

INVESTORS IN PEOPLE ASSESSMENT

Woodlands School

Key Information

Assessment Type	Investors in People 3 year assessment
Investors in People Practitioner Name	Simon Allsop
Visit Date	7 & 8 March 2016
Assessment Enquiry Number	ENQ – 99175 4TDR73

Conclusions/ Assessment findings

The outcome of this assessment evidences that **Woodlands School continues to meet the evidence requirements** of the Investors in People core standard having met **39** of the required evidence requirements.

The organisation will be formally re-accredited as an Investors in People organisation for a further period of three years – dependent upon the 18 month interim activity having taken place accordingly.

The summary below provides a review of outcomes and further suggestions for development.

Milestone Dates

18 month review activity	September 2017
Date of next full assessment activity.	February 2019

Areas of particular strength and good practice;

- Inclusion of all people within a range of activities in order to extend engagement and promote a one school approach
- Extension and development opportunities for middle and aspiring leaders
- Open culture and meaningful involvement of people across the school
- Breadth of communications
- Extent and breadth of learning and development provision on offer to all
- Shared vision and goal

Summary areas for possible development and/or recommendations;

Where Woodlands School continues to meet the evidence requirements of the Investors in People core standard the following suggestions remain **recommendations only**. A number of the proposed development areas are directly referenced by comments and additional recommendations within the main body of the report.

Possible consideration of an ‘open classroom’ week; another educational establishment I have worked with has introduced an ‘open classroom week’ where academic staff are encouraged to open their learning setting to colleagues in order to share best practice. The process remains voluntary and critically - non-judgemental. People are not necessarily encouraged to feedback on what they observe; equally there is no senior management involvement. The principle is focussed around opening up and sharing good and/or interesting practice - where traditionally staff might feel isolated working predominantly within their own department or team.

Consider additional emphasis around possible action learning activities; - Where existing or potential challenges may not necessarily have a distinct ‘solution’ or ‘answer’ in the traditional sense the concept of action learning provides an open and collegiate setting for working through challenges and trying solutions within a dynamic and live setting. In principle a group of people is brought together to review or test a hypothesis or particular challenge – meeting regularly to update one another around progress and ultimately reporting back their findings to the group.

For example - where challenges might exist in engaging male students in English or maths the activity of action learning will enable a greater challenge in reviewing options; questioning assumptions and trialling different approaches that may or may not work. Where there is unlikely to be a set answer – the process of action learning encourage the individual and group to share expertise and work towards overcoming barriers. The process can be used successfully in a range of settings.

The principles and practice of action learning are ideally placed to enable teams or groups to dovetail solutions or activities around those areas highlighted by Ofsted and other external agencies including Investors in People.

Consideration of possible lunchtime or after school ‘bite sized’ learning activities; to encourage individuals from differing areas of the school to share with colleagues a particular skill or area of expertise. Ideally you could create a termly timetable of learning activities. In the first instance you need to encourage involvement – for which you will need to develop or elicit from staff a greater understanding of particular areas of expertise or interest

Creation of ‘good practice’ on line resource depot; – to include video footage, exemplar planning activities, shared learning from external courses and latest practice and updates. It is entirely possible this information is available – however it is often useful to revisit and review the information available to ensure it matches need – and links to strategic priorities.

As a possible extension of the school motto consider creating a number of distinct values.

Values create an anchor against which key measures and philosophies are tethered; these might include reference to key approaches including fairness, integrity, ethics or quality. Where these may appear to be fairly innocuous and bland statements one individual's view with regards fairness or integrity will potentially differ markedly from another's. The values need to be integral and part of the decision making processes and activities of the organisation. For example the values and in turn ethical stance of a city trading firm will - in all probability - differ markedly (potentially but not necessarily) from that of a charity. Whereas individual we generally possess inherent and deeply held values against which we manage our own lives and interactions with others – there is little reason why this should not translate into that of an organisation.

To relate this proposal to a more theoretical view point a properly developed and embedded set of values will help develop what is increasingly referred to as the ‘psychological contract’ - whether stated or unstated – against which people (principally staff, students and parents) tend to judge in turn their relationships and transactions with the organisation.

Look to further develop and embed the principles and practice of leadership across a range of roles and functions across the school.

Where the concept of ‘management’ is principally focussed around the delivery of processes – which may include budgeting, planning or staffing , ‘leadership’ is increasingly about aligning people to the vision of the organisation, this implies skills and attributes which might reference buy-in and communications or motivation and inspiration. Effective leadership focusses on trust, inspiration and the personal character of the individual.

A good leader will inspire individuals and provide meaning to targets. Where it remains relatively easy to set and monitor targets – to motivate, encourage and inspire people to deliver the targets must surely be the more critical and relevant skill managers should possess. Leadership as opposed to management should continue to be promoted across all areas of the senior and increasingly middle management team.

Continue to promote the principle of ‘leadership’ as opposed to ‘management’ as a key behaviour and expectation within the organisation.

In essence an effective and high performing organisation should be looking to transition away from the ways of working enshrined within ‘management’ practice and enable and encourage people to aspire to be ‘leaders’. Where it is apparent this approach is already currently championed the principles and practice of leadership should ideally be encouraged and enabled at all levels of the workforce.

Management practice largely relies upon the delivery of tangible and often measurable outcomes such as effective planning and the delivery of organisational processes. Leadership however focusses more readily on the development of trust, inspiration and the personal character of the individual.

Consider extending the 360 review process to include more staff; Evidence from a range of organisations I have recently worked recently have emphasises the benefits of increased opportunities for one to one and peer review activities. In the best organisations a 360 degree review type approach can help build trust and openness – Enabling any process to be developmental and non-judgemental.

Where there is a view expressed that an individual does not leave an organisation – but leaves their manager a robust review activity around management effectiveness and related behaviours continues to be a valued tool which should be considered.

Consider the further development of evaluation activities to include reference to a number of additional metrics directly related to key activities.

The sixth generation of the Investors in People standard has been designed with measurement of progress as a key theme and activity – aligning survey results (internally or Investors in People sourced) with qualitative insight – building a richer and more valuable picture of the performance of key activities across the organisation.

To enable the organisation to start working towards these elements of the new standard – linked to ongoing research based around high performing organisations – there would be real benefit in looking towards adapting and extending how you measure progress with regards key processes and activities.

Areas to review and potentially measure might include potential measurement around skills, qualifications or competencies – to more clearly understanding the progression or development of the workforce – example metrics might include the proportion of the workforce with key qualifications or recruitment and retention figures. You might like to consider more formal tracking of the induction process or performance management/appraisal follow up activities where this may not take place already.

In essence in extending the use of metrics the organisation will be better able to measure and quantify the success or otherwise of a program – increasing the ability to report back to stakeholders quantitative data and

real world analysis. Critically the activity will also enable more effective and meaningful planning based on real outcomes and measurement.

		Page
1	Assessment findings/strengths/potential areas for development	2 – 6
2	Assessment and client objectives	8
3	Assessment methodology	8
4	Findings by business themes	8
5	Conclusion and next steps	17
6	Next assessment activity	17
7	Quality Assurance	17
	Appendix 1 – Continuous Improvement Plan	19
	Appendix 2 – Assessment results summary	20

2. Assessment and client objectives

The purpose of the assessment activity is to:

- Review provision, practice and activities across the organisation through discussions with a cross section of people to evidence whether the organisation should continue to be formally accredited as an Investors in People organisation.
- To identify good practice and make recommendations for future development based on the discussions which took place as part of the assessment activity and associated discussions.
- To provide any additional feedback, advice or support as appropriate with regards those issues highlighted as a result of on-site discussions with people interviewed.

3. Assessment methodology

A sample of 30 people was interviewed across a 2 day period. Evidence was gathered through a series of one to one interviews and small group discussions.

Evidence collected was judged on its currency, validity, consistency and sufficiency. The results were then used to determine whether Woodlands School should continue to be accredited as meeting the evidence requirements of the Investors in People core standard.

Supplementary recommendations within the main body of the report are also in *italic*.

4. Strategic Planning

Clear school motto ' *Pursue excellence and seize opportunity*' – replicated and reiterated across a range of documentation and settings within the school. In essence providing an overarching statement of intent embracing the key aims/objectives and activities for the school/academy.

Separate vision and mission statement provided within the comprehensive school development plan for the period 2014 – 17.

Where the SDP is relatively traditional in its layout the innovative cross referencing of 'personal responsibilities' enables increased levels of ownership and engagement.

I would encourage the senior team to continue to actively cross reference the personal responsibilities criteria within a number of additional activities – to potentially include recruitment, appraisal and potentially succession planning activities.

There is potentially benefit in providing more detail and explanation around key expectations of behaviours for staff at all levels of the organisation. There is potential to cross reference this activity to the personal responsibilities documentation (professionalism, results, inspiration, development and entitlement).

High performing organisations increasingly utilise and reference the key behaviours or expectations of leaders and managers within a range of core processes and activities. At present these behaviours are broadly referenced within the teacher standards documents which whilst relevant are generic in nature and not readily referenced. In creating a more distinct and bespoke understanding of behaviours the school can create additional ownership where the review and discussion around the behaviours is consulted widely.

The development plan provides clear reference to key priorities for the school in relation to distinct success criteria.

The teaching and learning handbook provides a ready reference document providing a clear understanding around the planning cycle for the school – summarised succinctly as; *where are we going, how do we get there, and how do we know we are getting there*. This relatively simple and widely implemented business premise provides clarity around present and future direction of travel. People spoken with were able to provide a clear view around direction of travel as evidenced in the attached quotes.

A distinct teaching and learning model has been created for the current academic year based around the three principles of; *planning, strategies and assessment*.

In all of the supporting paperwork and across the course of discussions there is evidence of a repeated and shared approach summarised as – the increased access and engagement of the pupils ultimately referenced in their achievement.

Inset days provide the venue for sharing targets and progress against targets. A short film is shown by the head teacher on a regular basis – bringing together achievements and challenges for the period ahead.

The senior team meeting room displays prominently the plans for the school for the period ahead – with progress referenced through a traffic light approach. Data and progress against defined levels for the pupils is paramount and was referenced by the majority of teaching staff spoken with. Where the additional workload can be onerous people appreciated the need to appropriately measure and challenge pupils accordingly.

The appraisal process provides linkages to the overall targets for the school for the period ahead – in this instance referencing a teaching and learning target, a further target based around differentiation and a more

personal based target. Targets are referenced to school and Ofsted priorities referenced in the most recent report.

The governors and senior team (principally through the head teacher) take overall control for the development of the school development plan (SDP). Individuals and teams indirectly have access to decision making through a range of distinct and regular meeting structures.

Lead practitioners contribute to whole school improvement activities through their ongoing engagement in learning walks. Additional involvement in the learning walks activities includes representatives from all groups of staff from across the academy. The attached quotes clearly evidence the relevance and importance of this innovative and inclusive approach in developing peoples understanding around classroom practice and relating this to their own role within the school – whether this be a lunchtime supervisor or member of the administrative team. In addition the act of inclusion in the learning walks increases respect from the pupils and engagement for those included around key aims and objectives for the school.

Lead practitioners in addition support individual faculties. An associated teaching and learning action plan clarifies key responsibilities for this influential team of individuals.

Effective Management

The make-up of the leadership team is further enhanced by provision of the lead practitioner role which provide an expert lead in a number of distinct key areas of provision. Providing a reference and check for key aspects of the curriculum.

Where lead practitioners undertake their own weekly meeting there are also a regular line management activity in place entailing a regular discussion with a member of the leadership team. Lead practitioners responsibilities embrace both teaching and learning/assessment and pastoral care.

There is ready reference within the SDP around peoples general involvement in the 'leadership of teaching and learning across the school'. *Additional information related to the relevance of leadership is contained within the suggested areas for improvement section of this report.*

The head teacher in particular clearly leads by example. Rarely in his office his presence is felt across the school as referenced by the attached quotes. Quick to support colleagues he is also accessible and supportive of his staff. All of those people spoken with including support and administrative staff were happy to approach the head or members of his team as appropriate with ideas or suggestions.

The head in particular leads by example, dropping in and out of classrooms – pupils are polite and are keen to share their learning with him and guests. As a visitor to the school I was shown around a number of classrooms as part of the planning activity.

There is a distinct and clear focus and clarity present within the senior team. The direction of travel is apparent and is shared continuously. People at all levels of the school generally share the enthusiasm expressed by the head and his senior team.

Learning and development for individuals – to include aspiring members of middle or senior management were referenced to include NPQSL/NPQH and SLE – Specialist Leader in Education.

The head teacher continues to encourage individuals both within his own senior team and across the extended lead practitioner grouping to seek promotions and new opportunities – both internally and externally. Lead practitioners in particular are specifically encouraged to shadow senior colleagues in particular and to become acquainted with the approaches and challenges that might face them at their next career step. Evidence was provided of individuals being seconded and working with other schools in the area to broaden their understanding and depth of knowledge and understanding. The attached quotes appropriately reference this.

Alongside regular line management meetings for middle management heads of faculty also undertake a regular briefing where this is chaired internally and supported as appropriate by a member of the senior leadership team. Responsibilities are appropriately delegated down through the organisation.

Members of senior and middle leadership continue to formally mentor and coach individuals across the course of their career.

Professional development plans (PDP's) are integral to the regular appraisal/performance management activity.

Culture & Communication

Where TA/LSA staff are now referenced as 'associate staff' there is a clear understanding and appreciation of the need to value all staff accordingly – where the principle of 'non' teaching staff is potentially demeaning.

The recent review of the LSA's role and the transition of their role to one of 'progress mentors' after April 2016 has been handled well. As a good example of appropriate engagement and consultation those associate staff spoken with felt the process had been handled with care and were generally happy with the outcomes proposed. Where resources for additional responsibilities/roles is relatively limited there was some comment around remuneration.

In discussion with a range of associate staff there was a growing awareness of a more keen appreciation of their role. Where historically there has often been a divide between the two key groups of staff (teaching and associate) this is less keenly felt. The head teacher in particular was noted for championing the role and importance of support staff across the school community.

The inclusion and engagement of associate staff in the learning walks is clearly an important aspect of this approach – encouraging colleagues who are not normally pupil facing to enter the classroom with experienced teaching staff and school leaders to understand the approach expected. The activity also has the additional effect of raising the profile of staff – particularly for lunchtime and administrative staff where their approach and significance has for many been sidelined as that of clerical staff.

Communications is broad ranging as might be expected and includes Monday morning briefings – which are open to all staff. For the LSA/progress mentor staff an update is provided as appropriate following the meeting activity.

Other regular communications includes – staff bulletin via email, notice boards, school intranet and regular staff and team meetings. An end of week newsletter is provided.

Social media is increasingly utilised including the use of Twitter and blogs as appropriate.

Where student voice is a common approach in schools Woodside uses the approach of a junior leadership team in order to feed ideas and suggestions into the senior teams activities.

The head teacher practices an open door approach and remains accessible to all.

Developing People

Learning and development provision is wide ranging and inclusive in nature.

Start of term Inset days provide a ready opportunity to share skills and expertise.

Distinct focus around the use of twilight activities.

The Thursday training and development activity for LSA staff provides a good opportunity for widening the skills base for this group – examples provided included increasing awareness around a range of school specific data activities – for example in increasing understanding around the use of ‘Go 4 Schools.’

Where the school is a speech and language hub (enhanced provision school) for the area a broad range of SALT related development activities are provided as appropriate. It is anticipated the two speech and language therapists support LSA staff accordingly.

Where the behaviour for learning (BFL) coaches provide a wide range of additional expertise there is good evidence of their continued focus around continuous professional development activities.

A diverse range of professional training activities are promoted as described including NPQML, NPQSL, NPQH and SLE.

Individuals continue to take appropriate responsibility around upskilling themselves and seeking out provision as appropriate.

Individuals spoken with described working with colleagues and sharing expertise and learning as appropriate.

Where individuals working within the academy may bring with them a range of additional professional qualifications and expertise into the school there is good evidence of this being channelled accordingly.

External professional networks continue to provide a range of additional support and expertise for individuals.

As a specific example catering assistants are provided with a range of appropriate training provision including first aid, food hygiene and health and safety provision. Individual support/associate staff also described undertaking NVQ provision as appropriate.

Core whole school training – for example in the provision and update around safeguarding activities continues to be addressed accordingly.

The lead practitioners provide a range of informal and formal support for individuals as described including the promotion of coaching activities for individuals as necessary.

Innovate skills development evidenced included the provision within larger faculties of lunch time clubs to raise the skills of teachers in key aspects of the curriculum – for example for English teachers in the teaching of Macbeth for pupils where skills and expertise can be shared across the team.

As described the lead practitioners have their own distinct CDP provision in place to help develop and encourage them towards future career development and ultimate promotion into senior management positions.

Well-being promoted activities include mindfulness as discussed. Proposals are being discussed around the provision of additional wellbeing related activities – including yoga.

The school is also working with McLaren Automotive in the provision of one to one support for people across the organisation linked to planned health/fitness regimes.

Reference was made to a personalised CDP programme linked to the annual appraisal activity.

Where the twilight sessions are well established there is good evidence of an increasing range of people being involved in the delivery of whole school CPD activities linked to their distinct areas of interest and areas of expertise.

Activities described for individuals – particularly for those looking for progression referenced attendance at the 'leadership hub' and the 'learning to lead' activity.

Development activities have been provided for the governing body including updates around data and assessment as referenced by key objectives and targets for the school.

The induction program for NQT and other staff as necessary is appropriate and fit for purpose. Buddy support is provided for individuals as appropriate. As described the RQT program provides an ongoing support package for recently qualified staff.

Where reference is made within the SDP to the creation of a 'learning culture' and 'engagement of pupils' I would encourage the school to emphasise the same principles for staff at all levels and areas of the school. Where there is little doubt of this focus there is benefit in reflecting this in core policy and strategy documents.

Once again where the SDP makes reference to the 'personal development of all of our pupils' There is every reason this should include the ready reference to the continued 'personal development of all of our staff or people'.

Managing Performance

The appraisal process is delivered consistently across the school.

People were generally positive around its role and effectiveness although the quotes reference a small number of those interviewed who felt it was not always as effective or as useful as it might be.

All staff have access to a related SIMS record of their appraisal documentation.

The head teacher reviews all appraisal records and provides feedback as appropriate.

Target setting has a distinct focus presently consisting of a teaching and learning target, one around differentiation and a personalised activity.

Where the majority of individuals described being set targets or objectives there was some comment around challenges around the setting targets for some – particularly for longer serving staff or for those who had reached the top of their pay spine.

A distinct programme of support is in place for recently qualified staff in order to provide more structure and process for their early to mid career development following the more structured support provided during the NQT period.

The timings for the appraisal for associate staff has been moved with a mid term review taking place around March each year.

Individual recognition includes informal email communications and birthday recognition for individuals.

Associate staff in particular clearly feel more valued and integral to the functioning of the academy where it is still common in many schools for them to feel appreciably less valued than the teaching staff.

Middle and senior management continue to have regular weekly line management discussions with a member of the senior team.

People spoken with described impromptu cakes and biscuits in the staff room and whole staff activities.

Where the new building provides for departmental offices there is a reduced tendency for people to gather at break and lunch time in the main staff room. A number of staff commented upon this – feeling this was a backwards step where it can be positive to meet colleagues from other teams and faculties.

Selection of quotes

'It feels much more corporate than it did before'

'Departments tend to stick to their own department bases'

'We're not an after thought any more' comment from LSA/Progress Mentor

'The appraisal sometimes feels like box ticking rather than something which will necessarily benefit you'

'Simon is passionate in his view of making sure all staff are valued and feel part of the community'

'He'll take the time to stop and say hello – he wants to make sure people are happy in their environment'

'We've moved very quickly and made massive strides forward as a school'

'I don't feel like I work in the same place – its more proactive and energetic – the commitment from old and new staff is unbelievable'

'The school was stagnant – the change has been hard work and relentless at times'

'Its about ensuring consistency between year groups'

'In the past there was no ownership in dealing with poor behaviour'

'He's taken us with him – its not about him'

'We want our good reputation back – where kids want to come to this school'

'Its gradually coming together...'

'The appraisal doesn't do any harm – its just a bit of chat really'

'Its easy to be motivated here'

'I've sat in on the 'learning to lead course' even though haven't got a leadership role'

'People here are keen to see what you can bring to the department and the school'

'After 15 years of teaching to get an email congratulating me on ----- just makes you feel so valued'

'It's a very vibrant community – people feel free to share their opinions – there's lots of discussion and debate'

'He's a pace setter – he leads by example and is incredibly supportive'

'It's a different place'

'He's like a coach – walking up and down the sidelines...'

'We want you to be engaged – we want you to achieve'

'I have a lot of professional pride and don't want to be a dead weight in the department'

'Simon is of a mindset come with us and leave us when you get a promotion and speak well of us when you go'

'I feel as an admin department we're now more involved - I don't feel so detached'

'The learning walks have been really enlightening'

'Its about having a voice – I like to contribute'

'People are wary of the future – there's a feeling your job isn't safe'

'The school didn't play the game for a number of years – the scrutiny of data is much better'

'It felt like we were firefighting which we could only do for so long'

'Its about making a difference – that's what drives me'

'We didn't have as much support or involvement as we do now' Midday Assistant comment

'From day one he's respected us and made us feel valued'

'If you need the SLT they'll be there'

'It's a good school – but I can walk out of here and still have a home life'

Example provision of outcomes with relation to 6 additional evidence requirements from the extended liP framework.

(In this instance selected provisionally by your assessor to demonstrate higher level accreditation – based on discussions and observations)

2:14 – People interviewed were able to describe the outcomes of learning and development – and how this would benefit their team and the business.

2:17 – People are increasingly focussed on learning and development provision and appreciate the benefits of regular review and update. From discussions it is apparent that people increasingly take responsibility for identifying their own learning and development needs.

2:6 – Innovative and flexible methods of learning and development have been considered and utilised as appropriate.

8:13 – People can confirm that knowledge and learning is shared appropriately between colleagues as evidenced through discussions.

8:18 – learning and development continues to be an everyday activity which takes place between colleagues.

7:16 - The majority of those interviewed are clearly committed to the future success of the business and are keen to be part of this.

5. Conclusion and next steps

The assessment outcomes provide appropriate evidence that Woodlands School **should continue to be accredited as an Investors in People organisation** having formally achieved a score of **39** evidence requirements against the core Investors in People framework. The organisation has also achieved an additional 6 evidence requirements against the extended IiP framework.

6. Next review

A formal assessment will need to take place against the standard within three years of the original Investors in People recognition date. A **mandatory and chargeable interim 18 month** activity should be time tabled in order to review progress against the continuous improvement plan recommendations and to ensure continued accreditation as an Investors in People organisation. The organisation may choose to come forward at any time prior to this date for formal assessment.

7. Quality Assurance

Investors in People Central England (trading as EMB-X Ltd.) is responsible for the Quality Assurance of this assessment and will invite a representative from Woodlands School to take part in a Quality Assurance Questionnaire. This questionnaire was devised and developed by Investors in People, to receive client feedback

and enable a consistent approach to the assessment and recognition process. Further details will be forwarded by Investors in People Central England in due course.

15 March 2016

Simon Allsop

Investors in People Practitioner

Chartered MCIPD

simonjallsop@gmail.com

Tel 01728 748022 / 07789 795 826

Appendix 1 – Continuous Improvement Plan (extracted from key recommendations section of report for summary review)

What	Why	When	- Who
Possible consideration of an 'open classroom' week	The principle is focussed around opening up and sharing good and/or interesting practice - where traditionally staff might feel isolated working predominantly within their own department or team this activity provides a window on practice in other teams or faculties.	Ongoing	All staff
Continue to promote the principle of 'leadership' as opposed to 'management' as a key expectation within the organisation.	In a dynamic organisation such as Woodlands School people will ideally seek to possess ownership of their role and will in turn take responsibility and be accountable for outcomes. Through a more dynamic encouragement of leadership type behaviours engagement will be further promoted.	Ongoing	Management
Consider additional emphasis around possible action learning activities	The process of action learning provides potential solutions and activities through engaging in group working to better understand solutions and share best practice linked to a defined area of need.	Ongoing	Management
Consider the further development of evaluation activities to include reference to a number of additional metrics directly related to key activities.	In extending the use of metrics the organisation will be better able to measure and quantify the success or otherwise of a program or activity – increasing the ability to report back to stakeholders quantitative data and real world analysis.	Ongoing	Management
As a possible extension of the school moto consider creating a number of distinct values	In the creation of a number of distinct values the school community is creating a clear and shared understanding around the over riding principles and expectations for staff at all levels of the school. Ideally the values will be cross referenced in a range of activities and processes across the school.	Ongoing	Management.

Appendix 2 – Assessment results summary

The Investors in People Framework

The Evidence Requirements

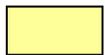
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1	✓	✓	✓	✓	✓	✓																							
2	✓	✓	✓	✓		✓								✓			✓												
3	✓	✓	✓	✓	✓																								
4	✓	✓	✓																										
5	✓	✓	✓	✓																									
6	✓	✓	✓																										
7	✓	✓	✓													✓													
8	✓	✓	✓										✓					✓											
9	✓	✓	✓	✓	✓																								
10	✓	✓	✓																										

The number of evidence requirements met is **39 evidence requirements from the core standard (plus 6 further indicators from the extended framework)**

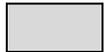
Key:



The Core Investors in People Standard



You're Choice from the Investors in People Framework



Not part of the Investors in People Framework