



**INVESTORS  
IN PEOPLE**

**ALIGNING INVESTORS IN  
PEOPLE ENGAGEMENT WITH  
THE OFSTED FRAMEWORK  
FOR SCHOOL INSPECTION**

**GUIDANCE FOR INVESTORS IN  
PEOPLE SPECIALISTS**



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# INTRODUCTION



Ofsted (Office for Standards in Education, Children's Services and Skills) in its current form came into being on 1 April 2007. It brought together the wide experience of four formerly separate inspectorates. Ofsted's role is to inspect and regulate care for children and young people, and inspect education and training for learners of all ages.

For schools, Ofsted inspection is a major driver of performance improvement. The requirements laid out by Ofsted for schools are referred to as the *Framework for School Inspection* (referred to here simply as the 'Ofsted framework'). The framework itself has been updated and the current version, used to inform this guidance, applies from September 2009.



Investors in People is designed to inform an organisations' understanding of the best way to lead, manage and develop people in order to achieve results.

Investors in People Specialists work with organisations *in context* to understand their key concerns, goals and aspirations. By doing so the Specialist is able to gather information that is not only sufficient for the assessment / recognition process, but also helps each school to do new, better or different things to more effectively achieve its goals.

Note that a different framework applies to other types of organisation within Ofsted's remit (for example FE colleges and providers of skills training). This guidance document is concerned *only* with the specific framework for *school* inspection.

As the Ofsted Framework for Inspection is a priority in the minds of school leaders, it is desirable for Investors in People specialists to:

- Understand the contents of the Ofsted framework for school inspection
- Understand how both the core Investors in People Standard *and* the wider Investors in People framework can be used to support schools in achieving Ofsted requirements
- Use this understanding to help demonstrate the relevance of Investors in People to any school's agenda
- Design diagnostic, assessment and review activities to align with the Ofsted framework, where this is considered helpful by the school and to an agreed size and scale (e.g. in part or for all relevant areas of the framework)
- Use language and ask questions that are familiar to schools, thus helping to draw out more relevant information
- Provide feedback which is directly linked to the Ofsted framework, thus increasing its power and relevance
- Help to simplify the way schools plan for improvement by helping them to see that messages from various improvement tools, including Investors in People, can be aligned to one core set of requirements (i.e. the Ofsted framework)

This guidance document seeks to support Investors in People Specialists in achieving these goals.

An Investors in People assessor cannot make judgements about areas such as pupil achievement, nor about the quality of educational provision. However significant sections of the Ofsted framework are concerned with leadership and management. These sections are amenable to providing a structure for an Investors in People assessment or review. In addition, the range of continuous improvement practices explored by Investors in People allows for comments to be made under the broad Ofsted topic of capacity (or readiness) for improvement.



# OFSTED FRAMEWORK FOR SCHOOL INSPECTION (FROM SEPT 2009)

## OVERVIEW

The Ofsted Schools Inspection Framework (from September 2009) makes judgements about all of the following:

### PUPIL'S OUTCOMES

1. Pupil's achievement and the extent to which they enjoy their learning
2. The extent to which pupils feel safe
3. Pupil's behaviour
4. The extent to which pupils adopt healthy lifestyles
5. The extent to which pupils contribute to the school and wider community
6. The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being
7. The extent of pupils' spiritual, moral, social and cultural development

### PROVISION

1. The quality of teaching
2. The extent to which the curriculum meets pupils' needs including, where relevant, through partnerships
3. The effectiveness of care, guidance and support

### LEADERSHIP AND MANAGEMENT

1. The effectiveness of leadership and management in embedding ambition and driving improvement
2. The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met
3. The effectiveness of the school's engagement with parents
4. The effectiveness of partnerships in promoting learning and wellbeing
5. The effectiveness with which the school promotes equal opportunity and tackles discrimination
6. The effectiveness of safeguarding procedures
7. The effectiveness with which the school promotes community cohesion
8. The effectiveness with which the school deploys resources to achieve value for money

### EARLY YEARS FOUNDATION STAGE (WHERE RELEVANT)

1. Overall effectiveness (including leadership and management of the early years foundation stage)

## SIXTH FORM (WHERE RELEVANT)

1. Overall effectiveness (including leadership and management of the sixth form)

## BOARDING PROVISION (WHERE RELEVANT)

1. The effectiveness of boarding provision

## THE FINAL THREE JUDGEMENTS

(The three judgements that follow bring together all the judgements above)

1. Outcomes for individuals and groups of pupils

*In making this overall outcomes judgement, inspectors weigh the significance of how well pupils are doing across all seven of the outcome judgements for pupils listed above*

2. The school's capacity for sustained improvement

*Takes into account the school's track record of performance, the effectiveness of self-evaluation and the effectiveness of leadership and management*

3. Overall effectiveness: how good is the school?

*The overall effectiveness judgement places a particularly strong emphasis on the outcomes for pupils and the school's capacity for sustained improvement. The overall grade may be affected by 'limiting' grades from other key areas.*



All school inspections carried out by Ofsted use the same grading system:

Grade 1: Outstanding  
Grade 2: Good  
Grade 3: Satisfactory  
Grade 4: Inadequate

# OFSTED AND SELF-EVALUATION (THE SEF)

An integral part of the Ofsted inspection process is to explore the way in which the school evaluates its own performance and uses the results to drive improvement planning. To achieve this, schools are expected to maintain a record of their self-evaluation in a structure that mirrors inspection.

The vehicle for this is the SEF (Self Evaluation Form). Schools are strongly encouraged by Ofsted to complete and update their individual SEF through an on-line facility provided. This allows them to submit their SEF afresh after any updates.

The SEF is not solely an administrative requirement: it is intended to act as a powerful tool for improvement planning. Although responsibility for updating the SEF may fall to a single individual within a school, the content is drawn from all areas and will require input from across the whole organisation. Maintaining the SEF is a statutory requirement.

Whatever the approach of a school to the SEF, its accuracy and honesty are important in the Ofsted inspection process. In making judgements about the school's likelihood to improve and the quality of leadership and management, the content of the SEF is directly considered by the Ofsted inspectors.

A SEF which highlights the same priorities for improvement as those identified by the

inspectors increase their confidence in the school's leadership. Any gulf between what the *school* thinks about its performance and what the *inspectors* think will clearly raise concerns. So a good, thorough SEF is not only powerful as a tool for improvement planning, but also plays a direct role in the inspection outcome.



# POTENTIAL INVESTORS' ENGAGEMENTS ALIGNED WITH OFSTED FRAMEWORK

This guide is not intended to be *prescriptive* about the ways in which Specialists might use the Ofsted framework to help add further value through their work in schools. The specific strategy chosen should reflect the unique culture, needs and preferences of the school in question and be agreed in discussion with their leadership team.

However there are a number of broad possibilities that Specialists should consider:

## **AN ASSESSMENT OR REVIEW THEMED AGAINST THE OFSTED *LEADERSHIP & MANAGEMENT* REQUIREMENTS, IN PART OR WHOLE**

An assessment (or diagnostic) can be designed to align with the relevant themes from the Ofsted framework. What is real and important to school performance is that the principles of Investors in People are being applied effectively *to those things that really matter the most*. Independently assessing the extent to which Investors in People good practice is being applied in *critical areas* is of most value to the school.

- The PRINCIPLE is one of *choice*. A school may or may not find this approach to assessment appealing. Some will want to divorce Investors in People from the Ofsted concept entirely, valuing their distinct differences. Others may find it preferable to pursue their own unique and detailed goals, rather than the Ofsted structure. Some may, in spite of the choices available, prefer feedback against the Investors in people framework. All of these cases would still benefit from being informed by a Specialist with a detailed

appreciation of how Investors in People and Ofsted interrelate.

However there may be schools who would value a process which explicitly aims to help inform their self-evaluation by closely following Ofsted's relevant areas. These schools might opt to focus Investors in People assessment/review around all of the relevant Ofsted areas, or only one or two.

- The LOGIC of an 'Ofsted-themed assessment' is first to identify the critical *people* practices referenced by Ofsted. Having then identified the Investors' practices which match the Ofsted measures, the results can be used to help the assessor design and complete a bespoke assessment. This guide provides Investors in People Specialists with the analysis of these critical relationships.
- The METHOD implies the Investors in People assessor is not only using the Ofsted measures to drive an evidence-gathering process, but is aiming to pick up insights, trends, feelings, experiences and ideas to help bring about improvement.

- Additional Recognition can also be considered in the light of the Ofsted requirements. By mapping the Ofsted areas of interest to the *whole* Investors' framework, we can analyse the possible number of evidence requirements met against the Bronze, Silver and Gold requirements.

## **AN ENGAGEMENT WHICH USES DETAILED SCHOOL GOALS, INFORMED BY THE OFSTED FRAMEWORK**

A school may not want to engage in an assessment/review themed against the Ofsted framework, preferring instead to focus on more detailed, unique goals or priorities. This choice is of course available and still offers the school considerable added value.

In such a case, the assessor should use an understanding of the Ofsted requirements to inform the quality of questioning and feedback, insofar as this is useful for the priorities in question. The relevant Ofsted requirements might be referenced at the feedback or reporting stage, or remain in the background.

## **AN ENGAGEMENT WHICH EXPLORES THE RESULTS OF OFSTED INSPECTION OR SELF-EVALUATION**

Investors in People assessment or advice can be focused on helping to raise performance in areas known to have improvement potential. This might have been highlighted as a result of Ofsted inspection, or in the school's own SEF. The

efforts of the Investors in People Specialist can challenge current practice, bringing more information and motivation to the school to help them make desired improvements.

Exploring the effectiveness of current people practices in priority areas can help everyone move forward. In this case the Investors in People Specialist will benefit from an understanding of the Ofsted requirements in question, and those areas of the Standard (and wider framework) that are most relevant.

## **ALIGNING ADVISORY SUPPORT WITH THE OFSTED FRAMEWORK**

The implementation of good practice advocated by Investors in People can be enhanced in a school if this is done with reference to Ofsted's framework. The relevance of Specialist advice might be illustrated with more power if it is couched in Ofsted terms and the links made clear. Teachers and educational staff may find the language of Ofsted more accessible and thus relate more effectively to what is needed to ensure its achievement.

# USING THE DETAILED MAPPING INFORMATION

So whatever the strategy for advice and assessment adopted by the school, Investors in People Specialists need to understand the links between Investors in People and the relevant Ofsted judgements. The sections *Detailed Mapping* (pages 12 - 15) and *Summary of the most relevant Investors in People evidence requirements* (page 16) are intended to help the Specialist carry out Ofsted-themed interventions.

For assessors, questioning and evidence gathering should be as closely contextualised to the relevant Ofsted area as possible. This means asking specific questions about *how the evidence requirements are met with regard to this activity*, not just whether they are met overall. It is only by doing this that an accurate picture will be gained of whether people practices are working at their best.



# ASSESSMENT SAMPLING IMPLICATIONS

The results of detailed mapping (pages 12 - 15) show that there are some implications for sampling (i.e. who to speak to during an assessment or diagnostic), as follows:

- The sample of Governors will need to be more substantive than is typically taken for an Investors in People assessment. To effectively explore people practices underpinning Ofsted's expectations of governors, a sample of anything up to half of the Governors may be useful and should include the Chair, plus a sample of governors with other specific roles.
- One section of the Ofsted leadership and management section addresses the effectiveness of engagement with parents (and carers). Optionally and in order to add richer feedback, the assessor might include a sample of parents within the assessment. Feedback from parents is unlikely to have any significant effect upon whether or not a school meets the core Investors in People standard, although possible scenarios do exist and would be covered in any event by the Investors in People assessment; the induction and training of parent volunteers, for example. The purpose here, though, is to add more detailed feedback to help understand parental involvement and engagement efforts. A school can of course opt not to include parents in the sample.

- Understanding what the school is doing to meet the Ofsted leadership and management requirements, in detail, will also inform the sample. The assessor will need to speak, for example, to the person responsible for community cohesion. The inclusion of specific individuals on this basis will affect the overall size and composition of the sample



# MAKING AN ASSESSMENT JUDGEMENT



There may be sufficient, valid and reliable evidence of meeting Investors in People requirements uncovered solely in the exploration of Ofsted themes. However, it may be that the assessment reveals that the practices of Investors in People have not been effectively followed for the Ofsted issue in question. If this is the case, assessors should be wary of concluding that therefore, overall, a given evidence requirement is not met.

On one hand, the extent to which the school is applying Investors in People practice *to those areas it knows are critical to success* is a powerful indication of whether those practices are embedded. On the other hand, aligning Investors in People assessment with the Ofsted framework *should not make it any more difficult* for schools to meet Investors in People requirements. Assessors will need to take into account factors such as the length of time the school has been working on these priority areas and the strength of evidence coming from other areas. Assessors may need to widen their questioning and seek supplementary evidence in more general terms in order to make outcome judgements.

# PRESENTING FEEDBACK FROM AN OFSTED-THEMED ENGAGEMENT

For maximum power, it is suggested that assessment activity themed around the Ofsted requirements *be presented in this format* in a written report. A separate section for each leadership and management area and for the section on *capacity for sustained improvement* can outline the ways in which Investors in People practices are currently being used to support that area.

The detailed mapping section (pages 12 - 15) gives clear guidance on what topics might be covered in feedback against each Ofsted area, both for the core Standard and for all relevant areas of the wider framework.



# DETAILED MAPPING

OFSTED JUDGEMENTS	CRITICAL PEOPLE PRACTICES UNDERPINNING SUCCESS IN THIS AREA (RELEVANT INVESTORS IN PEOPLE EVIDENCE REQUIREMENTS)	MORE ADVANCED PEOPLE PRACTICES (FROM THE WIDER FRAMEWORK) UNDERPINNING SUCCESS THIS AREA
<p>The effectiveness of leadership and management in embedding ambition and driving improvement</p>	<ul style="list-style-type: none"> <li>• The clarity of the vision and the extent to which others understand and share this vision (1.1, 1.6)</li> <li>• The quality of targets set (1.2) and involvement in so doing (1.4, 7.1)</li> <li>• Representative groups are consulted on the strategy (1.3, 1.5)</li> <li>• Individual goals agreed through performance management align with the priorities and vision (1.6, 2.3, 2.4)</li> <li>• The deployment of lesson observation and related support (2, 8, 9)</li> <li>• Are lines of accountability clear for tackling key priorities? (1.6, 4.2, 4.3)</li> <li>• The expectations of leaders are clear in terms of the skills, knowledge and behaviour needed for effective performance (4.1)</li> <li>• The effectiveness of those leaders against expectations (5.1, 5.3)</li> <li>• People receive constructive feedback on their performance and help to improve (5.2, 5.4, 2.3, 2.4, 3.3, 3.4, 8.1, 8.2)</li> <li>• Reward and recognition are motivating people to achieve the vision (6.1, 6.2, 6.3)</li> <li>• People are encouraged to take ownership for decisions (7.2, 7.3)</li> <li>• Evidence of the continuous improvement of leaders and managers in embedding ambition and driving improvement (10.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Core values support the vision (1.7, 1.13, 1.19)</li> <li>• KPIs are used and understood (1.9, 1.15, 1.21)</li> <li>• Leadership development for the future (4.4, 4.9)</li> <li>• Leaders and managers are reviewed against required capabilities and helped to meet them (4.5, 4.6, 4.10, 4.11)</li> <li>• Leaders and managers are role models of leadership, teamwork and knowledge sharing (5.5, 5.6, 5.9, 5.10)</li> <li>• Leaders and managers are inspirational, open, honest and trusting (5.7, 5.14, 5.15, 5.21, 5.22, 5.23)</li> <li>• People believe the school has a culture of openness and trust (5.24)</li> <li>• What motivates people is understood and used to good effect (6.4, 6.5, 6.10, 6.15, 6.16)</li> <li>• Success is celebrated (6.11, 6.17)</li> <li>• People are committed to the success of the school (7.16)</li> <li>• People have a sense of ownership and pride in the school (7.19)</li> <li>• There is a culture of continuous improvement and people can challenge the way things work to improve performance (7.8, 7.11, 7.18)</li> </ul>
<p>The effectiveness of the governing body in challenging and supporting the school....</p>	<ul style="list-style-type: none"> <li>• Do governors know the key priorities of the school: its strengths and weaknesses? (1.2)</li> <li>• Are they actively involved in setting priorities for improvement? (1.4, 7.1, 7.2)</li> <li>• Rigour with which the governing body holds schools leaders to account for improvement? (4.1, 5.1, 5.3)</li> <li>• How the skills of governors are matched to the needs of the school and used to improve outcomes (2.1, 2.2)</li> <li>• Effectiveness and outcomes of ongoing development of governors (2.1, 2.2, 8.2, 9.1, 9.2, 9.3)</li> <li>• Effectiveness of induction for new governors or those who change role (8.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Do governors understand their responsibilities for promoting community cohesion? (1.12, 1.13, 1.22)</li> <li>• The organisation's strategy is developed through the involvement of managers, people and stakeholders (1.8, 1.14, 1.20) (<i>with regard to Governors' involvement</i>)</li> <li>• Recruitment and selection (of governors) is effective (3.6, 3.14, 3.22)</li> <li>• Have Governors been given the chance to make best use of their talents for the school's benefit? (3.10, 3.26)</li> <li>• Learning and development for Governors is flexible, innovative and cost-effective (8.5)</li> </ul>

OFSTED JUDGEMENTS	CRITICAL PEOPLE PRACTICES UNDERPINNING SUCCESS IN THIS AREA	MORE ADVANCED PEOPLE PRACTICES (FROM THE WIDER FRAMEWORK) UNDERPINNING SUCCESS THIS AREA
The effectiveness of the school's engagement with parents	<ul style="list-style-type: none"> <li>• Optionally – include parents in the sample and ask for their views on communication.</li> <li>• Is there a clear vision for parental engagement? (1.1)</li> <li>• Have parental engagement strategies been evaluated and measured, and their implications for people strategies considered? (9, 10)</li> <li>• The effective planning and evaluation of any development provided for parents, e.g. to help them support children's learning (2, 8, 9, 10)</li> <li>• How feedback from parents has been used to improve engagement (10)</li> </ul>	<ul style="list-style-type: none"> <li>• Optionally – include parents in the sample and ask for their views on communication.</li> <li>• Effective feedback methods are used to understand people's (parents') needs and expectations, and highlight necessary improvements (10.6)</li> <li>• People and stakeholders (parents) are involved in strategy development (1.8, 1.14, 1.20)</li> <li>• Is (parental) consultation and involvement part of the school culture? (7.4, 7.6, 7.13 for parents)</li> <li>• How do leaders involve parents in designing consultation (engagement) arrangements? (7.7)</li> </ul>
The effectiveness of partnerships in promoting learning and wellbeing	<ul style="list-style-type: none"> <li>• Clear goals are set for partnership activity (1.2)</li> <li>• Partners are involved in setting the strategy and goals (for relevant partnership activities) (1.4)</li> <li>• The performance of those partnerships is measured and evaluated (1, 9, 10)</li> <li>• Where the partnership includes shared staff or leadership development activity, how effectively is <i>this</i> planned, managed and evaluated? (2, 4, 5, 8, 9, 10)</li> <li>• Evidence that the impact of partnerships has been considered when identifying staff development priorities (9, informing 2)</li> </ul>	<ul style="list-style-type: none"> <li>• People and stakeholders (partners) are involved in strategy development (1.8, 1.14, 1.20)</li> </ul>
The effectiveness with which the school promotes equal opportunity and tackles discrimination	<ul style="list-style-type: none"> <li>• The effectiveness of staff training in meeting the needs of learners, with specific regard to diversity and equal opportunity (2, 8, 9)</li> <li>• There is equality of opportunity for staff development and support (3.2, 3.3, 3.4)</li> <li>• Evidence that performance measurement is used to identify areas for improvement in promoting equal opportunity and tackling discrimination (9)</li> </ul>	<ul style="list-style-type: none"> <li>• A diverse, talented workforce is created (3.7, 3.15, 3.23, 3.12, 3.20, 3.28)</li> </ul>
The effectiveness of safeguarding procedures	<ul style="list-style-type: none"> <li>• Do people believe that policies, strategies and procedures for pupil safeguarding and welfare are clear? (1.6, 4.2, 4.3)</li> <li>• Do people feel that they get up-to-date, high quality training, guidance and support to safeguard effectively? (3.3, 4.3, 8.2)</li> <li>• Does the monitoring and evaluation of safeguarding performance inform training and development plans? (9, impacting 2)</li> </ul>	<ul style="list-style-type: none"> <li>• None specifically, though many are partly relevant.</li> </ul>



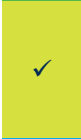

OFSTED JUDGEMENTS	CRITICAL PEOPLE PRACTICES UNDERPINNING SUCCESS IN THIS AREA	MORE ADVANCED PEOPLE PRACTICES (FROM THE WIDER FRAMEWORK) UNDERPINNING SUCCESS THIS AREA
The effectiveness with which the school promotes community cohesion	<ul style="list-style-type: none"> <li>• Is there a clear vision and a plan for what the school aims to achieve in community cohesion terms? (1.1, 1.2)</li> <li>• Do managers understand the implications for them? (4.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Social responsibility is taken into account in the strategy (1.10, 1.12, 1.16, 1.18, 1.22, 1.25)</li> </ul>
The effectiveness with which the school deploys resources to achieve value for money	<ul style="list-style-type: none"> <li>• Are I&amp;d resources tracked? (9.1)</li> <li>• The impact of staff development is effectively monitored, evaluated and acted upon (9, 10)</li> <li>• Leaders and managers are ensuring that staff learning and development is effective (8.1)</li> <li>• Leadership and management of the site team (4.2, 5.1, 5.3)</li> <li>• Maximising the impact of professional development (2, 3, 5, 8, 9)</li> </ul>	<ul style="list-style-type: none"> <li>• Social responsibility is taken into account in the strategy (1.10, 1.12, 1.16, 1.18, 1.22, 1.25)</li> <li>• Learning and development builds capacity to achieve the vision (2.5, 2.8, 2.12)</li> <li>• Does the structure make the most of people's talents? (3.10, 3.18, 3.26)</li> <li>• Managers act on feedback to improve the way people are led, managed and developed (5.13, 5.20)</li> <li>• Are resources for I&amp;d being used effectively? (8.4)</li> <li>• Are people well supported before and after development? (8.16)</li> <li>• Are all people strategies evaluated? (9.6, 9.10)</li> </ul>

OFSTED JUDGEMENTS	CRITICAL PEOPLE PRACTICES UNDERPINNING SUCCESS IN THIS AREA	MORE ADVANCED PEOPLE PRACTICES (FROM THE WIDER FRAMEWORK) UNDERPINNING SUCCESS THIS AREA
The effectiveness of leadership and management of the early years foundation stage (where relevant)	<ul style="list-style-type: none"> <li>• Most areas of the core standard are as relevant for the early years foundation stage as they are for all other areas. Assessors might be able to give separate feedback about people practices at this stage <i>if</i> they draw a significant enough sample from what is often a small staff team.</li> <li>• Such a level of detail and time may be justified, however, if improvement at the early years stage is a priority for the school. Care will need to be taken with regard to confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li>• Any of the measures for driving ambition and continuous improvement might also be relevant, and could be covered specifically for the early years foundation stage. However, in most schools this is a small staff team: exploring a large number of measures <i>with regard solely to their effectiveness in this early years stage</i> would require significant time with the relevant team members. Care will need to be taken with regard to confidentiality.</li> </ul>
The effectiveness of leadership and management of the sixth form (where relevant)	<ul style="list-style-type: none"> <li>• See the comments for the early years stage, above; the principles are the same for exploring leadership and management of the sixth form.</li> </ul>	<ul style="list-style-type: none"> <li>• See comments above in relation to early years; the same considerations apply to the sixth form.</li> </ul>

OFSTED JUDGEMENTS	CRITICAL PEOPLE PRACTICES UNDERPINNING SUCCESS IN THIS AREA	MORE ADVANCED PEOPLE PRACTICES (FROM THE WIDER FRAMEWORK) UNDERPINNING SUCCESS THIS AREA
<p>The school's capacity for sustained improvement</p>	<ul style="list-style-type: none"> <li>• Evidence of a strong cycle of planning, evaluation, reflection and subsequent improvement (10.1, 10.2, 10.3)</li> <li>• People are encouraged to contribute ideas for improvement (3.1, 3.5)</li> <li>• People are involved in decision-making (7.1, 7.2)</li> <li>• People are encouraged to take ownership of decisions (7.3)</li> <li>• Learning and development is leading to improved performance (9.3, 9.4, 9.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment and selection is fair and effective (3.6, 3.14, 3.22, 3.11, 3.19, 3.27)</li> <li>• There is a culture of openness and trust (5.7, 5.10, 5.13, 5.17, 5.20, 5.21, 5.24)</li> <li>• People do take ownership of decisions made (7.12)</li> <li>• Self-review and information from external review are used to improve people strategies (10.4, 10.5, 10.10)</li> <li>• Benchmarking is used to improve people strategies (10.8)</li> <li>• Effective feedback methods highlight people's needs and expectations, and lead to improvement (10.6, 10.7, 10.11, 10.12, 10.13, 10.14)</li> <li>• Investment in people strategies has impacted KPIs positively (9.7)</li> <li>• All people strategies are reviewed and evaluated (9.6, 9.10)</li> <li>• Performance improves as a result (9.11, 9.13, 9.14)</li> </ul>

# MOST RELEVANT INVESTORS IN PEOPLE EVIDENCE REQUIREMENTS SUMMARY

## KEY

	Not covered directly as part of the Ofsted-themed assessment approach
	Are covered within the themed assessment approach
	Covered with regard to <i>governors</i> only; assessors will need to ensure sufficiency of evidence from a representative sample before these could be awarded
	Covered with regard to <i>parents</i> only (if included in the sample); assessors will need to ensure sufficiency of evidence from a representative sample before these could be awarded

### CORE STANDARD

#### INDICATORS

ERs	01	02	03	04	05	06	07	08	09	10
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓		✓				✓	
5	✓		✓						✓	
6	✓									

An Ofsted-themed assessment activity would address all areas of the core Standard, in context

### WIDER FRAMEWORK

	01	02	03	04	05	06	07	08	09	10
4	Core	Core	Core	✓	Core	✓	✓	✓	Core	✓
5	Core	✓	Core	✓	✓	✓		✓	Core	✓
6	Core		✓	✓	✓		✓	✓		✓
7	✓		✓		✓		✓		✓	✓
8	✓	✓					✓			✓
9	✓			✓	✓					✓
10	✓		✓	✓	✓	✓		✓		✓
11				✓		✓	✓	✓	✓	✓
12	✓	✓	✓							✓
13	✓				✓		✓	✓	✓	✓
14	✓		✓		✓			✓	✓	✓
15	✓		✓		✓	✓				✓
16	✓					✓	✓	✓		
17					✓	✓				
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19	✓						✓			
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23			✓		✓					
24					✓					
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27										
28			✓							
29										

82 evidence requirements from the wider framework might be met if performance was optimal, in Investors in People terms, in all of the people practices critical to Ofsted's leadership and management requirements.

This would return a *Silver* level of additional recognition if the core Standard was also met

8 further requirements would be met in part, but further evidence of sufficiency would be required

# ANNEX A

## LEADERSHIP AND MANAGEMENT IN THE OFSTED FRAMEWORK

*This annex provides more detailed information on the leadership and management elements of the Ofsted inspection framework, and on the ‘capacity for sustained improvement’ judgement. A narrative is provided to help Specialists present the relationships, and to understand the thinking behind the detailed mapping in this guidance. The level of detail in this annex might be useful when exploring one aspect in some depth, or simply to help Specialists to further appreciate the context for schools.*

### THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT IN EMBEDDING AMBITION AND DRIVING IMPROVEMENT

#### OFSTED INSPECTORS SHOULD EVALUATE

- How effectively leaders and managers realise an ambitious vision for the school, have high expectations of pupils and secure support from others
- How well the school uses challenging targets to raise standards for all pupils and to eliminate any low attainment among particular groups
- How well leaders and managers at all levels drive and secure improvement, ensuring high-quality teaching and learning, by using relevant information about the School’s performance to devise, implement, monitor and adjust plans and policies

#### INSPECTORS SHOULD TAKE ACCOUNT OF...

The clarity and commitment with which leaders and managers communicate their vision, shown by the extent to which teachers and other staff:

- are well motivated with high expectations of pupils
- are committed to improvement, in all areas
- share the vision and ambition of senior leaders

The quality of target-setting and whether it leads to realistic but challenging targets

Accuracy, consistency and robustness of systems for tracking, monitoring and analysing impact, including lesson observation

Quality of improvement planning and implementation, including the extent to which leaders:

- tackle key priorities through plans with appropriate milestones, targets, actions and clear lines of accountability
- rigorously check how well plans and policies relating to teaching and learning are implemented
- review and adjust plans in the light of changing priorities

#### RELEVANT INVESTORS IN PEOPLE CONCEPTS

Of all areas, this one encompasses the greater bulk of the Investors in People core Standard. Arguably, *everything* in The Standard is relevant to embedding ambition and driving improvement. Areas of key importance include the alignment of individual and team goals with school priorities, effectiveness of leadership and management, motivational ways to recognise desirable performance and evidence of continuous improvement amongst the school leaders and managers.

The wider framework adds significant depth to this area, helping to concentrate effort on the extent to which, for example, leaders are *inspirational* in communicating the vision and securing buy-in. Other areas include the use of core values to help communicate the implications of the vision, effective use of performance measures, the capabilities required of leaders and managers being suitable for the future; a wide range of topics, if effectively implemented, will support school performance in this regard.

## THE EFFECTIVENESS OF THE GOVERNING BODY IN CHALLENGING AND SUPPORTING THE SCHOOL SO THAT WEAKNESSES ARE TACKLED DECISIVELY AND STATUTORY RESPONSIBILITIES ARE MET

### OFSTED INSPECTORS SHOULD EVALUATE

- How effectively governors help to shape the direction of the school
- How rigorously governors and supervisory boards challenge and support leaders and managers, holding them to account for tackling weaknesses and further improving outcomes for all pupils
- How well leaders governors, supervisory boards and any joint committee(s) fulfill their statutory responsibilities

### INSPECTORS SHOULD TAKE ACCOUNT OF . . .

The extent to which self-evaluation complies with statutory requirements

The rigour of the governing body's procedures to ensure health, safety and well-being of staff and pupils

How effectively governors fulfil their duties to promote community cohesion and inclusive practice...

How knowledgeable governors are of the work of the school, including its strengths and weaknesses, through their monitoring and evaluation of the school's performance

How engaged governors are in actively setting priorities for improvement and how robustly they monitor and evaluate the impact of improvement plans

How effectively the governing body ensures its skills and expertise are matched to the needs of the school and uses these to improve outcomes for pupils

The extent to which the governing body understands performance data and has an accurate picture of achievement, including how this compares to other schools

How governors ensure that school targets are both achievable and sufficiently challenging

Governors' understanding of barriers to learning, including attendance and behaviour, and what the school is doing to overcome them

How effectively and consistently governors develop their skills and knowledge to hold leaders to account for improvement by robustly challenging under-performance

How systematically governors consult and gather the views of users and stakeholders

### RELEVANT INVESTORS IN PEOPLE CONCEPTS

This measure relates specifically to the role of the governing body and its individual governors. The core Investors in People principles apply to governors as they do to all staff, albeit the responsibilities of the school for their long-term development are different. However, the Chair at least should be displaying appropriate leadership and the learning and development needs of governors be met effectively. Governor induction and preparation for new roles is similarly critical, given the natural turnover and movement within a typical governing body.

Topics from the wider framework can be used to embrace more advanced, but equally important, practices. This includes the extent to which governors consult others when setting strategy: a concept which appears again with regard to effective use of partnerships. The recruitment and selection of governors and the utilisation of their unique talents are also covered; both directly relevant to the interest of Ofsted inspectors.

The interview sample for governors should be sufficient to gather reliable and useful information in the selected areas - this implies a larger sample than would typically be drawn from this group.

Note that in the context of Ofsted, the school's strategy for achieving community cohesion is broadly parallel to a strategy for social responsibility, in Investors in People terms.

## THE EFFECTIVENESS OF THE SCHOOL'S ENGAGEMENT WITH PARENTS (AND CARERS)

### OFSTED INSPECTORS SHOULD EVALUATE

- The extent to which the school takes account of parents' and carers' views and how well they are involved in contributing to decision-making about whole-school matters
- The extent to which the school enables parents and carers to support, and make decisions about, their own children's learning, well-being and development
- The quality of the school's communication with parents and carers

### INSPECTORS SHOULD TAKE ACCOUNT OF...

The effectiveness with which the school communicates with all parents and carers with parental responsibility, including those who may be reluctant or unsure about approaching the school

The views expressed by parents and carers through the Ofsted survey carried out at the point of inspection, and any survey information provided by the school

The frequency and quality of the school's communications with parents and carers regarding the achievement and well-being of their children

The frequency and quality of the school's communications with parents and carers regarding important school developments, including the way the school has used the views of stakeholders to influence priorities

The mechanisms for helping parents to support their children's learning, for example through: information provided, activities for parents and carers and support for specific groups or individuals

### RELEVANT INVESTORS IN PEOPLE CONCEPTS...

The option exists to gather more informative feedback in this area by speaking to parents and carers as part of the interview sample. This is not essential, of course, if the school would prefer otherwise.

The core Standard here is relevant especially in terms of evaluating engagement success and introducing improvements. Assessors should also be alive to any potential implications of the parental engagement strategy for staff learning and development.

The wider framework allows for the addition of measures concerned with gathering effective feedback from parents to understand their needs and expectations, involvement of parents in setting strategy, parental consultation as part of school culture and their input into how consultation processes work.

## THE EFFECTIVENESS OF PARTNERSHIPS IN PROMOTING LEARNING AND WELL-BEING

### OFSTED INSPECTORS SHOULD EVALUATE

- The extent and effectiveness of the school's partnership activity with other providers, organisations and services to promote learning and well-being for its own pupils and those of its partners
- How well partnership activities provide value-for-money

### INSPECTORS SHOULD TAKE ACCOUNT OF...

The extent to which partnership activity underpins the school's work and the school's role within those partnerships, for example partnering another school facing difficulties; federation and/or shared leadership; shared provision such as a joint sixth form

The extent to which the school is able to demonstrate that partnership activities provide value for money

The impact of any significant partnerships and community engagement related to the school's specialist status, and how key stakeholders from partner schools and the wider community contribute to review and development of partnership activities

Any contribution trust status makes in driving up school improvement

The effectiveness of the school's work with services provided, commissioned or brokered by the local authority to promote the safety and health of all learners, for example: education welfare; mental health services; educational psychology service; integrated youth support

The effectiveness of the school's work with agencies to support specific groups and individuals

The impact of partnerships with other organisations through extended services provision

The effectiveness of partnership activity which does not involve the regular exchange of pupils between the school and other organisations, for example: shared professional development activities; shared leadership development activities

Where there is regular movement of pupils to or from the school, how well the school makes arrangements day-to-day for activities to run safely and efficiently; ensuring quality of learning; impact on outcomes

### RELEVANT INVESTORS IN PEOPLE CONCEPTS...

*Partners* might be included in the sample for interview and discussion, if the school would value richer feedback against this requirement.

The core Standard implies involvement of partners in planning (for relevant partnership activity) and ongoing monitoring and evaluation of partnership success. Again, the learning and development implications of partnership working should be considered and planned in accordance with Investors in People principles; this is particularly true of shared learning and development activity where it is part of a partnership arrangement.

The wider framework introduces the measures concerned with involvement of partners when setting the *school* strategy.

This measure is particularly relevant to school Federations, where the Assessor may need to dedicate specific attention to the implications of this for leadership and planning.

# THE EFFECTIVENESS WITH WHICH THE SCHOOL PROMOTES EQUAL OPPORTUNITY AND TACKLES DISCRIMINATION

## OFSTED INSPECTORS SHOULD EVALUATE

- How effectively the school actively promotes equal opportunity and tackles discrimination

### INSPECTORS SHOULD TAKE ACCOUNT OF...

The performance and experience of different groups of pupils

The extent to which the school has regard for the Human Rights Act by promoting respect for human rights

The emphasis given to processes/provision to promote equality and eliminate discrimination and ensure that stereotypical views (for example of learning and work opportunities) are challenged

The degree to which the school makes best use of the differing skills and talents of individual pupils

The effectiveness of staff training (assessed through staff awareness and evidence in work) in meeting the needs of learners

How the school manages incidents and complaints

Arrangements for consulting with users and stakeholders

How outcomes of work - for example, achievement of equality targets or positive actions on equality - are published

### RELEVANT INVESTORS IN PEOPLE CONCEPTS...

Investors in People specialists cannot comment on the effectiveness of diversity and equal opportunities strategies for pupils. However, within the same spirit and ethos the school can be assessed with regard to *staff*. The core standard explores effective staff development in this area and concentrates on Indicator 3.

The wider framework introduces six further evidence requirements concerned with the effectiveness of diversity and equal opportunities strategies.

# THE EFFECTIVENESS OF SAFEGUARDING PROCEDURES

## OFSTED INSPECTORS SHOULD EVALUATE

- The effectiveness of the school's arrangements, including links with key agencies, for ensuring the safety of its pupils

### INSPECTORS SHOULD TAKE ACCOUNT OF THE EXTENT TO WHICH THE SCHOOL...

### RELEVANT INVESTORS IN PEOPLE CONCEPTS...

Has clear policies, strategies and procedures to ensure the safeguarding and welfare of pupils including those relating to bullying, health and safety, harassment and discrimination

Has established clear management responsibilities in relation to child protection using relevant designated staff

Monitors and evaluates the effectiveness of its policies and practices

Ensures that adults working with pupils are appropriately recruited and vetted

Ensures that adults receive up-to-date, high quality, appropriate training, guidance, support and supervision to undertake effective safeguarding

Encourages and enables pupils to report any concerns or complaints including concerns about poor or abusive practices

Takes reasonable steps to ensure that pupils are safe on the school site

Identifies concerns about possible abuse and/or neglect and/or pupils who may have gone missing, and refers such concerns promptly to the relevant agencies

Records information relevant to safeguarding concerns clearly and accurately and shares it appropriately

Helps pupils to keep themselves safe, including encouraging pupils to adopt safe and responsible practices and deal sensibly with risk

This is another area in which the Investors in People assessor cannot comment on effective practice, but instead can test the extent to which people practices are helping with the safeguarding agenda. Core standard measures include those concerned with clear lines of responsibility, effectiveness of any training or support provided and the ongoing evaluation of success.

There are no areas of the wider framework directly applicable to this Ofsted measure, though of course good performance in all of them will benefit overall effectiveness.

## THE EFFECTIVENESS WITH WHICH THE SCHOOL PROMOTES COMMUNITY COHESION

### OFSTED INSPECTORS SHOULD EVALUATE

- The extent to which the school has developed an understanding of the religious, ethnic and socio-economic characteristics of its community in a local, national and global context
- The extent to which the school has taken an appropriate set of planned actions based on an analysis of its context and is evaluating the impact of its work
- The extent to which the school's actions have a positive impact on community cohesion within the school and beyond

### INSPECTORS SHOULD TAKE ACCOUNT OF...

The quality of the school's analysis of its context

The extent to which leaders and managers have placed due emphasis on each of the three strands of religion, ethnicity and the socio-economic dimension in shaping its response to that analysis

The extent to which the school has taken appropriate actions to contribute to community cohesion within the school and beyond

The quality, and use made, of the school's evaluation of its work across the three strands

Evidence of the impact of the school's work on outcomes, for instance in the quality of pupil's spiritual, moral, social and cultural development

Evidence of the impact of the school's work in the local community

### RELEVANT INVESTORS IN PEOPLE CONCEPTS...

In a school context, activities to promote community cohesion are in many ways equivalent to a social responsibility strategy. Whilst there are of course relevant practices from the core Standard, the best medium for exploring this theme is the wider framework.

From there, the evidence requirements around social responsibility provide a good medium for assessing the effectiveness of people practices for this measure. Note of course that the School may have other, non-Ofsted related CSR practices.

## THE EFFECTIVENESS WITH WHICH THE SCHOOL DEPLOYS RESOURCES TO ACHIEVE VALUE FOR MONEY

### OFSTED INSPECTORS SHOULD EVALUATE

- How efficiently, effectively and economically the school uses and manages its available resources to meet the needs of its pupils and achieve high-quality outcomes<sup>1</sup>

#### INSPECTORS SHOULD TAKE ACCOUNT OF...

The outcomes for individuals and groups of pupils

Financial stability, planning and controls to ensure economy and accountability

How effectively the accommodation and site are used and how well the school's environment is cared for and used in a sustainable manner

The views of parents, carers and pupils in relation to the suitability and availability of resources

How effectively staff are deployed and the impact of their professional development

How well material resources and equipment are used

How well specific funding is identified and deployed by the appropriate staff, especially funding for pupils with special education needs and/or disabilities

The quality of the environment, which may also include care for, and sustainability of, that environment

#### RELEVANT INVESTORS IN PEOPLE CONCEPTS...

The definition of resources embraces both staff and *staff development*, and as such is informed by practices such as evaluation, tracking and continuous improvement from the core Standard. All measures designed to maximise the impact of professional development are relevant here, including indicators 2, 3, 5, 8 and 9. As the use of the school site is also covered by Ofsted, it may also be relevant to explore the effectiveness of the leadership and management of the site team.

The wider framework introduces more sophisticated measures around critical practice, including the structure of the school, managers acting on feedback to ensure resources are used effectively and further methods for securing maximum return on investment in people.

<sup>1</sup> Resources include: funding; staffing; accommodation and the school site; material resources and equipment.

# ADDITIONAL AREAS OF JUDGEMENT

## THE SCHOOL'S CAPACITY FOR SUSTAINED IMPROVEMENT

### OFSTED INSPECTORS SHOULD EVALUATE THE EXTENT TO WHICH

- The school's track record shows it has maintained outstanding performance or has been successful in improving teaching, other provision and outcomes for pupils since its last inspection
- The school's self-evaluation provides the school with an accurate appraisal of its effectiveness and its plans reflect what it needs to do to consolidate success and secure further improvement
- The current leaders and managers are effective in tackling weaknesses and overcoming barriers to improvement

### INSPECTORS SHOULD TAKE ACCOUNT OF...

The extent to which there have been sustained improvements in outcomes for pupils, including those for individuals and different groups

The extent to which the school has met challenging targets, such as: statutory targets for attainment; specialist school targets; other targets such as attendance

Progress in tackling the areas for improvement identified at the last inspection

The school's success in achieving goals and improving areas of weakness it has identified for itself

The school's response to any external evaluations, such as those undertaken by the local authority and Ofsted survey inspections

The rigour with which leaders, managers and governors evaluate the school's effectiveness

The degree to which leaders, managers and governors are self-critical when evaluating the school's performance

The extent to which self-evaluation is established across the school community

The clarity with which areas for improvement are identified

The effectiveness of leadership and management across the school

### RELEVANT INVESTORS IN PEOPLE CONCEPTS...

Investors in People explores the effectiveness of practices which embed a continuous improvement culture and drive a learning organisation. There is direct relevance to the core Standard in terms of encouraging ideas, engagement, ownership, evaluation and continuous improvement. Success in these areas does not embrace everything that an Ofsted inspector is interested in; the wider framework introduces some critical additional topics.

These include the extent to which recruitment and selection for the future is aligned to the vision for improvement, the culture of the school on a range of dimensions, more effective evaluation and improvement practices and evidence that it has made a positive difference in the past.

# ANNEX B

## USEFUL LINKS AND RESOURCES

Information about Ofsted's role in schools and other types of organisation can be found at [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Documents used to inform this guide include:

The framework for school inspection, Ref No. 09 0019

The evaluation schedule for schools, Ref No. 09 0098

Both are highly informative documents and are available for download in PDF format from the Ofsted website.

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