



INVESTORS IN PEOPLE REVIEW REPORT

Carshalton High School for Girls

Presented by Claire Smith

Investors in People Assessor

On behalf of Inspiring Business Performance Limited

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Delivered by IBP, an official partner for London, South East and South West England

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1. Introduction

Carshalton High School for Girls is a specialist Humanities and Arts college, with associate training school designation, for approximately 1200 girls aged 11 - 18. The school was granted academy status on 1st June 2011.

The school holds the Artsmark Gold, Healthy Schools and International Schools awards.

The school employs 103 full-time people, 24 part-time people and has 14 non-staff Governors. It was first recognised as meeting the Investors in People Standard in June 2008. This is its first post recognition review.

The Senior Leadership Team is comprised of the Headteacher, 2 Deputy Head Teachers, 5 Assistant Head Teachers and the School Business Manager. In addition, there are 41 middle leaders and 9 support staff managers.

In January 2011 Ofsted described the school as *"a good school with outstanding features"*.

The Assessor wishes to thank everyone involved in this Review for welcoming her into the school and for their co-operation and openness during their interviews. It was a genuine pleasure to meet them all.

2. Executive Summary

In January 2011 Ofsted inspectors stated that *"the leadership provided by the Headteacher and her senior team is outstanding"* and this is evident in the supportive and inclusive culture that has been created at the school. People spoke very highly of the Headteacher, who they described as *"knowing her staff"*, and all members of the leadership team act as excellent role models for continuous improvement and teamwork. One interviewee said:

"I can't fault them. The professional and personal support they provide is outstanding. They care."

In addition, the SLT demonstrate a strong commitment to consultation, with an open and consultative environment having been developed at the school. One member of the SLT said that it is about *"recognising that everyone is a stakeholder"*. As a result, while not everyone was in favour of applying for academy status, the level of consultation that took place ensured that people understood why the decision to do so had to be taken and everyone the Assessor spoke to supported the decision.

Performance is constantly monitored and evaluated and this clearly informs improvement planning. The commitment of people to the school, and in particular to the pupils, is outstanding and they are focused on, and dedicated to, providing the very best opportunities for pupils. People at all levels clearly understand the importance of continuous improvement and interviewees were able to discuss how activities (e.g. appraisal, training) have impacted on teaching practice and pupil achievement.

There is a level of honesty throughout the school that not only enables people to celebrate what the school does well, but also ensures that people understand what needs to improve. One interviewee said:

“It’s the best setting in terms of picking up what’s good and dealing with what’s not.”

The school faces a number of challenges in the future, including the many ‘unknowns’ of academy status designation, as well as the desire to move the school from ‘good’ to ‘outstanding’. However, with strong, focused leadership and a committed staff team the Assessor has no doubt that the school will go from strength to strength.

3. Good Practice

Where the good practice detailed below relates to Your Choice evidence requirements that did not form part of this review it is shown in italics. These evidence requirements have not been assessed and have not therefore been met. However, they have been included to demonstrate how the full Investors in People framework could focus further development in these areas.

The large amount of positive evidence found by the Assessor clearly demonstrates that the ethos of Investors in People is an integral part of the school’s culture.

School Improvement Planning

- Planning throughout the school is strong and the Assessor found that people at all levels of the school are committed to continuous improvement. Improvement planning follows a two year cycle and the SIP is linked directly to the Ofsted framework. In addition, Department and Year Group Plans identify how whole school priorities will be addressed within teams. Progress is reviewed on an ongoing basis throughout the year (e.g. pupil tracking, SLT & MLT observation, peer observation, learning walks) and plans are formally reviewed, using a traffic light system, at the end of each academic year (evidence requirements 1.1, 1.2 & 1.4).
- The school’s improvement priorities are implicit in what the vast majority of people do on a day-to-day basis and as a result, the Assessor found that at a level appropriate to their role, most interviewees were able to discuss the school’s priorities and explain how they contribute both individually and as part of a team (evidence requirements 1.6 & 6.2).
- *The SLT demonstrate a consultative approach to improvement planning, and in addition to being informed by Ofsted and other statutory requirements, mechanisms are in place (e.g. teachers meetings, support staff meetings, Governors meetings, staff focus groups, parent questionnaires, the School Council, pupil focus groups) to ensure the SIP is informed by feedback from all stakeholders (evidence requirement 1.8)*

- *Key Performance Indicators (e.g. examination grades, pupil levels) are fundamental to measuring the school's performance. In addition, 'developing more rigorous systems of monitoring' and 'improving the use of data to track student progress and inform classroom practice' are key improvement priorities for the school (evidence requirement 1.9).*

The collaborative approach taken by the SLT and MLT ensures that in the main people understand what the school is trying to achieve and they are clear how they are responsible for contributing to the achievement of key improvement priorities.

Learning & Development

- The SLT demonstrate a huge commitment to the ongoing development of people, with a significant amount of money and time being invested in learning and development activities. While a large number of interviewees discussed how financial constraints sometimes prevent them from attending external training activities, the Assessor found that the SLT are continuing to identify innovative, flexible and creative ways of meeting peoples learning needs internally (evidence requirements 2.1, 2.2 , 2.3, 3.2, 3.3, 3.4 & 8.1).
- Learning and development activities are clearly focused on supporting people to develop as individuals, as well as helping them to contribute to the achievement of school improvement priorities. As a result, people are clear about what learning and development activities should achieve at all levels and focused activities have led to improvements in behaviour management, pupil questioning, written feedback, Assessment for Learning (which is reflected in the schools last Ofsted report) and pupil attainment (evidence requirements 2.1, 2.2, 2.3, 2.4, 8.2, 9.2, 9.4 & 9.5).
- Strong teams, collaborative working and an open and honest environment enable people to support each other, passing on skills and helping colleagues to improve performance. The Assessor was provided with many examples of how this happens in practice including peer observation/coaching pairs, buddying, shadowing, working with colleagues in different departments, and informal and formal meetings (evidence requirements 3.1 & 3.5).
- *There is clearly a culture of continuous learning and improvement within the school. Effective use is made of both internal and external resources for learning and development, and the SLT and MLT are committed to developing people and enabling them to make the most of their skills and talents. The Assessor was informed by members of the SLT that the school has an ethos of developing and promoting from within, and a number of interviewees provided the Assessor with examples of how this has happened in practice. As well as improving people's career prospects this approach is also enabling the school to build capability at all levels, which in turn will support succession planning (evidence requirements 2.5, 2.6, 2.7, 2.8, 3.18, 7.8, 8.4, 8.5, 8.9 & 9.12).*
- *Members of the SLT and MLT described how they use mentoring to support learning and development (evidence requirement 8.7).*

- *Effective methods of communication and collaborative working ensure that knowledge and learning is shared across the school (evidence requirements 8.8 & 8.13).*

The school's commitment to learning and development is supporting people at all levels to raise standards.

Leadership & Management

- The vast majority of interviewees spoke highly of managers, who they described as effective, open and supportive (evidence requirement 5.3). Comments included:

"She's very approachable, very knowledgeable and very trusting."

"He's really easy to talk to."

"She's aware of the needs of everyone in our department and she's good at delegating."

- There is a clear commitment to involving people in discussing performance improvement which is demonstrated by the variety of review activities, both formal and informal, that take place at a school, team and individual level. As a result, managers were able to demonstrate, and people to confirm, that regular constructive feedback on performance is given (evidence requirements 5.2 & 5.4).
- All interviewees felt valued for the contributions that they make and the Assessor was provided with many examples of how this happens in practice (evidence requirements 6.1 & 6.3).
- *People at all levels discussed how coaching is becoming part of the school's culture (evidence requirements 5.8, 5.12 & 5.25).*
- *Interviewees described a culture of openness and trust, and it was clear to the Assessor that people respect, trust and have confidence in the SLT and MLT (evidence requirements 5.21, 5.22 & 5.24).*

The supportive and trusting approach taken by the SLT and MLT is clearly supporting people at all levels to understand how they contribute to performance improvement.

People Management

The school is clearly committed to the health and wellbeing of staff. A key priority in the current SIP was to buy into the National Well Being Programme on an annual basis and although this programme did not have the desired impact and the school's membership will not therefore be renewed, the SLT will continue to promote health and wellbeing across the school.

Involvement & Empowerment

- The SLT are committed to involving all people in discussing how to move the school forward and good systems for communication and consultation (e.g. meetings, formal consultation exercises, staff focus groups, suggestion boxes) are in place. People are actively encouraged to raise ideas and make suggestions and the nature of the work undertaken by people, along with the culture of trust that has been developed, ensures that taking ownership and responsibility for decision-making is an inherent part of most roles (evidence requirements 3.1, 3.5, 7.1, 7.2 & 7.3).
- *Interviewees provided specific examples of how they take ownership for decisions that affect performance and people clearly feel trusted to make decisions (evidence requirements 7.12 & 7.15). Comments included:*

“I make my own decisions based on what the needs of the school are.”

- *Consultation and involvement is clearly part of the school’s culture and formal mechanisms for consultation, communication and review (e.g. meetings, formal consultation exercises, staff focus groups, performance management, monitoring activities) enable people to share knowledge and information, to give and receive constructive feedback and to take part in decision-making both individually and as part of a team (evidence requirements 3.9, 3.17, 3.25, 5.10, 5.17, 7.4, 7.5, 7.6, 7.9, 7.10, 7.13 & 7.14).*
- *People are clearly committed to the success of the school (evidence requirement 7.16).*

The honest, open and inclusive approach taken by the SLT and MLT ensures that people at all levels are clear about their role in supporting performance improvement.

Performance Measurement & Continuous Improvement

- The SLT understand their overall investment in learning and development, and activities are clearly focused on helping people to contribute to the achievement of school improvement priorities. In addition, structured processes (e.g. performance management, monitoring activities, meetings, impact evaluation by the CPD Co-ordinator) ensure that the impact on performance of the school’s investment is evaluated, and that evaluation informs the school’s future strategy for improving performance (evidence requirements 9.1, 9.2 & 9.3).
- *Members of the SLT described the impact of their investment in people on achieving key performance indicators, in particular how in over half the school’s subject areas the school achieved above national average exam results last year (evidence requirement 9.7).*
- *Members of the SLT described how the school’s last Ofsted inspection will impact on improvement planning and inform the school’s strategies for managing and developing people (evidence requirement 10.5).*

Effective review and evaluation ensures that on an ongoing basis the school is able to demonstrate how its investment in people is impacting on the achievement of key improvement priorities.

4. Feedback against Agreed Objectives

Since the school's Investors in People Assessment in June 2008 appraisal has been introduced for support staff and all teaching staff now have a shared whole school target as part of the appraisal process.

Teaching staff confirmed that the introduction of a whole school shared target, linked to the SIP, has provided people with more focus and has resulted in consistency of practice, more opportunities to share practice and lots of informal professional dialogue. Interviewees were able to discuss the impact of last year's shared target (questioning) and this year's shared target (written feedback).

Some support staff were positive about the introduction of appraisal and welcomed the opportunity to discuss progress and training twice a year. Others felt that they had been doing this informally with their managers anyway.

5. Opportunities for Continuous Improvement

Learning and Development

In light of the SLT's commitment to moving the school from good to outstanding the Assessor has a number of suggested opportunities for continuous improvement in the area of learning and development.

- 1) The vast majority of people clearly understand what learning and development activities should achieve and interviewees were able to provide the Assessor with examples of how their learning and development needs had been met, what they had learnt, how they had applied this to their role and how it had improved their performance and the performance of their team and/or the school (evidence requirements 2.4, 8.2 & 9.3).

However, it was clear to the Assessor when talking to people that not everyone appreciates that learning and development can take many forms, and that it is not just about being funded to attend an external training course (evidence requirement 8.2). In light of this, the SLT might like to consider working collaboratively with people at all levels to identify the different types of informal learning that take place within the school. This would undoubtedly provide people with more insight.

In addition, the SLT might like to consider the benefit of roughly calculating the school's overall investment (e.g. money, man hours) in learning and development, and sharing this with people during a whole staff Inset. This would without a doubt provide people with a better appreciation of the school's investment in people.

Also, consider further ways of celebrating both individual and team learning and development achievements, perhaps during staff meetings or Inset (evidence requirements 8.10 & 8.17). Celebrating success in the workplace is extremely important and it's a valuable opportunity for managers to re-energise people and to provide further encouragement to those people who are less committed to ongoing professional development.

- 2) As discussed (see Good Practice - Learning and Development) reduced budgets are requiring the SLT to take a more creative approach to meeting people's learning and development needs, with more effective use being made of the school's internal expertise (evidence requirements 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.18, 3.26, 5.10, 5.17, 7.5, 7.10, 8.1, 8.2, 8.3, 8.4, 8.5, 8.8 & 8.13).

Performance-driven learning and development is key to improving the quality of teaching and learning and as such, the SLT might like to consider how they could build on this further. Whilst working with other schools the Assessor has observed the following approaches:

- School 1 - While peer observation was already embedded within the school, top managers wanted to investigate ways of developing this further. People at all levels were invited to identify their own individual areas of expertise, with information being incorporated into a spreadsheet/document that enabled those people requiring additional support to identify the appropriate member of staff to contact. Because they were not always directly related to the roles being undertaken by people, the exercise identified areas of expertise and skill that the school would not have otherwise been aware of. This simple exercise could assist Carshalton High School to develop a programme of in-house training modules. In addition, a similar approach could be taken across the Sutton secondary schools to encourage the sharing of expertise, resources and good practice, and to support the delivery of cost effective learning and development solutions.
- School 2 - In order to focus on developing teaching skills within the school, in early 2010 a pilot Teaching & Learning Community was developed, involving twelve interested members of staff. As a result of the success of this pilot, in September 2011 all staff (including support staff where appropriate) will be involved in micro teaching and learning communities to support the sharing of, and reflection on, best practice. The Assessor was informed that this is something that the SLT are looking to introduce at Carshalton High School.
- School 3 - Alongside the peer observation that already takes place within the school, top managers have developed a Lead Teacher Directory which encourages good practice to be shared by providing teachers with a clear timetable of lessons they are able to observe. This is similar to Carshalton High Schools SPLAT week, but on a larger scale as it spans the entire academic year.
- School 4 - A schedule of mutual observation ensures that each term teaching staff are observed twice by a peer and undertake two peer observations. This approach has further encouraged people to share good practice and expertise.
- School 5 - In order to maximise the school's investment in learning and development, before undertaking activities people are required to demonstrate how learning and development will be cascade to colleagues (e.g. during a meeting, leading a twilight session).

Another really good idea that was discussed by a member of the SLT was the possibility of hosting training events, with places being sold to other schools in order to fund places for Carshalton High School staff.

The SLT might also like to consider whether there is any benefit in undertaking an audit of the good practice that is taking place within departments, so activities can be replicated across the school, where appropriate.

Use of the wider framework could help focus development in these areas and the SLT may find it useful to access IIP Interactive, a free online business support tool that has links to free information and resources.

Please visit www.investorsinpeople.co.uk/interactive/Pages/default.aspx. Once you have registered, information on these specific areas can be found by clicking on 'Start Here' and selecting the 'Developing People' section of the wheel.

People Management

As stated previously (see Good Practice - People Management) despite the fact that the school will not be renewing its National Well Being Programme membership, the SLT are committed to continuing to promote health and wellbeing across the school.

There is increasing evidence that effective health and wellbeing programmes have a direct relationship with performance and adopting effective health and wellbeing practices doesn't need to cost money. Some of the healthiest organisations - those that are performing well, with excellent employee engagement and motivation - do not operate expensive wellbeing schemes. They succeed by concentrating on the fundamentals: good communication, flexible working practices, effective and fair line management, and the team support people need to meet the challenges they face at work.

The SLT might like to consider the benefits of using Investors in People's Health and Wellbeing Good Practice Award as a framework for developing the school's approach to health and wellbeing. As a first step why not try Investors in People's free health and wellbeing diagnostic tool - Health and Wellbeing Interactive. 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. For more information please visit:

www.investorsinpeople.co.uk/needs/healthandwellbeing/pages/home.aspx

Leadership & Management

Effective management is key to raising standards and a 2010 study conducted by the Cranfield School of Management provides clear evidence of the impact of investment in management capabilities on organisational performance.

If management effectiveness is a priority for any organisation wanting to achieve its objectives and improve performance, it follows therefore that everyone should know what to expect of a manager. Carshalton High School does not currently define the knowledge, skills and behaviours that all managers are expected to demonstrate and while the majority of interviewees could describe what they expected of managers, consistency could be strengthened if the capabilities required to lead, manage and develop people were documented in some way and then communicated effectively throughout the school.

'To further develop the leadership skills of MLT' has been a key improvement priority for the school and as such, the SLT might like to consider the benefits of more formally exploring what a 'good' manager of people at Carshalton High School should look like (evidence requirements 4.1, 4.2 & 4.3).

This could be as simple as pulling some key messages out of the professional standards for teachers, displaying them in the staff room and discussing them with people during induction and performance management. For example, you might identify the following requirements of managers:

- **Professional Attributes**
 - ▶ Contribute to the implementation of workplace policies and practice
 - ▶ Demonstrate positive values, attitudes and high standards of behaviour
 - ▶ Recognise and respect the contributions that people make
 - ▶ Communicate effectively with individuals and teams
 - ▶ Act upon advice and feedback to improve own practice
- **Professional Knowledge and Understanding**
 - ▶ Have extensive knowledge and understanding in all relevant areas
 - ▶ Have excellent knowledge and understanding of the roles of individuals and teams
 - ▶ Recognise and draw on people's expertise
- **Professional Skills**
 - ▶ Plan collaboratively with colleagues in order to promote effective practice
 - ▶ Be an excellent practitioner
 - ▶ Evaluate the impact of roles on raising standards and support teams and individuals to modify their practice where necessary
 - ▶ Promote collaboration and work effectively as a team member
 - ▶ Ensure teams and individuals are appropriately involved and understand the roles they are expected to fulfil
 - ▶ Contribute to the professional development of colleagues

The above examples, while adapted from the professional standards for teachers, could apply to both teaching and non-teaching managers.

Other useful sources for defining Leadership and Management capabilities include:

www.management-standards.org

www.i-l-m.com

www.cipd.co.uk/subjects/perfmangmt/competnces/comptfrmwk.htm

The SLT might like to consider the following benefits of taking a more formal approach:

- Regularly reviewing managers against the agreed capabilities (e.g. during performance management) and encouraging them to improve in line with them (evidence requirements 4.5 & 4.10) would ensure a consistent standard of performance across the school, enabling people to have consistent expectations of their managers.
- It would support the school to identify additional development opportunities for managers and if communicated effectively, would assist with future recruitment, succession planning and career development by providing a reference point for potential managers (evidence requirements 3.6, 3.11, 4.6, 4.8, 4.11, 4.12, 4.13, 5.11 & 5.18). The Assessor feels that this is particularly important in relation to support staff managers.
- A clear set of management capabilities could also be used to support people to give constructive feedback to their managers (evidence requirements 5.13 & 5.20). Upward feedback can provide managers with an insight into the real impact of their behaviour and if used as an integral part of the appraisal process it would help managers to identify strengths, weaknesses and areas requiring further development.

Whatever approach you use, consider involving people at all levels in the development of capabilities. People will clearly have more 'buy in' if they have been involved and it will also raise awareness of the capabilities (evidence requirements 4.9 & 7.2).

Use of the wider framework could help focus development in this area and the SLT may find it useful to access IIP Interactive, a free online business support tool that has links to free information and resources.

Please visit www.investorsinpeople.co.uk/interactive/Pages/default.aspx. Once you have registered, information on this specific area can be found by clicking on 'Start Here' and selecting the 'Effective Management' section of the wheel.

Recognition & Reward

While all interviewees enjoyed working at the school and confirmed that they felt valued for their contributions, a number of support staff felt that at times they were encouraged to take on additional responsibilities that were not reflected in what they believed were already very poor salaries.

As such, the Assessor discussed with the SLT the possible benefits of further exploring the school's approach to non-financial recognition and reward.

Taking a more formal approach to defining the knowledge, skills and behaviours that all managers are expected to demonstrate could also help in this area by highlighting to all managers the importance of effective recognition and reward.

Involvement & Empowerment

The SLT are clearly committed to demonstrating an inclusive approach to decision-making. However, the Assessor found that some managers, and in particular support staff managers, are more effective at involving teams and individuals than others, with some interviewees feeling that they are not actively encouraged to raise ideas, make suggestions or take ownership and responsibility for decision-making.

Again, taking a more formal approach to defining the knowledge, skills and behaviours that all managers are expected to demonstrate could help in this area by identifying additional development needs amongst both teaching and non-teaching middle leaders.

Performance Measurement

As the school continues to take a more creative approach to meeting people's learning and development needs, by necessity it will need to be more creative in its approach to measuring the impact of learning and development activities.

The SLT will need to explore ways of capturing the kinds of informal learning that are taking place on a daily basis so that:

- People at all levels can evaluate and reflect on their experiences
- The SLT are able to measure the impact that formal and informal learning and development experiences are having on the quality of teaching and learning
- Evaluation realistically informs the school's strategy for improving performance

Attached at Appendix 2 is an article on reflective journals that the SLT may find useful, particularly in relation to encouraging people to reflect on the impact of informal learning. Reflections could certainly be incorporated into the appraisal process.

For further information on evaluating formal and informal learning please visit: www.teachingexpertise.com/articles/evaluating-impact-cpd-5281.

Use of the wider framework could help focus development in this area and the SLT may find it useful to access IIP Interactive, a free online business support tool that has links to free information and resources.

Please visit www.investorsinpeople.co.uk/interactive/Pages/default.aspx. Once you have registered, information on this specific area can be found by clicking on 'Start Here' and selecting the 'Developing People' and 'Managing Performance' sections of the wheel.

Continuous Improvement

Designed specifically for schools, Headway is a survey tool that enables you to collect the voice of your staff, students, parents and governors, providing a fast and simple solution to a time-consuming and complicated process.

However, unlike other surveys, Headway is unique in that it can provide evidence to support both Ofsted and Investors in People, as well as allowing trend analysis by setting and measuring Key Performance Indicators relevant to your school. Headway allows you to:

- Ask questions linked to Investors in People & Ofsted
- Measure Impact analysis - Key Performance Indicators relevant to school priorities will be set and measured for trend analysis
- Identify current gaps, promoting effective action planning to satisfy the Standards
- Compare results (norms) against other schools
- Link culture to student attainment as the programme develops and trends are established

Headway can be used to meet the needs of Ofsted, as part of your Investors in People assessment/review or both. Investors in People and Ofsted assessments draw on School outputs and are complementary as both are about continuous school improvement. In addition, both involve reviewing evidence from two rather differing perspectives but with some overlaps, particularly around leadership and management. Whatever your focus, your Headway survey will be customised to reflect your school's individual requirements and structure.

For more information visit: www.ibp.uk.com/business-performance/surveys/headway-for-schools.html.

Further Support

- You may also find the following online resources useful:
 - ▶ Business Issue Scoping Tool - With this tool you can identify the business issues relevant to your organisation and find out which areas of the Investors in People Framework can help. Please visit: www.investorsinpeople.co.uk/MediaResearch/Tools/Pages/BusinessIssueScopingTool.aspx
 - ▶ Self Check - This tool gives you a snapshot of how you currently stand against the Investors in People Framework. Please visit: www.investorsinpeople.co.uk/MediaResearch/Tools/Pages/Register.aspx
- Consider the adoption of Internal Review as a tool for:
 - ▶ Embedding Investors in People into the culture of the organisation
 - ▶ Disseminating good practice across the organisation
 - ▶ Aligning Investors in People with the organisation's improvement planning process
 - ▶ Providing a developmental opportunity for the people who will be appointed and trained as Internal Reviewers

For more information please visit:

www.investorsinpeople.co.uk/Journey/InternalReview/Pages/default.aspx

- IBP has teamed up with [Managers PitStop](http://www.managerspitstop.com), to offer free online Leadership and Management training for managers, business leaders, human resources professionals and individuals. The training, which would normally cost some £200 per person, is available as bite-sized audiovisual online tutorials that last between five and 25 minutes, the training covers recruiting, coaching and managing people. Each tutorial is accompanied by a selection of downloads which include top tips, exercises and resources for further training. The wide range of topics covered include: absence management; developing people; delegating to others; managing change in business; resolving conflict; evaluating training; recruitment interviews; inductions; barriers to performance; and self-esteem. Log on via our website or using the link below: www.managerspitstop.com/ibp
- IBP offers an integrated advice and assessment support service, workshops, surgeries and networking events to promote continuous improvement and maximise the benefits of working with The Standard. We also work with a team of highly experienced consultants to offer an extensive range of tailored business support and organisational development solutions to help improve business performance. Details of the support available to you can be found by visiting our website at www.ibp.uk.com, by telephone us on **0800 612 3098** or by emailing us at info@ibp.uk.com.

6. Recommendation

Having carried out the review process in accordance with the guidelines provided for Assessors by Investors in People - United Kingdom Commission for Employment and Skills, the Assessor is totally satisfied that Carshalton High School for Girls meets the requirements of the Investors in People National Standard.

Investors in People recognition is granted indefinitely, with a proviso that reviews take place no greater than 3 years apart. Reviews can be undertaken at any time and more frequent reviews are recommended to maintain levels of good practice and continuous improvement. The school should discuss the timing of the next review with their Assessor and Adviser, and agree the best strategy for future use of the Investors in People Framework.

Both the Assessor and IBP would welcome your feedback on this review and you will be supplied with a Client Feedback Questionnaire to complete on line. We would very much appreciate it if you would complete the questionnaire after you have received, read and had time to reflect on your Investors in People Review Report.

Should you wish to contact a Client Relationship Manager at IBP for any reason, please telephone 0800 612 3098, use the contact option on our website www.ibp.uk.com or send an email to info@ibp.uk.com.

7. Next Steps

Once the SLT has had time to review the content of this report it would be beneficial to consider areas for inclusion in the next Review. This should be carried out in line with the School Improvement Plan to ensure further value is added to the process.

Commercial in Confidence

As stated (see Strengths and areas of good practice), there are areas where the performance of the school is beyond The Standard, with evidence which may contribute to additional Your Choice evidence requirements. The school clearly has a desire to continuously improve and it may find that use of the full Investors in People Framework could focus development in these areas and others. For further guidance, including free online tools please visit: www.investorsinpeople.co.uk.

APPENDIX 1 - Outcomes Table - Evidence Requirements Framework Matrix

Core Standard										
Total number of core evidence requirements assessed - 39										
Total number of core evidence requirements met – XX										
	Indicators									
ERs	01	02	03	04	05	06	07	08	09	10
1	√	√	√	√	√	√	√	√	√	√
2	√	√	√	√	√	√	√	√	√	√
3	√	√	√	√	√	√	√	√	√	√
4	√	√	√		√				√	
5	√		√						√	
6	√									

Wider Framework										
Total number of additional evidence requirements assessed - 10										
Total number of additional evidence requirements met - XX										
	01	02	03	04	05	06	07	08	09	10
4	Core	Core	Core		Core				Core	
5	Core		Core						Core	
6	Core									
7										
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APPENDIX 2

Top Tips for Keeping a Reflective Journal

While it may seem laborious to write down what you've experienced, keeping a journal helps organise thoughts and bring out new ideas. In this article we offer some tips for keeping an effective, reflective journal.

Find regular writing times

One of the main difficulties experienced when trying to keep a journal is finding the time. Pick a time of day that is suitable for you and stick to it. For example, before you start work might be a good time for you to reflect, or you may decide that last thing at night is more convenient.

Find a peaceful place to write

The clearest thinking most often happens in an environment that is comfortable and free of distractions. Find a place where you can relax and write in peace and keep interruptions to a minimum, allowing you to concentrate.

Focus on the process rather than the output

The most important part of keeping a journal is the process of recording your thoughts and feelings. Writing about events forces you to be clear on what occurred. The end result isn't for anyone but yourself, unless you plan to make it available to others. If this is the case, you can edit and polish at a later stage - getting your thoughts and feelings written down should be your first objective.

Write about the experience soon after it occurs

Details of events will quickly disappear if they aren't captured within a few days. This is especially true during particularly busy periods, when there are many things going on at the same time. If time is short, it is worthwhile jotting down some notes that you can expand on at a later date.

Ask yourself questions

If you find it difficult to start writing you may find it useful to ask yourself one or more of the following questions:

- What happened since your last entry?
- What did you feel at the time?
- How did others react?
- What went well?
- What went less well?
- What might you do differently next time?
- What did you learn today?

Be organised

How you organise your journal is up to you, but you should be able to easily find specific entries. Consider making an index of your entries. If you are using a paper based journal you could use the front or back pages for the index. Keeping a computer based journal enables you to have a separate file as an index. Be sure to include dates and a brief description or keywords.

Revisit your entries

One of the great benefits of keeping a journal is that it enables you to go back to your experiences and look at them from a different perspective. For example, you may have had a difficult experience one day and wrote about it in your journal detailing what happened and what you were feeling.

Revisiting such an entry generally enables you to emotionally distance yourself from the event and analyse it more carefully. This often results in you understanding and learning from the situation in ways that you would not have otherwise. When you revisit your entries, add to them if you have any new insights or thoughts. This will help the reflective process.

Take advantage of technology

If you're not already familiar with the internet or blogs, now would be a great time to start. A blog is like an online journal, with the entries usually presented in chronological order. The entries can be assigned several keywords or 'tags' that allows them to be indexed effectively.

Don't give up

Following the tips in this article will make it easier for you to maintain the momentum of making regular entries. However, everyone can lose enthusiasm from time to time. Don't worry if you haven't written anything for a few days or even weeks, there's no timetable for you to follow other than your own. If you are finding it a bit of a chore consider making less regular entries for a while or establishing a re-start date.