSTED inspection than schools receiving more extreme assessments.

8.2 Background

Whether or not a school becomes involved with Investors in People can depend on a wide variety of factors, some of which will be associated with the particular circumstances of schools, and with the individual experiences and attitudes of

headteachers, members of staff or governors. Depending on local circumstances, and on changes in Government Office funding, TECs have varied in the ways in which they have targeted schools, which will also have an effect on whether or not schools become involved with Investors in People.

There may, however, be other, more systematic, variations associated with region, school type, or school status, which are related to a greater or lesser likelihood of involvement. An understanding of these variations may help to inform TECs and others as to how to increase the number of schools which are Investors in People. This chapter considers such variations.

A comprehensive set of information relating to all schools in England with pupils in the age range five to 16 – about 25,300 schools – was compiled from a variety of sources. Information provided by Investors in People UK allowed schools to be categorised with respect to their history of involvement, if any, with Investors in People.² Using this information, schools were designated as:

- **interested** if they had at some stage been involved with Investors in People (i.e. if they were currently committed, recognised, had chosen to maintain their recognition or if they had been involved but had now withdrawn);
- **involved** with Investors in People if they were committed, recognised, or had chosen to maintain their recognition; or
- **recognised** if they were currently recognised or had chosen to maintain their recognition as Investors in People.

On this basis, 4,195 schools had at some stage made a commitment to work with the Investors in People Standard. Of these, 1,849 were recognised, 2,090 were working towards recognition, and 266 schools had formally ceased their involvement with Investors in People.

² Information relates to July 1999.

8.3 The geographical pattern of involvement with Investors in People

Table 8.1 shows that there was considerable variation across Government Office regions in terms of school interest, involvement and recognition. Less than ten per cent of schools in the South East region, but a quarter of schools in the Eastern region, had shown an interest in Investors in People. Of schools which had made a commitment to Investors in People at some stage, the proportion which had ceased involvement ranged from four to 12 per cent.

Table 8.1: Involvement with Investors in People by Government Office region

Region	Interested schools (percentage of all schools)	Involved schools (percentage of all schools)	Recognised schools (percentage of all schools)	Ceased schools (percentage of interested schools)
	%	%	%	%
East Midlands	17	16	5	5
Eastern	25	24	11	6
London	19	18	7	4
North East	14	13	6	6
North West	23	22	12	4
South West	17	15	8	7
South East	9	8	4	12
West Midlands	19	17	8	8
Yorkshire & Humberside	16	15	7	7
Overall	17	16	7	6
Total number of schools	25,266	25,266	25,266	4195

Variations between individual TECs were even more marked than those between regions. The percentage of schools within a TEC which had at some stage been involved with Investors in People varied from six per cent to 47 per cent, while the percentage recognised varied from three per cent to 27 per cent. In the majority of TECs, schools which had at some stage made the commitment to becoming Investors in People had achieved or were still actively working towards recognition. However, in a small number of TECs, more than a quarter of previously involved schools had subsequently withdrawn.

Some TECs have merged with their local Chambers of Commerce to form a new organisation. There is some evidence that schools in these TECs are slightly less likely than those in unmerged TECs to become involved, or to stay involved, with Investors in People.

8.4 When did schools become recognised Investors in People?

For recognised schools, **Table 8.2** shows the pattern of recognition by academic year.³ Not surprisingly, the numbers of schools achieving recognition for the first time rose sharply in the first few years following the inception of Investors in People, but the results do not suggest any great acceleration in the rate of uptake.

Table 8.2: Academic year of first recognition

	1993/4	1994/5	1995/6	1996/7	1997/8	1998/9
	%	%	%	%	%	%
Percentage of all schools	0.2	0.5	1.0	1.9	1.8	1.9
Cumulative percentage of all schools	0.2	0.6	1.7	3.5	5.3	7.2

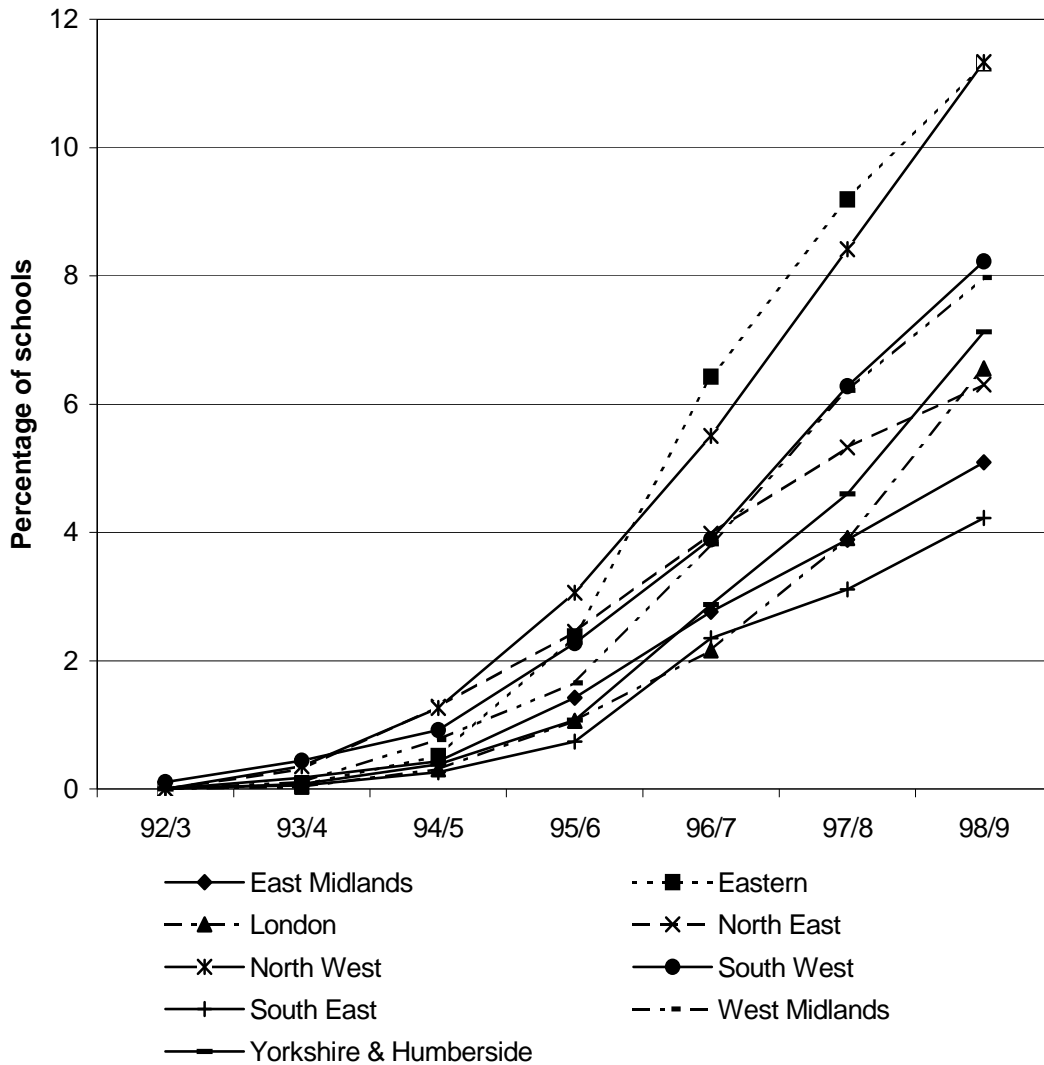
Cumulative percentage may not equal the sum of the individual values due to rounding errors.

N = 25,266 schools

Figure 8.1 shows that the pattern of uptake also varied across regions. For example, the Eastern, North East and South West regions all had similar proportions of recognised schools in 1995/96, at just over two per cent, but by 1998/99, the proportions recognised were over 11 per cent in the Eastern region, eight per cent in the South West, and just over six per cent in the North East.

³ The initial date of recognition was not available for 21 schools which were listed as recognised.

Figure 8.1: Cumulative percentage of recognised schools by year by Government Office region



8.5 School factors associated with involvement with Investors in People

This section aims to report on:

- whether certain types of school were either over- or under-represented amongst the schools who were interested in Investors in People, still involved with Investors in People, or currently recognised;
- whether certain types of school were more likely to cease their involvement with Investors in People; and

- whether certain types of school had had a longer association with Investors in People than others.

8.5.1 Age range and status of school

Firstly, variations in interest, continuing involvement and recognition related to the age range of the pupils and the status of the school were explored.

Analysis showed that schools with Year 9 and/or Year 11 pupils were much more likely than those with pupils in Years 6 and below to have shown an interest in Investors in People, i.e. the proportion of secondary schools which were interested in Investors in People was considerably higher than the proportion of primary schools. Grant-maintained and LEA-maintained schools were more likely than independent or voluntary schools to be involved with Investors in People, and schools in metropolitan areas were slightly more likely to be involved than those in non-metropolitan areas. A parallel analysis, restricted to those schools still involved with Investors in People showed a similar pattern, as did that for schools which were recognised Investors in People. Further details are given in the Appendix, Section A3.1 and Tables A1 to A3.

Schools in metropolitan areas were less likely than those in non-metropolitan areas to withdraw from involvement in the Investors in People process. Secondary schools were less likely to withdraw than primary schools, and grant-maintained schools were less likely to withdraw than county/LEA schools. See Appendix Table A4.

Because the overall likelihood of involvement with Investors in People for secondary schools was so much greater than for primary schools, further investigations were carried out separately for primary and secondary schools.

8.5.2 School performance, pupil characteristics, and Investors in People

For most schools in England, information is now publicly available about the overall levels of achievement of their pupils. A performance measure was derived for each primary school, dividing schools into five bands of performance, from the top 20 per

cent to the bottom 20 per cent. Similarly, secondary schools were divided into five bands in terms of performance. The percentage of pupils within a school eligible for free school meals can also be used as a measure – albeit relatively crude – of the socio-economic characteristics of the pupils attending a school. These factors were considered along with school status and location (whether or not the school was in a metropolitan area) to explore in more depth the characteristics associated with schools' initial and continuing involvement with Investors in People. The main findings are summarised below: see Appendix, Tables A5 to A12, for further information.

Primary schools

Primary schools in metropolitan areas, those with a high percentage of pupils entitled to free school meals, county/LEA schools and those with relatively low levels of achievement were most likely to be interested in Investors in People, to maintain their involvement with Investors in People and to be recognised as Investors in People. Primary schools in metropolitan areas, and those with a high percentage of pupils entitled to free school meals, were less likely to withdraw from Investors in People than those in more advantaged areas.

Secondary schools

Very few independent secondary schools had any involvement with Investors in People. Secondary schools with relatively low levels of achievement, and with a high percentage of pupils entitled to free school meals, were more likely to become involved with Investors in People, but seemed no more or less likely than other schools to obtain recognition. Secondary schools in metropolitan areas, and schools with a high percentage of pupils entitled to free school meals, were less likely to withdraw from Investors in People than those in more advantaged areas.

From these, it is apparent that schools operating in relatively deprived circumstances – situated in a metropolitan area, having a high percentage of pupils entitled to free schools and having relatively low levels of overall achievement – are more likely to become and stay involved with Investors in People than schools in more favoured areas.

8.5.3 When schools became involved with Investors in People

Among recognised schools, those in metropolitan areas, both primary and secondary, tend to have achieved recognition more recently than those in non-metropolitan areas. Independent and voluntary secondary schools also entered later into the Investors in People arena. See Appendix, Table A13, for further details.

Schools varied greatly in the time elapsing from commitment to achieving recognised Investors in People status: 20 per cent achieved recognition within a year, while the average was about two years. Primary schools with relatively high levels of entitlement to free school meals, and with relatively low levels of achievement, tended to take longer than other schools to achieve recognition. There did not seem to be a similar pattern among secondary schools, but secondary schools in non-metropolitan areas tended to take longer than other secondary schools to gain recognition.

8.6 Investors in People and the quality of teaching

Information about the overall quality of teaching for each school at the time of the school's most recent inspection was obtained from OFSTED. This information demonstrated a relatively strong relationship between OFSTED's assessment of teaching and a school's involvement with Investors in People. Schools which were recognised as Investors in People at the time of the OFSTED inspection had, overall, better teaching than committed schools. Similarly, committed schools had higher ratings for teaching than did schools not involved with Investors in People. This relationship was particularly marked among secondary schools. Among these schools, those which were recognised were almost twice as likely as those not involved with Investors in People to receive very good assessments of overall teaching. However, it is not possible within the scope of this study to determine whether better teaching was a result of involvement with Investors in People – it may be that schools with high standards of teaching were more likely to seek recognition.

Among schools not involved with Investors in People at the time of their OFSTED inspection, there is some evidence that schools with very good assessments of teaching quality were less likely than those with moderate assessments to become

involved with Investors in People in the year or two following the inspection. Similarly, schools with relatively poor assessments were less likely to become involved.

Chapter 9

Discussion and recommendations

9.1 Introduction

The Government is committed to encouraging more schools to become recognised as Investors in People (GB. Parliament. House of Commons, 1998). The evidence presented here demonstrates that using the Standard can be a valuable tool in supporting school improvement, but it also indicates some of the barriers which may be inhibiting further uptake of Investors in People among schools.

The research was conducted in a relatively small number of schools, and these may not be representative of the total range of schools that is involved with Investors in People. One common feature was that the schools already had in place, or had already identified the need for, coherent, well-planned professional development for all their staff. The Green Paper (GB. Parliament. House of Commons, 1998) states that 'much existing training is unsystematic and unfocused'. This study illustrates how schools are using the Standard to move towards more systematic and focused training from a relatively well-developed starting point, and from an awareness of the need to improve: it does not show how schools starting from a less well-developed base, or which feel that addressing training and development needs is not their current priority, could do this.

Recommendation 1

Schools which do not yet have fairly well-developed professional development policies and procedures in place may require more intensive support than other schools if they are to progress towards Investors in People recognition. TECs (and, in the future, local Learning and Skills Councils), LEAs and the DfEE should consider how support can best be provided to such schools.

9.2 Investors in People and change

In most of the schools visited, the catalyst for improving professional development was the headteacher and his or her vision of how schools should be managed. The Investors in People process provided a means of accomplishing the changes needed to implement this personal vision. The additional challenge of meeting the Standard was an incentive, helping to harness the support of those in the school who saw value in an external verification that the school had demonstrated good practice for training and development.

The majority of staff (both teaching and support staff) in schools were aware of development following on from the school's decision to begin working with the Standard. Many were, however, unsure as to the extent to which such changes were a natural progression of the way in which the school was already developing, rather than the direct result of involvement with Investors in People.

Recommendation 2

<p>A longitudinal study in a number of schools, from as early as possible in their involvement with Investors in People, would provide an opportunity to examine in more detail the extent, nature and impact of change associated with using the Standard in a variety of contexts.</p>
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9.3 Perceptions of the impact of Investors in People

The interview data have shown that the institutional impact of using the Investors in People Standard was perceived differently according to the position that respondents held in schools.

Generally, headteachers were very positive about using the Standard because they viewed it as supporting what was already taking place in their school, and as improving the school development process. A few used the recognition process as a framework for introducing more fundamental changes.

Coordinators noted the structural changes that had taken place due to involvement in the recognition process, and many identified ways in which professional development had been enhanced. The construction of the portfolio was seen as valuable in providing them with the opportunity to identify professional development needs at all levels throughout the school, in a more coherent fashion, to standardise procedures, and to document changes that had taken place.

The majority of teachers were positive about the professional development they had received. They saw it as being well related both to their own and to the institutional needs. Opportunities for training had improved, as had approaches to the evaluation of such training. Many teachers also commented on an enhanced feeling of being valued within the school.

For some teachers, the developments that had taken place were not what they had hoped for in relation to school involvement in Investors in People. In these cases, teachers seemed to have unrealistic or inappropriate expectations about the benefits of working with the Standard, and were looking for changes that would benefit them as individuals rather than the school as an institution. The inevitable failure to deliver on these kinds of issues, which are not what the Standard is about, will lead to feelings of disillusion, and a negative view of the potential benefits of Investors in People.

Some teachers saw the Investors in People process as something which had happened in the school, culminating in achieving recognition. They did not perceive it as an ongoing process in which the school was still involved.

Support staff were generally very positive about the impact of the Standard. From the interviews, it is evident that this group felt that it had benefited considerably from using the Standard, and other staff and governors frequently expressed the view that support staff were the group to have received the greatest benefit. As with teachers, some non-teaching staff did not perceive the ongoing nature of involvement, and were disappointed at the lack of impact on matters of individual concern.

This range of views illustrates that perceptions of the impact of Investors in People are affected both by the roles and the positions of people within the school structure and by their individual responses to the opportunities provided. On balance, however, it appears that Investors in People has had a positive impact on schools, and on some groups within the schools in particular.

Advisers broadly shared these perceptions of Investors in People in schools, with support staff seen as the group which had seen the greatest benefits.

Recommendation 3

The benefits of involvement with Investors in People should be discussed within schools, so that all members of the school community are aware of the varying perceptions of different groups, and a greater shared understanding can develop. Consideration should be given to the way in which the benefits of using the Standard are presented to staff, to ensure that they understand that Investors in People is primarily about linking individual training and development needs to those of the whole school, rather than issues of workload, pay and conditions. Similarly, staff need to perceive achieving Investors in People recognition as part of an ongoing process of change and evolution within the school, not as an end-point.

9.4 Investors in People and raising standards

In a speech to the Investors in People in Schools conference (Clarke, 1999), the Parliamentary Under Secretary of State for School Standards emphasised that the Government saw Investors in People as a major vehicle for raising school standards and improving the quality of education that is given to children.

Those in schools that had achieved Investors in People recognition reported that pupils benefited from having better trained and more highly motivated staff, with common aims and a consistent approach to teaching, and a greater awareness of pupils' needs. However, the link between using the Standard to improve professional development on the one hand, and raising achievement on the other, was rarely explicitly stated as a reason for using the Standard by those interviewed. This suggests that those responsible for promoting Investors in People to schools should

ensure that it is presented as part of the raising standards agenda, rather than as an end in itself, or of benefit primarily to teaching and non-teaching staff within schools.

Recommendation 4

The message that Investors in People is about raising standards in schools needs to be made more explicit. The new version of the Standard, with a greater focus on measuring outcomes, may help to focus attention on monitoring the impact of Investors in People on pupil achievements.

9.5 Investors in People and OFSTED

Both OFSTED and Investors in People are working to improve standards in schools. Several of the schools visited expressed some surprise or disappointment at the lack of awareness among OFSTED inspection teams about Investors in People generally, and in particular a failure to realise that Investors in People recognition demonstrates that the school provides high-quality training and development for all its staff.

Coordinators generally reported that, although Investors in People and OFSTED required similar evidence, it had to be compiled in different ways. However, some schools had found ways of using one piece of evidence to satisfy the requirements of both Investors in People and OFSTED. Others could benefit from the experiences of these schools.

Recommendation 5

Ways of enhancing the awareness of Investors in People among OFSTED inspection teams should be explored. The experience of schools which have been able to use Investors in People as a constructive element in their preparation for an OFSTED inspection should be shared with schools with a more negative experience.

9.6 Incentives and barriers to continuing involvement

Almost all the schools visited expected to continue working with the Standard, and to seek to maintain recognition at the appropriate time. However, they identified a number of constraining factors which might impact on this decision, or which they felt other schools contemplating using the Standard should consider.

The majority of respondents recognised that using the Standard meant that professional development resources were being used more strategically and with greater cost-effectiveness. However, the direct cost associated with the assessment process was seen as a potential problem. The degree of financial support received by schools varied considerably across TECs, and between initial assessment and review.

Recommendation 6

TECs, Learning and Skills Councils, LEAs and the DfEE should consider the ways in which Investors in People is presented to schools, to help them to understand that using the Standard can support and enhance whole-school development, and that the process of recognition and review is an investment, not a cost.

Recommendation 7

Schools that are not yet convinced of the 'added value' associated with Investors in People may need the reassurance of a long-term commitment to financial and other support from TECs (and, in the future, local Learning and Skills Councils) or LEAs if they are to become involved.

A school seeking recognition has to consider not only the financial implications of doing so, but also the extent to which the process may generate additional work for those in the school. Some advisers noted that compiling the evidence required to achieve recognition has, in the past, appeared to schools as unnecessarily bureaucratic.

Recommendation 8

Consideration should be given to ensuring that Investors in People is presented in ways which are applicable to schools, and which are sensitive to the differences, as well as the commonalities, between business and education. Efforts should be made to ensure that schools are fully aware of the new assessment arrangements.

The DfEE has acknowledged the need to reduce the administrative burden on schools (GB. Parliament. House of Commons, 1999), and is reviewing its own practices in this area. There will always be a need for those in schools to prioritise their activities, and the immediate needs of classroom teaching and the fulfilment of statutory requirements will take precedence over other activities. The processes and procedures of Investors in People must be linked as clearly as possible to those priorities.

Recommendation 9

The more closely Investors in People can relate to the needs of classroom teaching and the fulfilment of statutory requirements, the greater will be the probability that schools can take a longer-term view of its potential benefits. For example, schools may be more willing to consider using the Standard if recognition as an Investor in People can be used to demonstrate that it is meeting the requirements of the Performance Management system and many of the criteria of a revised OFSTED inspection framework.

Investors in People is not the only Quality Standard available to schools. Although the emphases are different, ISO 9000, the Charter Mark, and the Basic Skills Agency Quality Mark, for example, as well as Standards relating to specific aspects of the curriculum, are all seeking to improve the quality of pupil education. While some schools will choose to be involved in several such Standards, many will prefer to concentrate on one.

Recommendation 10

Schools should have access to comprehensive guidance as to the Quality Standard(s) which would be most appropriate given their own situation and starting point.

The majority of schools in this study reported that they had had very good support from their TEC and/or LEA while working towards recognition, and that the assessment itself had been constructive and positive. However, in some cases, schools had had very little support from external agencies. Some assessments were seen as having been carried out by assessors with inadequate knowledge and understanding of schools, resulting in a less positive view of the process. Some advisers also noted the importance of ensuring that assessors had an appropriate degree of understanding of schools as organisations.

Recommendation 11

TECs (to be replaced by local Learning and Skills Councils) and LEAs should ensure that the very high quality of assessors and assessments, and of support, reported by some schools can be replicated more widely. Schools may be particularly concerned about whether the quality of support currently provided by TECs will be maintained with the transition to local Learning and Skills Councils.

9.7 Is Investors in People sustainable within schools?

Investors in People does not have a long history in schools and 12 of the 14 recognised schools in this study were first recognised as Investors in People in or after September 1997. However, all but one of the schools visited were definitely intending to seek to maintain recognition, and two had chosen annual review. The decision to maintain recognition is a key indicator of the strength of school commitment to using the Standard.

Recommendation 12

To assess the long-term sustainability of Investors in People in schools, it will be important to monitor schools approaching the third anniversary of their recognition, to establish how many choose to continue working with Investors in People, and any reasons for not doing so.

9.8 The influence of the headteacher

The influence of the headteacher is a critical factor in a school's initial involvement with Investors in People. Many of the headteachers in this study were new to headship when they decided that working with Investors in People was appropriate.

In three of the schools contacted in this study, a new headteacher had been appointed since the school first achieved recognition. One of these schools was still recognised but all those interviewed agreed that the school would not be seeking to maintain recognition. In the other two, recognition had already lapsed. If headteachers see Investors in People as an affirmation of their own vision of how schools should be managed, it may be that new headteachers cannot feel 'ownership' of an initiative begun by their predecessors.

Recommendation 13

It may be appropriate to explore different ways of promoting Investors in People to headteachers with greater or lesser experience of headship.

Recommendation 14

As part of a longitudinal study of schools working with the Standard, it would be valuable to explore the effect on a school of a change of headteacher.
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9.9 Characteristics of schools using the Standard

Secondary schools were considerably more likely than primary schools to be involved with Investors in People, and schools in relatively deprived areas were slightly more likely to be involved than those in more favoured circumstances. A significant proportion of primary schools in England probably have less than 20 staff in total, and these relatively small schools may not see Investors in People as valuable, because issues such as involvement in whole-school planning can be dealt with in relatively informal ways. Another factor affecting the relatively low involvement of primary schools may be partly that small organisations have only recently been included in the targets for TECs. Schools operating in relatively advantaged areas may see less need

for improving standards of achievement than those in areas which pose greater challenges.

Schools not involved with Investors in People at the time of an OFSTED inspection were more likely to make a commitment to using the Standard in the year or so after the inspection than those with very good or relatively poor assessments of teaching quality

Recommendation 15

Examples of the benefits of using the Standard in small schools could encourage more primary schools to become involved. Similarly, schools which were already doing well but felt that using the Standard enhanced their success could encourage similar schools' involvement.

Recommendation 16

TECs and LEAs should consider how support and encouragement to use the Investors in People Standard can best be provided to schools identified by OFSTED as having relatively low levels of overall teaching quality.

9.10 Conclusion

The majority of schools using the Investors in People Standard found that this had a positive impact for teachers and pupils, and particularly for non-teaching staff. This report has outlined some of the challenges facing Investors in People if more schools are to benefit in this way.

The case studies

Detailed case studies are presented of three schools which are recognised as Investors in People. The purpose of these is to illustrate some of the ways in which schools have approached their involvement with Investors in People, and the benefits they have achieved from working with the Standard. For each school, the text of each case study has been approved by the headteacher.

Schools change, and each case study represents a school as it was when the interviews took place during the autumn of 1999.

Case study 1

Buntingsdale Infant School

1 Background

Buntingsdale is a small infant school, catering for children aged four to seven years old and covering key stage 1 of the school system. There is also a 20 part-time place nursery for children from age three years eight months to compulsory school age.

The school currently has 40 children on roll (although this can rise to around 70) with almost all coming from families located at the nearby Tern Hill Barracks. This results in a frequent turnover of attending children, as regiments come and go. Additional funding is provided to the school to take account of the transient population.

The school had an OFSTED inspection in November 1997 and received a very positive report:

Buntingsdale Infants School is an excellent school providing a very high quality of education to a necessarily transient pupil group. (OFSTED report, 1997)

2 Achieving recognition

The school made a commitment to attaining Investors in People recognition in July 1997 and was recognised in November 1998. Involvement in Investors in People was first investigated by the deputy head through a local Management Forum. The present headteacher joined the school five years ago, but did not make the decision to become involved in the Investors in People process until two years after her appointment. The reason for this was that both she and the deputy head waited until the school was at an appropriate stage in its development cycle before working towards achieving recognition.

The benefits of Investors in People involvement which were anticipated by the headteacher related to developing a whole-school spirit, 'a team ethos' and the aim of involving all staff in training and development:

I hoped that it would enable us to fine-tune the training processes in the school, particularly with regard to the cost-effectiveness of training, targeting training specifically to the needs of what we felt we needed to improve in this school and also to try and recognise individual needs. (Headteacher)

The expected benefits identified by the (then) chair of governors were that involvement would lead to a formal recognition of the good work that the school was already carrying out.

The headteacher and deputy took the decision to embark on Investors in People, with the support of the whole school staff and governors. All information was shared with staff throughout the period leading up to assessment, by means of whole-staff meetings and a presentation to the staff by the TEC.

3 The Investors in People process

The starting point for much of the preparation for Investors in People was the completion of an initial questionnaire by all staff in the school. Analysis of the responses led to a school action plan that the headteacher and the Investors in People coordinator (the deputy head) used as the basis for development and implementation of the Standard throughout the school. 'Excellent support' was provided throughout the process by Shropshire TEC.

The school has always been, and continues to be, involved with a number of other national and local initiatives (such as Education Extra activities, environmental teamwork awards and Shropshire TEC Technology Tree, which linked the school to local business and industry). The coordinator felt that such initiatives 'support and run alongside' Investors in People because their school took a team-based approach to enhance the provision of quality education. She felt that 'Investors in People permeates all we do, and all of it is in the School Development Plan'.

In the coordinator's view, the relationship was clear: Investors in People supported the team ethos that existed in the school, that ethos had a positive impact on the

quality of teaching and learning and that, in turn, linked to recent initiatives aimed at raising standards.

Teaching and support staff had not been involved in the decision-making process (although kept informed) but all had been interviewed by the assessor and had talked about the training and support structures and procedures within the school.

Since gaining recognition, staff felt that they had still been involved in Investors in People because of the systems in place for identifying training needs and evaluating the courses attended or other provision made. Both teaching and support staff felt that during the process of gaining recognition and subsequently, they had worked as a team and had felt fully involved. Teaching staff felt that this had always been the case but Investors in People had formalised the process:

I think that it has always been here but we have got it in a written format which is common to all ... I think it just focuses more on what we are doing. We did it before. (Teacher)

All the staff and the former chair of governors felt that many of the features of practice necessary to achieve the Standard were already in place in the school:

I would say that the school was definitely doing some of the things that were needed in terms of the School Development Plan and also the commitment was already there from me to train and develop all staff and recognising the value that everybody makes to the organisation. (Headteacher)

... I think that we were already doing it anyway ... some of the procedures might be written down now, but the school works very much as a team and everybody is involved in school development planning. Everybody is involved in everything. Support staff and governors are always included in the in-service training programme. (Former chair of governors)

4 Benefits and outcomes

The headteacher, the coordinator and other staff all felt that Investors in People had not significantly changed the ethos of the school as Buntingsdale was already very successful. Nevertheless, they were able to identify particular benefits deriving from involvement in Investors in People.

School development planning

- There was more whole-staff involvement in school development planning as individual teachers had come to lead specific curriculum areas. Part of their responsibility was to evaluate and formulate action in consultation with colleagues.
- Support staff had become more involved in the process through the opportunity to share ideas with colleagues.
- Professional development and support were linked to each target in the School Development Plan, leading to a more focused approach.
- There was more governor involvement in the planning processes.

Training and development

- Investors in People had encouraged professional development for **all** staff in the school.
- Teaching staff had responsibility for particular curriculum areas and this gave direction to the identification of their training needs and the best ways of meeting them.
- A system had been established whereby staff filled in pre- and post-training evaluation sheets, ensuring that they fully understood the reason for undertaking the training and the gains achieved.
- All teaching and support staff had an annual professional review, although its introduction may have pre-dated Investors in People recognition.
- Support staff felt that the use of outside agencies for some training had broadened the opportunities and quality of provision, and that this had come about because of Investors in People.

School management

The headteacher identified the following benefits:

- Investors in People provided an official recognition of her views of how a school should work.
- It helped her to become more focused, especially through the school development planning process.
- It helped to identify appropriate sources from which to buy training.
- Staff have become much better at evaluating the appropriateness of training, and more able to identify their own future training needs.

Teaching staff

- Staff had become more involved in the process of formulating the School Development Plan.
- All staff worked as a team and felt supported by the systems and structures in place.
- Staff had a heightened sense of achievement because of the training and professional development they were receiving.
- Opportunities for professional development were plentiful and equally available to all members of the teaching staff.

Support staff

- Support staff had become more aware of their value within the school and as part of the team.
- Support staff had become more involved in whole-school training sessions.
- They had become more aware of their entitlement to training and professional development.
- Communication throughout the school had improved since involvement with Investors in People began.

Pupils

The headteacher felt that because the staff had benefited in the ways listed above, the pupils had also gained:

... the staff are well trained and focused. The school is very clear about where it is going, what it needs to achieve. The children see the staff as a team who

works together ... there is a lot of consistency that is promoted through Investors, because of the team approach. (Headteacher)

The coordinator also felt that the impact on the pupils had been very positive, and gave as an example the fact that the school had become more selective when identifying training courses, by focusing on the best ways of meeting pupils' needs.

Teachers felt that because the staff worked closely together, it led to a 'happy school, happy children'. Support staff indicated that consistency and working towards common aims had improved, which had had an effect on the children.

The whole school community

The benefits to the whole community were harder to identify, as families moved so frequently. However, the school was welcoming and parents were encouraged to visit. The coordinator thought that Investors in People had played a part in enhancing school processes and structures generally (alongside other factors). All staff agreed that the school had a strong team ethos, which was good for morale.

Review and overview

Benefits

Both the headteacher and the coordinator felt that Investors in People had brought the benefits they expected. In particular, it had worked as a structure for bringing people together, to work as a team. It had also caused the identification of training needs to become more focused and the evaluation of training attended to become more systematic. An unexpected benefit identified by the coordinator was the quality of the courses on Investors in People organised by the TEC.

Difficulties

The school had not faced significant difficulties in gaining recognition because many of the procedures required to meet the Standard were already in place. However, small points raised included the following.

- The production of the portfolio had been time-consuming but represented a useful exercise in bringing the paperwork together.

- The language used in the Investors in People assessment guide was not always applicable to the school context.

Advice to other schools

If they were asked to advise other schools on the first steps to seeking Investors in People, recognition the headteacher and the coordinator would stress the need to involve all staff in the process and explain how Investors would support School Development Planning, enhance personal and professional development and link to overall school improvement. In addition, they felt schools should take any advice and support offered by the TEC and attend any presentations on Investors in People.

Maintaining recognition

The school intended to maintain its recognition, as gaining recognition was not the end of the process but rather an acknowledgement of work in progress. The headteacher explained:

I think part of Investors in People recognition ... it is perceived to be a good thing to have in the community and I think that part of that is because you know it is checked up on. It isn't the sort of thing that you can get and you can let things slip. And because there are things that we still want to improve and it will be good to have that recognised that we are still on the right track.

Case Study 2

Royal Latin School

1 Background

Royal Latin is a grammar school, catering for pupils aged 11 to 18. Entry to the school is selective with many pupils taking the 11-plus entrance examination.

The school currently has 1,206 pupils on roll, and is growing rapidly, having doubled in size since the appointment of a new headteacher in the summer of 1992. The school had a positive OFSTED inspection in 1996, being described as ‘a very successful school’. In 1998, 99 per cent of pupils achieved five or more GCSEs at grade C or better.

2 Achieving recognition

The school made a commitment to achieve Investors in People recognition in 1994 and was recognised in January 1997. Initial contact was made by the headteacher, who attended a TEC presentation that focused on the benefits that involvement in Investors in People could have for organisations. The TEC was subsequently invited to the school to brief members of teaching staff. The presentation was not focused on benefits that Investors in People could bring to schools, but rather the impact of involvement in a business context. Despite this, there was support for Investors in People from staff, and the decision was made to become involved.

The headteacher had been attracted to involvement in Investors in People since coming to the school. She felt that there were a number of fundamental issues that Royal Latin had to address to enhance educational provision. Investors in People was a tool by which she hoped to make the changes that she felt were needed.

It was hoped that involvement in Investors in People would bring other benefits.

These included:

helping to further change the school culture by providing more opportunities for staff to reassess their values, to feel involved, to be consulted, and to work cooperatively in teams;

identifying gaps in current practice and developing an action plan to bridge the gaps; exploring issues that could block the effectiveness of performance of both staff and pupils; and

supporting the preparation for an OFSTED inspection.

The Investors in People coordinator noted that, for him, a key reason for involvement was related to staff development within the school:

I thought through the benefits that the staff would gain from it. I felt that at that stage the school hadn't got a grip on staff development and it was still too unplanned. It was training on demand and ad hoc. IiP was a way of turning it into a system properly funded and evaluated ... and we had at that stage development planning within the school as a whole but we hadn't incorporated it with staff development. I saw it as a way of taking ... a step forward because we could prioritise our training needs, have them funded and we could ensure that the benefits are cascaded back to other members.

The headteacher took the decision to embark on Investors in People with the full support of the governing body. Information was cascaded to staff by the Investors in People coordinator. This ensured that all staff were kept informed of the recognition process.

3 The Investors in People process

Following the decision for the school to become involved in the Investors in People process, the headteacher appointed a coordinator to ensure that the school fulfilled recognition requirements. The coordinator was a middle manager (head of history and humanities subject coordinator).

To support the coordinator, a working party was formed to oversee the Investors in People process. The working party comprised members of both teaching and non-teaching staff who were 'on the whole volunteers, but not all enthusiasts'. The inclusive membership of the working party was welcomed by staff as a positive development:

It was a positive thing I thought about IiP, that there was this committee from all areas of the school who sat round the table together ... potentially it was a very good thing. (Teacher)

As part of the preparation for Investors in People, the working party carried out 'various surveys', from which developed a series of recommendations for change. In addition to this, the working party disseminated information about progress, at staff meetings and training days. The working party also played a key role in the pre-assessment exercise, which enabled the school to ascertain what it needed to do in the future to achieve the Standard. This working party became the 'driving force' of the initiative, supporting the coordinator in developing the required documentation for the school to gain recognition. The local TEC also provided support to the coordinator. He attended a series of seminars, run by the TEC, focusing on various elements of the recognition process:

I went to a number of locally TEC-organised sessions and went to six seminars on different aspects of the Standard. (Investors in People coordinator)

The TEC also gave financial support to the school by providing half the initial Investors in People assessment costs (approximately £750).

The school is involved in a school self-evaluation project sponsored by Buckinghamshire LEA, and this was felt to complement the approach that Investors in People was taking. The headteacher noted that:

If you are going to encourage school improvement, you are also going to have to encourage staff development.

It was felt that the school self-evaluation project and Investors in People enabled the school to be 'proactive rather than reactive', ensuring that 'key members of staff who have responsibility ... get trained for those things, and planning rather than just responding'.

For the Royal Latin, involvement in Investors in People was not only about staff development but also the quality of teaching and learning throughout the school. Involvement was felt to enhance collaborative working amongst colleagues:

... it does pull a team together more because of its shared focus on training and sharing experience and knowledge. (Investors in People coordinator)

For the coordinator, involvement in Investors in People meant that there was more time to share good practice amongst colleagues, and this had a positive impact on the quality of teaching and learning within the school. This was especially welcomed in the context of newly qualified staff, who were now able to observe more experienced colleagues, and learn from them.

Teaching and support staff had not been involved in the decision-making process, but were active in recognition procedures. Members of teaching and support staff sat on the Investors in People Working Party, and a number were interviewed by the assessor. Staff welcomed involvement in the recognition process as it gave them the opportunity to discuss freely issues that were of importance to them. One member of support staff described the wide-ranging nature of the assessor interview:

The assessor asked about all sorts of things really. About the management structure, whether we were involved, whether we had training. You name it, they asked it – it was pretty thorough. What we did, whether we had training, whether we had good line management, what the communication was like.
(School administrator)

Since recognition, staff felt that their involvement in Investors in People had been minimal. Generally, staff were unsure of what involvement they could have, and there was uncertainty about whether or not Investors in People continued after recognition. One member of support staff noted that:

I think that is it, once you have got it. I haven't got a clue really.

Staff perceived that there had been development within the school following recognition, but they did not actually see this as involvement in the Investors in People process – they viewed this as something different. For them, involvement in the Standard ceased at the point of recognition, but they were able to note the change that had taken place in relation to their own professional development and that of colleagues (both teaching and non-teaching staff). Staff noted that there was more evaluation of training offered, and a greater linkage of training to departmental and school-wide development planning. In addition to this, there was increased sharing of experience and information, which was felt to be to the general benefit of staff:

People who go on training courses have got to report back more ... so it can be cascaded down to other people. (School administrator)

Support staff felt that in addition to benefits in terms of professional development and training, there had been an impact on management within the school:

I think that it makes management ... think a bit more about looking after people.

Teachers felt that, for them, little had really changed as good practice had always been a feature of the school and ‘there had never been any obstacle to those who want to develop’.

Generally, all staff noted that what involvement in Investors in People did was to:

provide a useful process and mechanism for formalising what was already happening. (Chair of governors)

This perception was not shared by the coordinator or headteacher, who noted that involvement in Investors in People had tightened procedures, formalised evaluation processes and enhanced the position of non-teaching staff within the school.

4 Benefits and outcomes

The headteacher, the coordinator and the chair of governors felt that involvement in Investors in People had a positive and identifiable effect on school structures and procedures. The headteacher identified a number of benefits.

School development planning

- Enhanced staff involvement in development planning.
- Improved communication throughout the school with regard to the development planning process.
- Increased team working both in specific departments and throughout the school as a whole.

Training and development

- Specific and targeted training for staff, both for the individual and for the team.
- Training and professional development needs were more clearly identified and met.
- Enhanced evaluation of training outcomes, in terms of teaching, learning and resources.
- Greater involvement of all staff in training and professional development.
- Creation of a system ensuring that all courses attended are evaluated, and benefits cascaded to colleagues throughout the school.
- Greater linkage between training and development and specific objectives in the School Development Plan.
- Improvement of recruitment procedures for all staff.

School management

- Improved communication at all layers of the school (pupils, staff, parents and governors).
- Investors in People enabled the headteacher to implement the changes that she felt were important for the school to ensure that it would continue to develop.
- Heads of department were now better equipped to manage their areas of responsibility.

Teaching staff

- Improvement in induction support for newly qualified and supply staff.
- Greater acceptance of formal appraisal, particularly related to personal targets and identifying training needs.
- Training and development programmes now related to both the needs of the school and the individual.
- Increased recognition and sharing of good practice.
- Staff confidence, morale and trust had increased since involvement in Investors in People.

Support staff

- Improved status of support staff throughout the school.
- Greater involvement of support staff in training and professional development.

Pupils

The headteacher and coordinator felt that pupils had gained from school involvement in Investors in People because of the changes that had taken place in relation to the professional development and training of staff:

The quality of teaching is very much improved and very much in focus ... and the quality of relationships within the school as a whole has improved.
(Headteacher)

Teaching and support staff noted that 'benefits had always been there, for pupils ... pupils always come first at this school and they get an absolutely first-class service ... the staff bend over backwards to ensure that they get a good and well-rounded education'. Their general perception was that the impact of Investors in People on pupils was limited.

The whole school community

The headteacher noted that it was difficult to identify the benefit of involvement in Investors in People to the wider community. Linkage between the school and parents had always been strong, and parental views were sought as and when appropriate, but this was not due to involvement with Investors in People. Where Investors in People recognition did have an impact was in relation to parental perception of the school. Recognition was felt to enhance perception of the school, both to parents and the wider community.

5 Review and overview

Benefits

The headteacher and coordinator felt that Investors in People fulfilled the initial brief that they had for it. Involvement had given greater focus to professional development and training, enabled staff to work together as a team and had resulted in the changes that the headteacher wanted to see in place. It was noted that the changes brought about by involvement in Investors in People would have happened eventually, but the pace of change would not have been as rapid, and the response from staff might have been less positive with a longer process of change:

All these things would have happened anyway but IiP made them happen faster, because it provided a vehicle with another name that people didn't have the same barriers to as they would have to change. (Headteacher)

One unexpected benefit from involvement was the increase in pupil self-evaluation of their own work. This was a development that stemmed from increased staff evaluation, and something that the coordinator did not expect. He noted that:

If staff get better at target setting and evaluating this will have a knock-on effect on pupils.

Difficulties

The school experienced some difficulty during the recognition process, but this was due to issues arising from a particular assessor. Following discussion with the local TEC, which contacted Investors in People UK, the situation was rectified and the school achieved recognition.

Advice to other schools

For schools considering making a formal commitment to work toward Investors in People recognition, both the headteacher and the coordinator stressed the importance of involving the whole school staff from the beginning of the process. In addition to this, it was felt that Investors in People had to be for the benefit of all staff within the institution:

Do it for all staff. Involve all the staff. (Coordinator)

The headteacher noted that schools should seriously consider involvement in the Investors in People process, but that this involvement should be clearly thought through:

Do it but be straight about what you want to achieve. Be clear and straight, and to think before you do any specific actions, about what the impact will be.

Maintaining recognition

The school wished to maintain Investors in People recognition because it was:

.. recognition for what we are doing and the way that we are doing things right. (Coordinator)

In addition to this, the Chair of Governors felt that continued involvement in the Investors in People process was valuable for the school:

I think that the IiP approach and process does add to a school and we are keen to retain the kitemark and the experience. Its benefits outweigh the modest costs.

Case study 3

Deansbrook Junior School

1 Background

Deansbrook is a relatively large junior school with approximately 300 pupils, drawn from local council estates and owner-occupied housing. The school is culturally diverse, and the proportion of pupils for whom English is an additional language is considerably higher than the national average. At the time of the most recent OFSTED inspection, pupil achievement at the end of key stage 2 was below average, and this was identified as one of the key issues for action. OFSTED described the

school as improving, with many strengths, well led and with a very good development plan beginning to have an impact on the quality of education provided.

The present headteacher was appointed in January 1996, having previously been a deputy head in two schools. In her previous recent post, she had been involved in coordinating the Investors in People work.

2 Achieving recognition

On appointment, the headteacher had intended to wait a year or so before discussing the possibility of using the Standard. The headteacher initially discussed the possibility of involvement with the chair of governors, who had experience of Investors in People through his employment. They jointly took the issue to the full governing body, who agreed unanimously.

The headteacher then arranged for representatives from the local TEC to make a presentation to all staff, setting out the process and what would be involved. This gave staff an opportunity to decide whether this was appropriate for the school. The headteacher was open about her own commitment to the Investors in People process, but felt that it was important to involve all staff from the outset. The school made a commitment to the Standard in January 1997, and was recognised in May 1999.

A key factor in the decision to become involved in Investors in People was, for the headteacher, experience gained at her previous school, where she had seen it having a positive impact on achievement. She also emphasised her belief that the staff are the greatest asset of any organisation, and that each member of staff has a valuable contribution to make to its success. If all staff are given the opportunity to achieve their potential, then the pupils will benefit.

The chair of governors noted that:

One of Carol's principal aims was to make a contribution to the development of the school's most expensive resource – the staff of the school. She wanted to create good relationships, good teamwork, a happy workforce, with

people who work in the school knowing clearly what their role is and what their responsibilities are. IiP was seen as the channel to be used to achieve this and as an external check by an outside body who would assess what had been done and whether it is really effective.

3 The Investors In People process

The local TEC arranged to visit the school and carry out an initial assessment. Because of the headteacher's own commitment to, and experience of, Investors in People, much of what was needed was already in place.

It [the initial assessment] shows you how well you are performing against the criteria and tells you what you need to do to improve. It is extremely good – and it's free! (Headteacher)

However, the initial report identified a number of issues where more progress needed to be made. Firstly, the role of the Senior Management Team in raising achievement was not sufficiently clearly identified. Although the headteacher had begun to address this, progress had been delayed by the recent loss of the school's deputy head on promotion to another school. The assessor's report outlined a way of clarifying the role of the Senior Management Team, and provided advice, support and training. Some of the training, described as being of 'high, high quality', looked at how the school could achieve OFSTED's vision of successful leadership.

Secondly, the report noted that, while the school had begun to dissolve the 'them and us' factor, more needed to be done, particularly in involving all staff in school development, and ensuring that all staff had access to training and development as a result of appraisals.

Teachers and support staff felt that they had been involved throughout the process. One, a classroom assistant, noted the range of training, on issues such as behaviour management and dealing with difficult parents, which was relevant to all staff.

The headteacher viewed Investors in People and the OFSTED inspection process as being linked in that both had the ultimate aim of raising standards of pupil achievement. An OFSTED inspection looks at the school at a point in time, and identifies the key areas for improvement. Investors in People is similar but ongoing. Both processes assess the school against a set of criteria, with an emphasis on providing reliable and comprehensive evidence, and both identify strengths and weaknesses. The main difference was perceived to be that, unlike OFSTED, Investors in People does not look directly at classroom practice.

The headteacher expected to use the Investors in People portfolio as evidence, from an external body, of staff development and appraisal at the next OFSTED inspection.

OFSTED should be able to use IiP results to streamline their time. I hope they will value these results and recognise this documentation as a good piece of evidence and be part of the process.

4 Benefits and outcomes

The headteacher was clear that using the Standard had had a real effect on the school. This effect was not only direct, in improving training and professional development, but also less direct, in creating a climate where staff reflected on practice, evaluated change and gathered evidence as a matter of course.

It is no longer enough for a teacher to say 'I think I'm doing quite well' – they are now challenged to show evidence, to give reasons why they are doing well, and in what ways. IiP has brought that climate about – it makes people think.

The headteacher saw the Standard as having a key role to play in raising levels of achievement.

The biggest asset any school has is its staff. They plan, they deliver, they interact – if you can train and develop them to a high standard, then you will

effect an impact on children. So IiP is seen as a primary aid to help identify staff training needs against a whole School Development Plan.

The headteacher described how the Investors in People 'climate of audit, evaluating the results of the audit, putting in training and evaluating success' provided a framework to be used when implementing the new initiatives such as the Literacy Hour and the National Numeracy Strategy within the school.

The chair of governors, teachers and support staff all saw using the Standard as having some effect, but felt that many of the changes would have happened anyway, or were enhancing what was already in place.

School development planning

The headteacher noted the Investors in People process as having had real impact on school development planning:

The absolute key benefit of IiP to the School Development Plan is the development of staff.

She described how the school was the only successful applicant out of 17 in the LEA for funding for new buildings from the 'New Deal for Schools'. Schools had to show that they had raised achievement and would continue to do so: the Investors in People Standard provided some of the evidence needed to demonstrate this.

Teachers felt strongly that school development planning had improved by involving everyone, and that using Investors in People was an integral part of that planning.

*We do our School Development Plan in February each year and that absolutely involves **everybody**. That is teachers, support staff, mealtime supervisors – everyone. Everyone has an input. We evolve agreed targets for our School Development Plan. IiP has an influence on this because it is an extension of teamwork and involves effective communication. (Teacher)*

IiP really did help our School Development Plan. Because of IiP I knew the strengths of individuals and what their roles are, what their targets are. So as a result of that knowledge I was much better able to think about the appropriate coverage of all our roles. In each curricular area, we've thought about the whole staff and their contribution. (ICT coordinator/year leader)

Support staff and the chair of governors did not feel that using the Standard had had an effect on school development planning.

*We've always had a good School Development Plan process. I can only say that what she [the headteacher] does is **very** effective and involves everyone. (Chair of Governors)*

Training and development

- An annual review of the training and development needs of all staff is carried out, which is followed by an assessment of which training and development activities are likely to have the greatest impact in terms of achieving the aims and targets of the School Development Plan.

In the past, it may have been the case that, for example people in charge of maths go on to the maths course, whereas now an NQT who is weak in maths is exactly the right person to go on that course.

- There is improved feedback and cascading from those attending training courses. One effect of this has been to reduce the time and money spent on poor-quality training.
- Governors are better informed about the school in general, and one governor has responsibility for bringing relevant courses to the attention of fellow governors.
- The systems that are in place help all staff to understand their role within the school, and to assess how well they are fulfilling those roles.
- There is a climate in which all staff can be honest and open in identifying their training and development needs.
- There has been a marked increase in monitoring of the standards of pupils' work and classroom practice.

- Using the Standard in conjunction with the School Development Plan has enabled the school to become more forward-looking, in identifying training and development that will benefit the school both immediately and in the longer term.

Teaching staff

- Investors in People had helped all teaching staff to develop to their full potential, but this can have a negative effect on a school in the short term. Three members of staff had recently been promoted out of the school, one to a headship and two as deputy heads.

What IiP did for them was it made them see their skills, it developed more skills, it gave them confidence, it made them say yes I can go for promotion, I can achieve my ambitions. (Headteacher)

- Investors in People has a motivating effect on all staff.
- Appropriate staff development can re-engage teachers in a cycle of self-evaluation and improvement.
- Good staff development gives teachers the confidence and the skills to take on new responsibilities and challenges.

Support staff

- Investors in People has helped to change a culture from one where support staff came in, did their job and went home, to one where they are fully involved in the school, and undertaking training to improve and extend the contribution they make to school life.
- Support staff working in classrooms have a clearer idea about their own role and that of the teacher, making for more effective classroom practice.

Pupils

- The school has seen dramatic improvements in pupil achievement in the last four years. From a position where the school was failing to meet statutory requirements with respect to ICT in 1996, it is now recognised as a local centre of excellence.

*It wouldn't **all** be down to IiP – but the whole IiP approach is behind school improvement. (Headteacher)*

- Staff are better able to meet the individual needs of every pupil.

The whole school community

The school profile in the local community has been raised, and the image of the school improved.

We do aim at improving the school image and so our welcoming of visitors, our entry into community activities, our taking part in national competitions, exhibitions, local displays, all promotes positive publicity. (Teacher)

5 Review and overview

Benefits

In the headteacher's view, using the Standard had fulfilled her aims and objectives for involvement. There was one unexpected benefit, in that staff were beginning to have the confidence to challenge and question what was being done in the school.

Difficulties

Because the TEC had carried out an initial assessment, any potential difficulties had been addressed at an early stage, and the school had not faced any particular problems in gaining Investors in People recognition.

Advice to other schools

I believe totally in the IiP process. I would highly recommend it to schools as very worthwhile. (Headteacher)

The headteacher noted that schools should see Investors in People not just as a way of promoting professional development, but also as a way of making all staff accountable. In addition, schools should be clear that considerable work is involved, but that it is not too onerous and there is no externally imposed timetable.

Maintaining recognition

The headteacher and chair of governors agreed that the school would seek to maintain its recognition. Investors in People was felt to provide a wider perspective of the school, and to support action towards improvement through training and development within the institution.

The chair of governors was asked whether the same benefits could have been achieved without the external framework of the Standard.

To a certain extent it would, perhaps 90 per cent would have been achieved. However what IiP offers is a jewel in the crown, the continuing maintenance of that standard or the award is lost. Without IiP, some may think what does it matter if we can't achieve at the same level? We can't think that with IiP. Having worked so hard to get it, we really don't want to lose it.

Appendix

A1 Introduction

Section A2 of this Appendix describes the process of creating the database used for the analyses described in Chapter 8. Section A3 provides information to supplement the results reported there.

A2 Preparing the database

Information was extracted from NFER's Register of Schools for all schools in England having pupils in the age range five to 16, giving a total of 25,266 schools. Information provided by Investors in People UK, identifying those schools currently involved (recognised or committed) with Investors in People UK, or previously involved but now ceased, was merged with this database.⁴

⁴ For a small number of schools on the list provided by Investors in People UK, no matching school could be identified in NFER's Register of Schools. This could occur if, for example, a school had closed or merged, or the name and/or address had been wrongly recorded. Such schools were omitted

Schools were categorised with respect to their involvement, if any, with Investors in People. Schools were designated as **interested** in Investors in People if they had at some stage been involved with Investors in People (i.e. if they were currently committed, recognised, had chosen to maintain their recognition or if they had been involved but had now withdrawn). There were 4,195 such schools.⁵ Schools were defined as **still involved** with Investors in People if they were committed, recognised, or had chosen to maintain their recognition (3,929 schools) and as **recognised** by Investors in People if they were currently either recognised or had chosen to maintain their recognition (1,849 schools). In addition, those schools which had at some stage been involved but had withdrawn were identified – the **ceased** schools (266 schools). Ceased schools were, therefore, a subset of all interested schools. The academic year in which a school was first recognised as an Investors in People was also derived.

From the NFER's Register of Schools, a number of variables relating to each school were added to the dataset. These were:

- the age range of pupils (i.e. whether the school had pupils of primary age only, secondary age only, or pupils of both age ranges);
- the status of the school⁶ (i.e. whether it was county/LEA, voluntary, grant-maintained, independent or other);
- the school's educational performance (defined in terms of the quintile in which the school was situated nationally in terms of overall results at key stage 1, key stage 2, key stage 3 or GCSE, as appropriate, in 1998);
- the percentage of pupils receiving free school meals; and
- whether the school was situated in a metropolitan or non-metropolitan area.

A3 Schools' involvement with Investors in People

from the analysis. They represented less than 0.5 per cent of schools and should not affect the overall conclusions.

⁵ Information relates to the position at the end of July 1999.

⁶ Status as at January 1999

A3.1 School performance, pupil characteristics, and Investors in People

Table A1 shows the main school characteristics which were associated with an increased likelihood of a school making the commitment to become an Investor in People. The table shows, for each of a range of school characteristics, a numerical index which can vary from -1 to +1. Values close to +1 indicate that schools with the relevant characteristic are significantly more likely than those without it to commit to achieving Investor in People status, while values close to -1 indicate that schools with the relevant characteristic are significantly less likely to make the commitment. In these tables, factors are shown in their order of importance, with values close to +1 or close to -1 being more important than those close to zero.

Table A1: Characteristics distinguishing schools interested in Investors in People from those not interested (in order of importance)

	<i>Index</i>
School has pupils in Year 9	0.80
School has pupils in Year 11	0.80
School has pupils in Year 2	-0.62
School has pupils in Year 6	-0.46
Grant-maintained ⁷	0.34
Independent	-0.30
County/LEA	0.22
Voluntary	-0.22
In metropolitan area	0.18

Tables A2 and A3 are similar to Table A1, but consider only those schools still involved with Investors in People, and schools which were recognised Investors in People, respectively.

Table A2: Characteristics distinguishing schools involved in Investors in People from those not currently involved (in order of importance)

	<i>Index</i>
School has pupils in Year 9	0.80
School has pupils in Year 11	0.80
School has pupils in Year 2	-0.62
School has pupils in Year 6	-0.46
Grant-maintained	0.34
Independent	-0.29
In metropolitan area	0.21
Voluntary	-0.21
County/LEA	0.21

Table A3: Characteristics distinguishing schools recognised as Investors in People from all other schools (in order of importance)

	<i>Index</i>
School has pupils in Year 11	0.80
School has pupils in Year 9	0.79
School has pupils in Year 2	-0.62
School has pupils in Year 6	-0.51
Grant-maintained	0.42
Independent	-0.29
Voluntary	-0.28
County/LEA	0.23
In metropolitan area	0.16

⁷ Although the status of schools changed in the course of the academic year 1998/1999, results are given in terms of the status at the beginning of that period.

Table A4 considers whether some types of school were less likely to withdraw, following their initial commitment, than other types.

Table A4: Characteristics distinguishing schools remaining in Investors in People from those withdrawing (in order of importance)

	<i>Index</i>
In metropolitan area	0.84
School has pupils in Year 2	-0.42
School has pupils in Year 9	0.32
School has pupils in Year 11	0.30
School has pupils in Year 6	-0.24
Grant-maintained	0.15
County/LEA	-0.11
Independent	-0.02
Voluntary	0.01

Tables A5 to A7 are similar to Tables A1 to A3 above, and summarise the main factors which characterise primary schools which are interested in Investors in People, still involved with Investors in People, or currently recognised by Investors in People respectively. **Table A8** shows the main factors which characterise those primary schools least likely to withdraw from Investors in People. The corresponding information for secondary schools is shown in **Tables A9 to A12**. As in Tables A1 to A3, factors are shown in their order of importance, with values close to +1 or close to -1 being more important than those close to zero.

Table A5: Characteristics distinguishing primary schools interested in Investors in People from those not interested (in order of importance)

	<i>Index</i>
In metropolitan area	0.78
Percentage of pupils entitled to free school meals	0.58
County/LEA	0.43
Independent	-0.40
Voluntary	-0.39
Level of performance	-0.34
Grant-maintained	0.25

Table A6: Characteristics distinguishing primary schools involved with Investors in People from those not involved (in order of importance)

	<i>Index</i>
In metropolitan area	0.82
Percentage of pupils entitled to free school meals	0.57
County/LEA	0.38
Independent	-0.36
Voluntary	-0.36
Level of performance	-0.32
Grant-maintained	0.24

Table A7: Characteristics distinguishing primary schools recognised as Investors in People from those not recognised (in order of importance)

	<i>Index</i>
In metropolitan area	0.70
Voluntary	-0.53
County/LEA	0.51
Independent	-0.35
Grant-maintained	0.35
Percentage of pupils entitled to free school meals	0.30
Level of performance	-0.15

Table A8: Characteristics distinguishing primary schools remaining in Investors in People from those withdrawing (in order of importance)

	<i>Index</i>
In metropolitan area	0.94
Percentage of pupils entitled to free school meals	0.36
Independent	0.16
Level of performance	-0.15
Grant-maintained	0.15
County/LEA	-0.08
Voluntary	-0.01

Table A9: Characteristics distinguishing secondary schools interested in Investors in People from those not interested (in order of importance)

	<i>Index</i>
Independent	-0.98
County/LEA	0.33
Grant-maintained	0.23
Percentage of pupils entitled to free school meals	0.23
Level of performance	-0.19
Voluntary	-0.04
In metropolitan area	0.01

Table A10: Characteristics distinguishing secondary schools involved with Investors in People from those not involved (in order of importance)

	<i>Index</i>
Independent	-0.99
County/LEA	0.32
Percentage of pupils entitled to free school meals	0.24
Grant-maintained	0.22
Level of performance	-0.18
In metropolitan area	0.03
Voluntary	-0.01

Table A11: Characteristics distinguishing secondary schools recognised as Investors in People from those not recognised (in order of importance)

	<i>Index</i>
Independent	-0.86
Grant-maintained	0.44
County/LEA	0.19
Voluntary	-0.18
In metropolitan area	-0.14
Level of performance	0.04
Percentage of pupils entitled to free school meals	-0.03

Table A12: Characteristics distinguishing secondary schools remaining in Investors in People from those withdrawing (in order of importance)

	<i>Index</i>
Voluntary	0.79
In metropolitan area	0.43
Grant-maintained	-0.29
County/LEA	-0.27
Percentage of pupils entitled to free school meals	0.26
Independent	-0.20
Level of performance	0.15

A3.2 When schools became involved with Investors in People

Table A13 shows the correlation between the length of time recognised and a number of school factors. Results are shown separately for primary and secondary schools. Correlations which were statistically significant at the five per cent level or higher are marked in bold. Correlations can vary from -1 to +1. For example, the small negative correlation of -0.08 indicates that primary schools in metropolitan areas tend to have been recognised more recently than those in other areas.

Table A13: Correlation between school characteristics and length of time recognised

	Primary	Secondary
In metropolitan area	-0.08	-0.09
County/LEA	0.05	0.07
Voluntary	-0.06	-0.11
Grant-maintained	0.01	-0.01
Independent	-0.01	-0.08
Percentage of pupils entitled to free school meals	0.01	-0.06
Level of performance	-0.04	0.04

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