

**Commercial in Confidence**

Investors In People  
Combined Review Report for The Core Standard  
and  
The Leadership & Management Model

for

**Ewloe Green Primary School**

Prepared by

Michele Spratley  
Investors in People Assessor

On behalf of Investors in People Wales

February 2011

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## 1. Introduction

This report has been produced following the Investors in People combined Core Standard and Leadership & Management Model review of Ewloe Green Primary School carried out on behalf of Investors in People Wales. The report reflects on the findings of the review and highlights areas of good practice identified, in addition to those areas recommended for further development.

### Background Information

Ewloe Green Primary School is located in the village of Ewloe, near Queensferry. It is an attractive, well-maintained school, with a large open-plan atrium leading off from the school's main entrance, which serves as a multi-purpose resource area for pupils. The school currently provides educational care and support to approximately 450 pupils, with a total staff of 65, including all Governors, management, teaching staff, teaching support staff and other support staff (eg: administration, caretaking and lunchtime supervision).

Ewloe Green was originally recognised as an Investor in People in July 1999. The school was successfully reviewed against the Standard in March 2002, in March 2005, and in November 2007 and was assessed and recognised against the Leadership & Management Model in June 2008.

Last review date:      November 2007 – Core Standard  
                                         June 2008 – Leadership & Management Model

In terms of report format, it was agreed with Ewloe Green Primary School's Head Teacher that the school would find it useful to have the review findings set out against Estyn's Key Question and Quality Indicator areas.

## 2. Review Objectives

The following objectives were agreed during the planning stage of the review:

- 2.1 To establish if the school is continuing to meet the Investors in People Standard
- 2.2 To identify good practice demonstrated by the school
- 2.3 To identify areas for potential continuous improvement and to make recommendations in relation to these, particularly where they relate to the school's identified priorities of:
  - Developing staff wellbeing
  - Encouraging continuous professional development
  - Developing Professional Learning Communities
  - Preparing for Inspection
- 2.4 To establish what progress has been made against recommendations made following the last Investors in People Post Recognition Review

### 3. Executive Summary

Ewloe Green Primary School is a community-focused, aspirationally-driven school, which believes firmly in educating and supporting pupils to achieve their potential and challenging them to excel in both academic and extra-curricular areas. The school is led by a strong Head Teacher, who believes in building its leadership and management capability by delegating responsibility for the coordination of key improvement areas to fellow members of staff, and by providing appropriate resources and support to enable them to do so effectively.

This was the school's fourth review against the Investors in People Core Standard, and its first review against the Leadership & Management Model. The review process involved confidential interviews with a cross section of staff and Governors on 7<sup>th</sup> and 8<sup>th</sup> February 2011, and review of supporting documentary evidence, which included a comprehensive file of planning, process and evaluation information.

**The review found that the school is still meeting both the Core Standard and the Leadership & Management Model and that an additional 6 evidence requirements from the Investors in People Extended Framework are also met. As such, recognition is confirmed for another 3 years, until February 2014.**

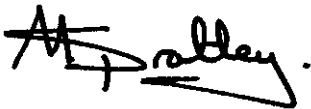
The review highlighted a number of areas of good practice and recommendations for continuous improvement, more details of which can be found in sections 5 and 6 of this report, respectively. In brief summary they included:

#### Good Practice

- Good evidence of progression in relation to lesson observation focus
- Allocation of additional time for staff to carry out management and CPD tasks
- Forward-thinking session arranged for staff on Health & Wellbeing
- Helpful Welsh training organised for Support staff
- Good involvement of Teaching Support staff in planning processes
- Excellent partnership working with other schools
- Strong, visionary leadership demonstrated by the Head Teacher

#### Development Recommendations

- Consider what constitutes 'sector leading practice'
- Consider using school-specific data to identify PLC areas of focus
- Consider further development of pupils' entrepreneurial/enterprise skills
- Consider developing a more holistic staff Health & Wellbeing strategy
- Consider establishing links with a 3<sup>rd</sup> World School, as a topic focus for teaching
- Consider reviewing the school's induction support processes/materials
- Consider the varied communication/development needs of staff



Michele Spratley  
Investors in People Assessor  
February 2011

## 4. Findings against Estyn's Key Question and Quality Indicator Areas

### 1. OUTCOMES

#### 1.1 Standards

Ewloe Green Primary School has a clear focus on raising standards of pupil achievement and has made good progress over recent years in putting in place systems and processes that generate meaningful data, and that enable staff to identify and target those pupils who would benefit from particular additional support. In support of the Welsh Assembly Government's priority of driving up educational standards, and in line with the Education Minister's recent speech focusing on the need to ensure higher standards of literacy and numeracy teaching and learning provision, Ewloe Green has developed tools that allow it to track pupil progress throughout their time at the school, and to 'flex' the support provided to them, in line with their individual identified needs.

The school is aware of the need to ensure that robust monitoring and levelling takes place as part of this tracking process, and has dedicated more time and focus to this area, both within Ewloe Green itself and as part of wider local school consortia activity. The Head Teacher and Deputy Head have been conducting joint lesson observations, which enable them to compare their findings and to provide constructive feedback to teaching colleagues on areas where potential for improvement are identified, and also where more standardisation and consistency of teaching in Year Groups can be achieved. Already, good practice, with the potential for dissemination, has been identified, in the way that Year 5 class teachers have planned and developed a range of activities that pupils engage in, on a rotational basis, during lessons. The school thinks this may have the potential to be classified as 'sector leading', if it is developed further. With this in mind, and with an Estyn Inspection on the not-too-distant horizon, the school may wish to think about how it could develop this approach and, importantly, *share it with other professionals outside school*, for a 'sector leading' classification to be achieved at Inspection (see 6.1 in Recommendations for Continuous Improvement).

#### 1.2 Wellbeing

The school has promoted awareness of the importance and benefits of a healthy lifestyle to its pupils for some years, recently having achieved the 3<sup>rd</sup> Phase of the Healthy School Award, and is now also considering ways in which it can support staff to improve their health & wellbeing, conducting a 'Wellbeing event' at a local hotel and inviting teaching and some teaching support staff to attend this. The event was very popular with those who took part in it, and demonstrated to individuals the importance of taking time to consider their own wellbeing needs.

Ewloe Green's senior management have demonstrated their commitment to supporting staff health and wellbeing in the past, through their consideration of people's need for more time to complete management tasks and CPD activity, and the incorporation of this within the school timetable. There is also good evidence of staff raising concerns about their individual workloads in the past and the Head Teacher and Deputy providing additional resources, time or support, as a result. To build even further on the positive action already taken in this area, Ewloe Green may wish to consider how it could introduce a more holistic Health &

Wellbeing strategy for the school, perhaps integrating pupil and staff activities and identifying ways in which parents and the community could also become involved. As a starting point, the school may wish to visit the Investors in People website, where information about the IIP Health & Wellbeing Good Practice Award can be found, as can a range of resources, which are available to download and use free of charge (see Appendix C).

The school has developed strong links with the local community and pupils regularly attend events at the local church and interact with community groups and members (eg: singing with the Northop Silver Band; establishing a 'Knitting Club', which involves both children and more elderly local residents)

## **2. PROVISION**

### **2.1 Learning Experiences**

Ewloe Green Primary School is very supportive of the Welsh dimension to its education provision, with Welsh words, phrases and displays prominently in evidence around the school, and staff encouraged to use incidental Welsh in their day-to-day dealings with pupils. Support staff spoke positively of the 15-week course that has been provided for them, as being 'fun and useful' and the school should be commended for making this training available to so many individuals in varying support roles.

Pupils are encouraged to develop an awareness of people and places beyond their immediate vicinity, through the teaching of environmental, ecological and global citizenship-related topics and subject areas. The school has developed links with another school in France and trips are arranged, for pupils to experience first-hand the environment and culture of their foreign counterparts. As a way of building on this awareness of the wider world, and as a gateway to a range of additional potential topic and study areas, Ewloe Green Primary School might like to consider whether there would be value in trying to establish links with a school further afield, perhaps within a third world country, such as Africa (see 6.5 in Recommendations for Continuous Improvement).

The school has developed links with a number of local businesses and employers, which have offered varying forms of support in the past, usually linked to the funding of school activities or improved facilities, and sometimes involving visits to the school by external representatives (eg: local Police). As a way of building on this past experience, and of offering pupils more opportunities to experience aspects of the world of work, the school could consider ways in which entrepreneurial or enterprise-related skills could be encouraged and fostered, perhaps by taking part in a National Enterprise competition (eg: see 6.3 in Recommendations for Continuous Improvement) or by replicating a similar competition within the school or local community of schools, and asking local business representatives to judge the entries on a range of pre-determined criteria (eg: income generation; scalability; sustainability; social responsibility; inclusion; innovation; numeracy skills employment; ICT skills employment etc).

## **2.2 Teaching**

In line with the Welsh Assembly Government's vision for improving standards of teaching practice within schools in Wales, Ewloe Green Primary School sets expectations and a framework for how teachers should approach lesson planning to reflect the Skills-based curriculum, but allows teachers and their teams the freedom to experiment with ideas and activities, as a way of capturing the imagination of pupils, and of raising their levels of engagement and receptiveness to learning. There is a good understanding of the different preferred learning styles that pupils may possess and a concerted effort to build opportunities for each of these styles to be utilised within lessons (eg: auditory, visual, kinesthetic). 'Assessment for Learning' classroom-based tools are also used as a consultative way of identifying whether classes and subjects are being effectively taught and whether such teaching results in pupil understanding, engagement, enjoyment and knowledge attainment.

## **2.3 Care, Support and guidance**

Ewloe Green Primary School has recently achieved 'Dyslexia Friendly' status, was the first school in North Wales to achieve the Basic Skills Quality Standard Award, and has a strong commitment to providing additional support for pupils, in the form of targeted interventions (eg: reading, writing, literacy and numeracy), to enable them to achieve their full potential, with measurable improvements in performance and attainment resulting. The needs of children who are identified as 'more able and talented' are also given due consideration, and the Deputy Head is able to discuss ways in which provision for such pupils has improved and will develop even further in the future. In terms of safeguarding and support, staff have received appropriate training in child protection and demonstrate an awareness of their role and responsibilities in this area.

## **2.4 Learning Environment**

Ewloe Green *'has an inclusive ethos with a concern for all involved in the daily life'* of the school. This ethos is articulated within the school's Mission Statement, which goes on to explain how the school embraces the Welsh language, culture, traditions and heritage, working in partnership with Parents, Carers, Governors and the local and wider communities, to provide *'the best possible educational opportunities whilst nurturing children in the Christian faith'*. The school also makes clear that it recognises and respects the different faiths and cultures reflected within the school. In practical terms, the school values the equality and diversity of both pupils and staff and does its best to treat them equitably, in terms of the learning and development opportunities that are offered to them both. Where funding is not specifically provided for Support staff training by the County, the school works creatively to find alternative sources of funding or to create other professional development opportunities.

The physical environment of the school is clean, bright, colourful and welcoming. Like many schools, Ewloe Green struggles with the challenge of finding sufficient space to deal with all the accommodation needs of pupils and staff, but has recently remodelled a corridor area to make better use of this space, and will soon be providing heating in its Atrium area, to create a more conducive learning environment for pupils and staff who carry out intervention support activities in this part of the school.

### **3. LEADERSHIP**

#### **3.1 Leadership**

Ewloe Green Primary School is led by a Head Teacher who has a clear strategic focus, informed by a good understanding of National and Local priorities and developments in education, and who drives the improvement agenda that is set by the Welsh Assembly Government, the Local Authority and the school's own Governing Body. The Head Teacher has built a Leadership Team around her that is capable of taking on and leading strategic developments in their own areas of responsibility (eg: Assessment and tracking; More Able and Talented provision; Cognitive Learning etc), and has cultivated a culture within the school where leadership is seen as part of each individual's role, to a greater or lesser extent, depending upon their level of responsibility.

In recognising the need for and encouraging a working environment where all teachers act as leaders of subject and learning areas, the Head Teacher has fostered the kind of development that the Welsh Assembly Government is keen to promote throughout Wales, through its Transformation Agenda and its School Effectiveness Framework activity. As this delegated leadership approach becomes more embedded and mature within the school, it may be worth considering whether some new whole school improvement projects could be delegated to pairs or groups of staff, without Leadership Team input initially, as a way of encouraging 'bottom-up' thinking about how new administration systems, recording processes, or teaching practices could be developed.

In terms of Governors' management of the school, the recent speech by the Education Minister set out a number of development actions that will directly impact upon members of Governing Bodies, specifically, the requirement for statutory training and the need to demonstrate that Governors are discussing school performance data and have set in place actions to improve their school's position; with failure to do so resulting in automatic Estyn Inspection failure. These are key changes with significant potential ramifications and, as such, are ones that the school should assure itself it is complying with.

#### **3.2 Improving Quality**

The school involves all interested parties in its self-evaluation activity, asking pupils, parents, Governors and staff for their input in assessing current standards and achievement levels and considering their suggestions for where improvements can be made. Subject Leaders within the different Key Stages work together to ensure synergy between the subject's teaching and development throughout the school and to facilitate effective transition and a reduction in duplication of topic-based activity.

Assessment for Learning strategies are used within classes throughout the school, to encourage pupils to play a part in evaluating the effectiveness of lessons and to establish how enjoyable and engaging they find particular learning activity. This approach to evaluation, whilst being good practice in terms of the school 'listening to its learners', also helps to develop the independence of pupils, by encouraging them to take responsibility for assessing their own understanding and to identify where they need additional information, guidance or support.

Staff are actively encouraged to work within networks of professional practice, both within the school (eg: individual teachers encouraged to share key learning points and resource materials obtained from attendance at training and other professional development events, at staff meetings), and also within the wider education network (eg: through participation in Coordinators meetings; Head Teachers' meetings; Deputy Heads' meetings; DCELLS improvement group meetings etc)

In assessing how the school uses and acts upon external feedback, Ewloe Green Primary School has made good progress in relation to the recommendations for continuous improvement that were made following its last Investors in People review against the Core Standard and its assessment against the Leadership and Management Model. Specific time has been given to staff to help them carry out CPD and Subject Leadership responsibilities; a structured review process, similar to the Performance Management review for teaching staff, has been introduced for Support staff; staff training and development needs, related to achievement of specific School Improvement Plan objectives, are now incorporated and budgeted for within the SIP; Lunchtime Supervisory staff now have a Senior Supervisor, and take part in regular review meetings with a member of the Leadership Team.

The school also demonstrates a commitment to constantly reviewing itself and identifying potential improvements, in line with the School Effectiveness Framework key areas (see below), and to working with partners in education to identify and spread good and effective teaching and learning practice.



### 3.3 Partnership Working

Ewloe Green CP School believes in the principle of partnership working and has played an integral part in contributing to local school consortia activity, related to identifying and establishing common standards of teaching and learning practice. The school has embraced its role working with consortia partners on Thinking Skills, and has developed classroom practice, and consistent approaches to the promotion of such learning activity, throughout the school; drawing on its discussions and shared experience with other schools in the local area.

Ewloe Green has also made good use of the Welsh Assembly Government's 'Community Focused Schools' fund, by working with other local schools to identify potential learning activity and community-based projects that can benefit pupils, parents and the wider local community and facilitating such activity in a way that has sustainable benefits for all concerned (eg: supporting Welsh lessons for parents; investing in the creation and planting of gardens; developing pupils' First Aid knowledge and skills, in a way that can be transferred and further built upon during their High School education). As this funding draws to a close, the school is looking to other avenues of financial support, which again encourage and reward partnership working for the benefit of the local community (eg: the National Lottery 'People and Places' and 'Awards for All' funds). Such forward thinking demonstrates that the school is committed to maintaining the strong links it has already established with other partners in the local community, and that it has a future-focused strategy that considers how the wider impact of such partnership working can benefit all concerned.

In terms of strategic partnerships that positively influence the planning, resourcing and quality assurance of its learning provision, Ewloe Green Primary School is taking part in the Welsh Assembly Government's School Effectiveness Framework Professional Learning Communities (PLC's) pilot work, and has received additional funding to help resource development work in this area. Currently, the school anticipates that such PLC pilot work will be a continuation of its previous quality improvement and good practice sharing activity (eg: past consortia group focus on improving Thinking Skills and Assessment for Learning approaches). However, revisiting the prime purpose behind the Transformation Agenda could give birth to another way of viewing PLC's and how they can originate, develop and flourish. That is, that the *individual, unique and specific* needs of pupils within Ewloe Green Primary School, identified through robust data collection and analysis, gives rise to potential areas where teaching and learning practice could be reviewed and enhanced within the school, and that innovative activity related to this school-based development, then becomes the focus of wider discussion and good practice development with other schools.

### 3.4 Resource Management

Ewloe Green Primary School makes good use of the knowledge, experience and input of all staff, facilitating joint planning opportunities between teaching and teaching support staff and encouraging NNEB's who wish to attend teaching staff meetings to do so, particularly if the matters under discussion affect their area of work. Teachers explained that they regard Teaching Support staff as valuable members of their teams, and that they use every opportunity to encourage their input and ideas, when discussing potential improvements to lesson activity, which Teaching Support staff confirmed.

There is a well-established culture at Ewloe Green of valuing staff input and recognising the contribution that both teaching and support staff make to the school's success. In line with its commitment to continually reviewing its activity and identifying ways of improving, the school could consider the different approaches that individuals take to processing and assimilating new ways of thinking and working. Such change comes very easily and naturally to some people, and requires more thinking, discussion and processing by others before they can feel comfortable and understanding of it. Recognising this, and facilitating such open discussion, can be reassuring for staff who worry that they may be seen as negative because they struggle more with change, and can also throw up new ideas that achieve the same desired outcome, but sometimes in a 'smarter' more time-efficient way.

In terms of managing budgetary and physical resources, the school has also demonstrated good stewardship of its finances, in the way that it has been able to offer additional time-tabled time for teaching staff to focus on management and CPD tasks, and also in the way that it has been able to enhance the school's facilities (eg: development of the corridor area to optimise use of teaching, activity and storage space).

## 5. Summary of Strengths and Areas of Good Practice

The key strengths/points of good practice highlighted by the review were:

- 5.1 The school has shown good progression in the use of external guidelines for delivery of outstanding learning experiences, in the sense that it now uses an Estyn-focused evaluation sheet to highlight where activity in observed lessons falls, on a scale from 'unsatisfactory' to 'excellent', in line with Estyn's rating scale.
- 5.2 There is good evidence of staff's need for additional time to carry out management and CPD tasks being recognised and provided for within specific timetabled slots, and also of individual requests for additional support being effectively dealt with (eg: tasks being redistributed for staff struggling with workload).
- 5.3 The Health & Wellbeing session that was organised for teaching staff and NNEB's was greatly appreciated by them and has helped to raise awareness of the need to consider work-life balance, as part of the holistic development needs of individuals and the school.
- 5.4 The Welsh training that was organised for Support staff has been very effective in creating a fun learning environment and in increasing the confidence levels of staff in use of the language. This has resulted in more widespread use of incidental Welsh in people's day-to-day activities with pupils.
- 5.5 The school has been very successful in facilitating the involvement of Teaching Support staff in the planning process, and in also in arranging staff timetables in a way that allows teachers from the same Year Groups to have PPA time together, to encourage sharing of knowledge and consistency of planning across Year Groups.
- 5.6 Ewloe Green Primary School has been proactive and highly successful in developing partnership approaches with other local schools and community groups, to deliver a range of educational opportunities and experiences, as part of the 'Community Focused Schools' programme. The school has also considered the sustainability of such activity, beyond the initiative's funding lifetime.
- 5.7 There is good evidence to show that Ewloe Green is proactive in its efforts to identify additional sources of funding for equipment, resources, and professional development opportunities, and that it is successful in bidding for such funds.
- 5.8 The school has a strong and visionary leadership, which is focused on raising standards and improving the educational experiences of pupils generally. In support of this vision, Ewloe Green has introduced processes that enable it to monitor, track and measure pupil progress, and has also adopted a strategy of embracing new developments within education, before they are compulsarily introduced, as part of national or local education strategies.

## 6. Recommendations for Continuous Improvement

The school is encouraged to consider the following areas for continuous improvement:

- 6.1 Where the school believes that it may be demonstrating ‘sector leading practice’, ensure that such practice has been shared with a community wider than the school itself (eg: at Consortium or network meetings) in order to ensure that it is meeting Estyn’s criteria for classification as ‘sector leading’ (eg: *‘It is difficult for provision to be leading the sector if the sector knows nothing about it. So, inspectors need to ask whether the provider has already shared the practice they have seen with others, in networks of professional practice, both internally and externally’*<sup>1</sup>).
- 6.2 As the school generates more valuable assessment data, through its tracking of pupil achievement levels, consider using such school-specific data to identify new areas of focus for new Professional Learning Communities in the future (eg: particularly focusing on the Minister’s highlighted priorities of Literacy, Numeracy and Tackling Disadvantage), in addition to the national and sector related development areas that have been identified in the past (eg: Thinking Skills; Assessment for Learning).
- 6.3 Ewloe Green Primary School could consider ways in which the entrepreneurial skills of pupils could be encouraged further, perhaps linking such activity with its community focus (eg: giving any monies generated by enterprise projects to a local charity). The school could perhaps approach local businesses to encourage their input to making pupils more aware of the world of work, or pupils could enter a national competition designed to stimulate their entrepreneurial skills (eg: see Appendix B for details of the ‘Tenner’ competition, which runs from 1<sup>st</sup> – 31<sup>st</sup> March 2011).
- 6.4 Ewloe Green Primary School has already made good progress in relation to raising awareness about Health & Wellbeing issues amongst both staff and pupils. To generate ideas for ways in which the school could develop a more sustainable Health & Wellbeing strategy for staff, it may be worth visiting the Investors in People website, and exploring the IIP Health & Wellbeing Good Practice Award (see Appendix C).
- 6.5 The school could consider trying to further develop pupils’ awareness of the concept of Global Citizenship by establishing links with a school in a 3<sup>rd</sup> World Country, perhaps in Africa, and could use this as a topic-based focus for a range of study areas, eg: Ecology, Sustainability, Geography, Climate, Health & Wellbeing, Design Technology, Culture, Diversity, Religion/Belief, Music, Charitable Fundraising, etc. These subjects could be brought alive by comparing and contrasting the lives and experiences of pupils at Ewloe Green with the lives and experiences of children in the 3<sup>rd</sup> World school, which may prove particularly useful if the school selects a country where literacy rates are higher than other 3<sup>rd</sup> world regions and where English is taught as part of the Curriculum (see maps at Appendix D). Other resources which may prove useful in this area include an Oxfam Guide for Schools (See Appendix E).

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<sup>1</sup> Quote from Estyn guidance on what ‘sector leading’ means

- 6.6** Ewloe Green Primary School could consider reviewing its induction provision, with a view to assessing whether the following good practice identified in other schools would be worth introducing:
- + developing a core induction handbook for new staff, which includes (i) a list of the school's policies and procedures, and where they can be found; (ii) details of the school's values, aims and objectives; (iii) an explanation of the professional development/performance management process
  - + forward planning regular observations with NQT's, after which specific targets for improvement and scheduled follow up meetings take place
  - + time-tabling regular professional development discussions with both NQT's and EPD's throughout the year, to give them time for reflective, developmental discussion, in addition to completion of formal observation/assessment paperwork
- 6.7** Finally, the school could consider the different communication and development needs of different members of staff, particularly when changes in practice need to be introduced. Some people, by pure virtue of their personality and nature, need more time to discuss and assimilate information about changes, before understanding of them and commitment to them becomes embedded. Understanding this and having open discussions about the 'whys and wherefores' of required change can help people to process the information more clearly, and can reassure them that they are not being seen as negative, but are having their genuine concerns considered and discussed. Although such discussion can sometimes feel like a frustrating process for those who see very clearly where and how change needs to happen, it can also throw up ideas about 'smarter' ways of working, which achieve the same goal, but which also minimise the process time or paperwork required.

## 7. Conclusion

Having carried out the review process in line with the quality assurance guidelines monitored by Investors in People Wales, I confirm that Ewloe Green Primary School is continuing to meet the requirements of the Investors in People Standard.

Recognition as an Investors in People organisation is, therefore, maintained as from 8 February 2011.

Name: Michele Spratley



on behalf of Investors in People Wales

Date: 11 February 2011

Name of  
HRD Advisor: Christine Bracken

Date of next  
Review: November 2013

## APPENDIX A: Overview of Evidence Requirements Met

All evidence requirements demonstrated during this review are indicated by:  
the grey shaded boxes = the Standard

the ✓ boxes = additional evidence requirements of the Framework which were found to be met

| ER | Indicator – Investors in People Framework |   |   |   |   |   |   |   |   |    |
|----|-------------------------------------------|---|---|---|---|---|---|---|---|----|
|    | 1                                         | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1  |                                           |   |   |   |   |   |   |   |   |    |
| 2  |                                           |   |   |   |   |   |   |   |   |    |
| 3  |                                           |   |   |   |   |   |   |   |   |    |
| 4  |                                           |   |   |   |   |   |   |   |   |    |
| 5  |                                           |   |   |   |   |   |   |   |   | ✓  |
| 6  |                                           |   |   |   |   |   |   |   |   |    |
| 7  | ✓                                         |   |   |   |   |   |   |   |   |    |
| 8  | ✓                                         |   |   |   |   |   |   |   |   |    |
| 9  |                                           |   |   |   |   |   |   |   |   |    |
| 10 |                                           |   |   |   |   |   |   |   |   |    |
| 11 |                                           |   |   |   |   |   |   |   |   |    |
| 12 |                                           |   |   |   |   |   |   |   |   |    |
| 13 |                                           |   |   |   |   |   |   |   |   |    |
| 14 |                                           |   |   |   |   |   |   |   |   |    |
| 15 |                                           |   |   |   |   |   |   |   |   |    |
| 16 |                                           |   |   |   |   |   |   |   |   |    |
| 17 |                                           |   |   |   | ✓ |   |   |   |   |    |
| 18 |                                           |   |   |   |   |   |   |   |   |    |
| 19 |                                           |   |   |   |   |   |   |   |   |    |
| 20 |                                           |   |   |   |   |   |   |   |   |    |
| 21 |                                           |   | ✓ |   |   |   |   |   |   |    |
| 22 |                                           |   |   |   |   |   |   |   |   |    |
| 23 |                                           |   |   |   |   |   |   |   |   |    |
| 24 |                                           |   |   |   |   |   |   |   |   |    |
| 25 |                                           |   |   |   |   |   |   |   |   |    |
| 26 |                                           |   |   |   |   |   |   |   |   |    |
| 27 |                                           |   |   |   |   |   |   |   |   |    |
| 28 |                                           |   |   |   |   |   |   |   |   |    |
| 29 |                                           |   | ✓ |   |   |   |   |   |   |    |

### Leadership & Management Model = Full L&M Model (Old Version)

| ER | Indicator – Investors in People L&M Model |   |   |   |   |   |   |   |   |
|----|-------------------------------------------|---|---|---|---|---|---|---|---|
|    | 1                                         | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1  |                                           |   |   |   |   |   |   |   |   |
| 2  |                                           |   |   |   |   |   |   |   |   |
| 3  |                                           |   |   |   |   |   |   |   |   |
| 4  |                                           |   |   |   |   |   |   |   |   |

**Additional Framework Evidence Requirements achieved during this Review**

- 1.7** Top managers make sure the organisation has a clear set of core values that support its purpose and vision
- 1.8** Top managers make sure the organisation's strategy is developed through the involvement of managers, people, stakeholders and other sources
- 3.21** Managers can describe how they value WorkLife balance strategies and apply them creatively to benefit individuals
- 3.29** People believe WorkLife balance is valued and part of the culture of the organisation
- 5.17** People can describe how they work together and share knowledge within and across teams
- 10.5** Top managers can describe how the organisation has used information from external reviews, including the previous Investors in people assessment or review, to improve its strategies for managing and developing people

## APPENDIX B: Information on Enterprise-Related Resources

Details of the National 'Tenner' Competition, sponsored by Enterprise UK and Promoted by 'Business Dragon' Peter Jones, can be found at [www.nationalschoolpartnership.com/tenner](http://www.nationalschoolpartnership.com/tenner) (See Web-site Home page shown below)



## APPENDIX C: Additional Resources to Support School's Health & Wellbeing Activity

Diagnostic tools and advice, relating to Health & Well-being development, can be found on the Investors in People website, as shown below. This can be found by Googling: '**Investors in People Health & Wellbeing**' and selecting the second search result, entitled: [Health and Wellbeing interactive tool - Welcome to Investors in People](#)

The screenshot shows a web browser window with the following elements:

- Browser Address Bar:** <http://www.investorsinpeople.co.uk/Interactive/Awards/HWAward/Pages/GettingStarted.aspx>
- Page Header:** INVESTORS IN PEOPLE IMPROVING BUSINESS PERFORMANCE
- Navigation Bar:** HEALTH & WELLBEING INTERACTIVE, msc@globalnet.co.uk, Manage your account, Home, Log out
- Main Section:** GETTING STARTED
- Text:** Focusing on your people's health and wellbeing will give you an amazing return on investment, from improving employee engagement and productivity to enabling your workforce to be ready to embrace change. Try our free health and wellbeing self check diagnostic below. This has 20 multiple choice questions and only takes 10 minutes to complete. The results will give you a clear picture of how well you are currently performing with health and wellbeing. The topics section features over 70 free downloads, templates, case studies and a database packed with good practice tips, including a selection of cost-free ideas. You need to log in to access the self check and downloads - for a Preview of what is available [click here](#).
- Four Content Boxes:**
  - HEALTH & WELLBEING AWARD:** [Click here](#) Click here to download the Health and Wellbeing Award information leaflet
  - HEALTH & WELLBEING SELF CHECK:** [Click here](#) to take the free Self Check/or skip for later
  - HEALTH & WELLBEING TOPICS:** [Click here](#) to access the main topics covered by the Health and Wellbeing Good Practice Award and over 60 free downloads to help you
  - HEALTH & WELLBEING GUIDE:** [Click here](#) to learn more about the Health and Wellbeing: Good Practice Guide
- Image:** A woman with curly hair giving a thumbs up.
- Footer:** Home | Feedback Form | Freedom of Information | Terms and Conditions | Delivery Network  
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## Overview of Investors in People Health & Wellbeing Good Practice Award

**HEALTH AND WELLBEING GOOD PRACTICE AWARD**  
**A SUMMARY OF ITS CONTENTS**

| PLAN                                                                                                                                                                                                                                                         |                                                                   |                                                                                                                                                           |                                                                                                                                                                                                                                                                  | DO                                                                                                                                                            |                                                                                                               |                                                                                                                                                                              |                                                                                                                                                       | REVIEW                                                    |                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 01: HEALTH AND WELLBEING STRATEGY                                                                                                                                                                                                                            | 02: HEALTH AND WELLBEING RESOURCES                                | 03: PEOPLE MANAGEMENT STRATEGIES                                                                                                                          | 04: LEADERSHIP AND MANAGEMENT STRATEGIES                                                                                                                                                                                                                         | 05: MANAGEMENT EFFECTIVENESS                                                                                                                                  | 06: RECOGNITION AND REWARD                                                                                    | 07: INVOLVEMENT AND EMPOWERMENT                                                                                                                                              | 08: EFFECTIVE HEALTH AND WELLBEING                                                                                                                    | 09: PERFORMANCE MEASUREMENT                               | 10: CONTINUOUS IMPROVEMENT                                                                                                                                                                      |
| <p>People (and representative groups where they exist) are involved in planning health and wellbeing</p> <p>Organisation and people needs inform the health and wellbeing strategy or plan</p> <p><b>Clear purpose and vision to support improvement</b></p> | <p>Resources are available to meet health and wellbeing needs</p> | <p>Peoples' health and wellbeing is supported in an appropriate and fair way</p> <p><b>A work-life balance strategy meets the needs of its people</b></p> | <p><b>Managers are clear about the capabilities they need to lead, manage and develop people</b></p> <p>Managers' health and wellbeing capabilities are developed</p> <p>People know what effective managers should be doing to support health and wellbeing</p> | <p>Managers regularly discuss health and wellbeing issues with their people</p> <p><b>Managers regularly provide constructive feedback on performance</b></p> | <p><b>People believe they make a difference</b></p> <p><b>People believe their contribution is valued</b></p> | <p><b>Ownership and responsibility are encouraged</b></p> <p><b>People are involved in decision making</b></p> <p>People are informed of health and wellbeing activities</p> | <p>Peoples' health and wellbeing needs are met</p> <p>Peoples' induction includes information on the organisation's health and wellbeing approach</p> | <p>Impact on health and wellbeing can be demonstrated</p> | <p>Evaluation results in improvements to health and wellbeing activities</p> <p>Peoples' views are used to inform future activities</p> <p>Good practice is shared and successes recognised</p> |

Bold text = Content overlap with Investors in People Standard and main framework

Working on health and wellbeing with Investors in People  
 11.65 x 8.27 in

Unknown Zone | Protected Mode: On

10:02 06/02/2011

Example of Resource Available on IIP website

## Workplace Wellbeing on a Budget

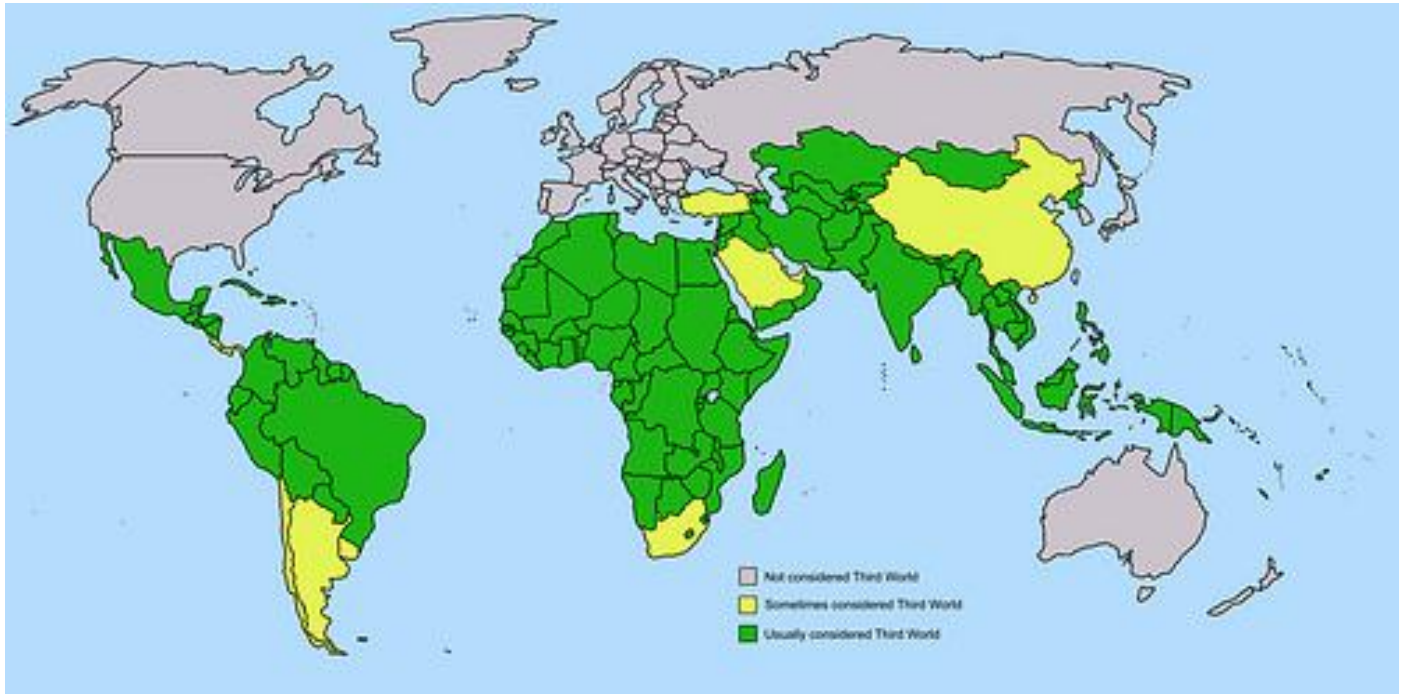
**Want to improve employee wellbeing but have limited resources? This article provides some simple, inexpensive ways to improve the physical and mental wellbeing of your employees for minimal outlay.**




- If you already have **health insurance** for employees, find out what your insurance provider includes in this, e.g. annual health checks, and encourage your employees to take up the offer.
- Ask for volunteers to set up a **wellbeing committee**. Make it their job to find out what employees want, and devise initiatives to suit. It will be their responsibility to promote initiatives, champion the wellbeing effort, and encourage employee involvement.
- Find out what free information and wellness services are available already. For example, the [NHS](#), [Business in the Community](#) and the government's Wellbeing initiative all provide free resources to improve workplace wellbeing.
- Contact your local **hospital** – they might provide free or low cost assistance with e.g. smoking cessation or weight loss programmes. In addition, other healthcare providers (e.g. health centres, mental health charities or voluntary organisations) may provide educational speakers free of charge/for a donation.
- Run **competitions** or other events, like a sponsored walk, bike ride or swim, fun run or an activity day with organised sports such as a five-a-side football league in a day. You could also involve employees' families/friends in these events, or, if you work in a building that houses lots of smaller organisations, consider asking them if they would like to be involved (and give the proceeds to charity). **Look on your doorstep** – one of your employees may be a qualified practitioner in something like reiki, reflexology or meditation and may be willing to share their expertise with colleagues for free or at a reduced cost.
- Ask **local gyms** to provide free/low cost memberships to employees.
- Issue quick quizzes/diagnostics to get employees thinking about their health and where they need to improve. They could access these quizzes on the intranet and submit their answers online.
- If employees are trying to lose weight or give up smoking, **sponsor** them and donate the proceeds to charity.
- To promote **healthy eating**, ask employees to find creative ways of incorporating more fruit and vegetables into their diet, for example by devising a new flavour of smoothie. Share recipes on the intranet and/or create a company cookbook.

- Put quick health and fitness tips on **payslips** each month, or use payslips to advertise wellbeing initiatives.
- Run a '**Fitness Challenge**' with rewards (e.g. t-shirts, gym memberships, spa days) to encourage employees to commit to some form of aerobic exercise over one, two or three months. For example, issue pedometers and encourage employees to reach up to 10,000 steps per day. Chart everyone's progress over the course of a month and award a prize to the employee who consistently goes beyond the target.
- Create a '**Cycle to Work**' day or week – involve local bike clubs and shops, and ask them to give demonstrations and talks about the rules of the road, safety etc.
- Send **daily** or **weekly tips** via email, forums, bulletin boards, posters, or signs on W.C. cubicle doors on how to sneak activity into your working day, e.g. by doing stretches at your desk, taking walking breaks, visiting colleagues rather than emailing or phoning, taking the stairs instead of the lift etc.
- Run a '**Family Fitness Fair**' - invite local sports shops, health clubs, health food stores, bike shops, ski shops, sports clubs and gyms to participate by setting up stands or displays, offering hands-on activities and demonstrations. Encourage them to provide safety tips, samples, vouchers and raffle prizes.
- Offer **stairwell prizes** to encourage employees to take the stairs rather than the lift. Put a box or an envelope on each landing, and in each provide raffle tickets which automatically enter the recipient into a draw for a healthy treat (such as a voucher for a day at a local gym). Be aware that this scheme relies on trust and honesty from employees!
- Ask employees to contribute their **favourite local walking/running/cycling routes** and distribute a list of these via email/newsletter/intranet. Ask them to give each route a creative name - to encourage participation, the most inventive could win a prize.
- Offer **flexible working** and give employees more control over their day-to-day work.
- Review **training and development** needs and ensure that all employees have the right level of training needed to perform their role effectively, to avoid unnecessary stress.
- Discourage **long working hours** and a culture of **presenteeism**. Encourage employees to take regular breaks and their full annual leave allowance. Senior managers should set a good example and do the same wherever possible.
- **Acknowledge** work efforts and successes – thank employees for work well done. Employees who feel valued are more motivated and perform better at work, which has a positive impact on bottom line profits.
- Provide fresh water and fruit for staff (with an honesty box to cover payment), and offer healthy alternatives in vending machines and staff restaurants.

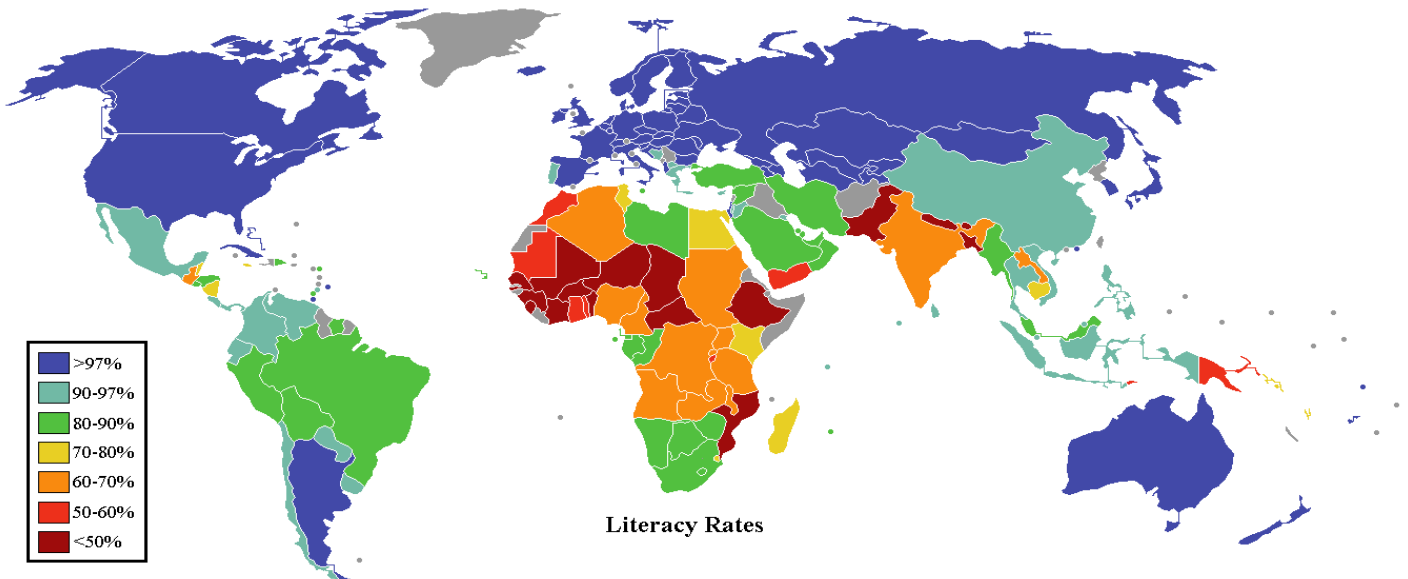
Source GoodPractice.net

**APPENDIX D: Map Of Third World Countries**



-  Not considered 3rd World
-  Sometimes considered 3<sup>rd</sup> World
-  Usually considered 3<sup>rd</sup> World

**Map of Estimated World Literacy Rates**



Source: UN Human Development Report 2007/2008

APPENDIX E: [Oxfam Website Page, from which a 'Guide for Schools' can be downloaded at: www.oxfam.org.uk/education/gc](http://www.oxfam.org.uk/education/gc)

The screenshot shows a web browser window displaying the Oxfam Education website. The address bar shows the URL <http://www.oxfam.org.uk/education/gc/>. The page features the Oxfam logo and navigation tabs for Home, Resources, Climate change, Global Citizenship, Teacher support, and About us. A sidebar on the left lists various resources under the heading 'Global citizenship'. The main content area is titled 'Global Citizenship' and includes a photograph of five children holding a sign that says 'Global Citizenship'. Below the photo, there is text explaining the importance of education for global citizenship and providing links to resources. A 'Downloads' section at the bottom of the main content area lists a PDF file titled 'Education for Global Citizenship: A Guide for Schools'. The browser's taskbar at the bottom shows the system clock as 20:18 on 09/02/2011.