Specialists in Leading and Managing People

OBAN HIGH SCHOOL
Oban

Review Report

UNDERTAKEN BY

George S. Grandison

On behalf of Investors in People Scotland

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Contents

1.   Executive Summary

This report provides feedback on your Review undertaken from 30 January to 01 February 2013 inclusive. My feedback combines the analysis of my findings against your objectives, with the areas of the Investors in People Framework highlighted, along with the areas that you might wish to develop further.

Firstly, I am delighted to confirm that you have achieved a **Gold Award** covering 132 additional elements in the Extended Investors in People Framework.

Your strategy for improving the performance of your school continues to be exceptionally clear and is well-defined in your School Improvement Plan 2011 - 2014.

As a Senior Leadership Team (SLT) you maintain impressive and robust consultation procedures, involving a wide range of stakeholders, including staff, parents, pupils and other partners, in the formulation of your improvement plan.

Performance measures and key performance indicators (KPIs) are consistently used for performance monitoring and management purposes.

A clear set of values support your school's vision and purpose with people at all levels confirming their understanding of the organisation's vision, values, direction, goals and targets.

Your Senior Leadership Team (SLT) works well together. Through the SLT's regular cycle of operational and development meetings there is consistent review of performance across the whole school.

The school's learning and development strategy remains aligned to your School Improvement Plan (SIP) through structured SLT meetings, self-evaluation and audit processes, Departmental Meetings, PDR sessions, Continuing Professional Development (CPD) and In-service Training (IST) programmes.

From my meetings it is evident that people at all levels, in both teaching and non-teaching roles, are actively involved in exploring their learning and development requirements, Everyone I met demonstrated a sound understanding of the anticipated, and actual outcomes, of their development interventions.

Your SLT remains focused on ensuring that the school's learning and development strategy is aimed at building the organisation's capability to achieve its vision. Since my last visit in December 2009, I judge that career development and talent management processes have been applied in order to strengthen the SLT and Principal Teacher (PT) team.

Without exception, the people I met confirmed a strong belief in taking responsibility for their own learning and development. People also felt motivated to learn and reported enjoying putting their learning into practice.

Feedback from stakeholders - staff, parents, pupils and partners, is strongly encouraged by your Head Teacher (HT) and your SLT members. The sharing of knowledge and skills within and across departments is also strongly encouraged and soundly applied

Whilst currently there is no formal work-life balance strategy in place in your organisation, people's welfare and wellbeing are actively considered by your HT and SLT members.

I judge from my meetings with people that equality and diversity agendas are central to your people management strategy at the school and its main stakeholders and partners. They appear to permeate the learning and development of your people along with your recruitment and selection processes.

Constructive feedback and engagement with staff are encouraged, and modelled by your HT and SLT members. There are other structured procedures and informal mechanisms in place that are designed to ensure that people can give and receive constructive feedback on a regular basis.

I note that for teaching staff a revised professional standards framework and related PRD procedure are being explored by the GTCS. However, I judge from my meetings that your HT has applied a form of capability framework in the recruitment, selection and development of SLT members and PTs at the school. Informal yet structured monitoring of the effectiveness of those in managerial roles is aligned to the capability framework.

Feedback from meetings confirms growing perceptions of the HT and individual SLT members acting as role models for leadership and management in line with your school's vision and values. In addition, there are fairly high levels of confidence and trust in senior managers in your organisation, with people across all job roles also feeling trusted themselves.

The sharing of knowledge and skills is pretty consistent across and within teams and departments with some sound examples of coaching and mentoring techniques being applied for development purposes.

Leadership is clearly being encouraged amongst frontline staff, in both teaching and non-teaching roles, as a means of career development, succession planning and talent management.

There is no formal recognition and reward strategy in place in your school. However, there are various elements in place that constitute a framework aimed at enabling people's efforts to be recognised and appreciated.

I noted a strong culture in the organisation, driven by your Head Teacher and SLT members, of engagement, involvement and empowerment surrounding decision-making. A range of measures have been maintained to drive the principle of engagement aimed at enabling people at all levels to come forward with ideas, and to sustain a sense of ownership and accountability in what they do.

Collaboration is enabled and taking place both within and across departments and teams at the school. People appear strongly committed, not only to the ongoing success of your organisation, but also to maintaining an ethos of continuous improvement that has enabled them to feel intensely proud of working at Oban High School.

You have maintained a close alignment of your organisation's learning and development interventions with the School Improvement Plan (SIP). Accordingly, I note that there is considerable clarity surrounding how such interventions have impacted on performance at a range of levels in the school.

The overall impact of your organisation's investment here on KPIs is well understood by staff throughout the school and reflected in, for example, pupils' attainment and achievement results, compliance with SQA verification requirements, pupil attendance and exclusion rates, staff retention, parental involvement and various aspects surrounding career progression, talent management and stakeholder satisfaction.

Self-evaluation and review techniques continue to be consistently applied for continuous

improvement purposes and include regular audits and self-evaluation against the HMIe quality framework – How Good Is Our School (HIGIOS).

The process of reflective review is being increasingly encouraged particularly amongst all teaching staff and those non-teachers involved in classroom activities. My meetings with people confirmed a clear and strong commitment to performance improvement and continuous improvement driven by your HT and SLT members which is reported across the organisation.

You continue to apply internal and external bench-marking processes involving your school with other schools both within and outwith your Local Authority area. Information from these bench-marking processes is used to inform changes and improvements requiring to be made to your organisation's strategies for managing and developing people.

I have identified a number of development areas aligned to your objectives/priorities for this Review that include exploring the following:

- Establishing a formal Employee Health & Wellbeing Framework for the school.
- Sustaining employee engagement during periods of rapid and ongoing change.
- Customising a leadership and management capability framework.
- Introducing a structured talent mapping approach as a means of making the most of people's talents.
- Establishing an Excellence Dashboard summarising the school's critical success areas.

I have also identified a number of development areas for you to consider, aligned to the Investors in People National Standard & Extended Framework. These areas include exploring the following:

- Establishing a formal social responsibility framework for the school.
- Introducing approaches that specifically address team development and team behaviours.
- Establishing structured approaches to ensure that coaching and mentoring become integral elements in the learning and development programmes for staff.
- Establishing a recognition and non-financial reward framework for the school.
- Involving staff and representative groups in designing consultation arrangements at the school.
- Ensuring that a flexible and effective approach to measuring and reporting return on investment on your school's people strategies is maintained.

2.   Background & Introduction

As agreed from our last meeting on Friday 01 February 2013, my feedback summarises the outcomes from your Review highlighting strengths and areas for further development. My findings are based on face-to-face meetings with 28 people covering direct employees drawn from all levels and functions at the school, along with representatives from your Parent Council and Pathways Providers.

Your objectives/priorities for this Review are detailed in Appendix 1.

3.   Outcomes Summary

3.1   Strength & Areas of Good Practice

The following strengths and areas of good practice focus primarily on outcomes surrounding the Investors in People (IiP) Standard and additional elements of the Extended IiP Framework.

Business/Improvement Strategy (Indicator 1):
- Your strategy for improving the performance of your school continues to be exceptionally clear and is well-defined in your School Improvement Plan 2011 - 2014. As a Senior Leadership Team (SLT) you maintain impressive and robust consultation procedures, involving a wide range of stakeholders, including staff, parents, pupils and other partners, in the formulation of the Plan.

  Relationships between trade unions and management are reported as being strong. In addition, your self-assessment and audit activities applied for reviewing organisational performance and engaging stakeholders in your planning processes are particularly sound.

- Performance measures and key performance indicators (KPIs) are consistently used for performance monitoring and management purposes. A clear set of values support your school's vision and purpose with people at all levels confirming their understanding of the organisation's vision, values, direction, goals and targets.

- Your Senior Leadership Team (SLT) works well together. Through the SLT's regular cycle of operational and development meetings there is consistent review of performance across the whole school. The weekly Departmental Meetings (DMs) combined with individual Professional Review & Development (PRD) sessions are fairly systematically applied for aligning people's performance at individual and departmental levels with that of the organisation.

- Given the nature of your work at the school, elements covering aspects of social responsibility are taken into consideration in your planning processes, with environmental issues, waste management, community and charitable initiatives featuring in your forward plans.

Developing & Managing People (Indicator 2, 3 & 8):
- Your school's learning and development strategy remains aligned to your School Improvement Plan (SIP) through structured SLT meetings, self-evaluation and audit processes, Departmental Meetings, PDR sessions, Continuing Professional Development (CPD) and In-service Training (IST) programmes. Despite the current economic climate, substantial resources continue to be allocated to people's development with innovative and flexible approaches being consistently applied to delivery.

- From my meetings it is evident that people at all levels, in both teaching and non-teaching roles, are actively involved in exploring their learning and development requirements, Everyone I met demonstrated a sound understanding of the anticipated, and actual outcomes, of their development interventions. In addition, the SLT's overall approaches to developing and managing people were confirmed by people as being clearly inclusive.

- Your SLT remains focused on ensuring that the school's learning and development strategy is aimed at building the organisation's capability to achieve its vision. Since my last visit in December 2009, I judge that career development and talent management processes have been applied in order to strengthen the SLT and Principal Teacher (PT) team. Succession plans are also emerging for people in other, both teaching and non-teaching roles.

- Without exception, the people I met confirmed a strong belief in taking responsibility for their own learning and development. People also felt motivated to learn and reported enjoying putting their learning into practice.

- Induction procedures for new staff and those new to a role are robust and consistently applied. In addition, people also reported being genuinely supported in their learning and development and feeling encouraged to learn from their efforts, mistakes and successes. Some use is clearly being made of coaching and mentoring techniques in the development of your organisation's people with Classroom Observations and Peer Review approaches being used exceptionally well in both teaching and non-teaching roles.

- Feedback from stakeholders - staff, parents, pupils and partners, is strongly encouraged by your Head Teacher (HT) and your SLT members. The sharing of knowledge and skills within and across departments is also strongly encouraged and soundly applied. Enabling approaches here include the HT's Monday morning briefings, the regular cycle of SLT, PT, Departmental and project meetings, peer reviews and a range of one-to-one interviews between PTs and staff, including PRD and PDR sessions.

- Whilst currently there is no formal work-life balance strategy in place in your organisation, people's welfare and wellbeing are actively considered by your HT and his SLT. From my meetings with people, I judge family-friendly employment policies being clearly implemented and a strong emphasis being placed by your SLT on maintaining a healthy, safe and secure working environment for your people.

- I judge from my meetings with people that equality and diversity agendas are central to your people management strategy at the school and its main stakeholders and partners. They appear to permeate the learning and development of your people along with your recruitment and selection processes.

- Constructive feedback and engagement with staff are encouraged, and modelled by your HT and SLT members. There are other structured procedures and informal mechanisms in place that are designed to ensure that people can give and receive constructive feedback on a regular basis. These include PRD and PDR interviews, Departmental Meetings, Monday morning HT briefings, performance planning and development planning meetings, focus groups and project meetings.

- Learning for the majority of staff has become an everyday activity. People are provided with opportunities to achieve their full potential and there is, understandably, an overarching culture of learning being valued at the school. In the present economic climate, increasingly, effective use is being made of internal and external resources for learning and development, where managers at all levels ensure that the organisation remains flexible in the way that it develops people, enabling innovative and cost-effective solutions, in order to address its interventions.

Achievements here continue to be recognised and celebrated, with the majority of staff confirming that they enjoy putting their learning into practice.

Leadership & Management (Indicator 4 & 5):
- I note that for teaching staff a revised professional standards framework and related PRD procedure are being explored by the GTCS. However, I judge from my meetings that your HT has applied a form of capability framework in the recruitment, selection and development of SLT members and PTs at the school. Informal yet structured monitoring of the effectiveness of those in managerial roles is aligned to the capability framework.

- Feedback from meetings confirms growing perceptions of the HT and individual SLT members acting as role models for leadership and management in line with your school's vision and values. In addition, there are fairly high levels of confidence and trust in senior managers in your organisation, with people across all job roles also feeling trusted themselves. Others in managerial roles at the school clearly attempt to role model the values of your organisation through sharing information and expertise, showing respect for others, and demonstrating integrity, accountability and commitment to standards. I judge from my meetings that the majority of people feel inspired and motivated by their managers to achieve their full potential.

- As outlined earlier in my report, the sharing of knowledge and skills is pretty consistent across and within teams and departments with some sound examples of coaching and mentoring techniques being applied for development purposes.

- Leadership is clearly being encouraged amongst frontline staff, in both teaching and non-teaching roles, as a means of career development, succession planning and talent management. I also judge from my meetings that the provision of information, advice and guidance aimed at helping people plan and develop their career is becoming embedded in your organisation.

Valuing People, Involvement & Empowerment (Indicator 6 & 7):
- There is no formal recognition and reward strategy in place in your school. However, there are various elements in place that constitute a framework aimed at enabling people's efforts to be recognised and appreciated. Overall, people, including those in managerial roles, do feel valued. I judge from my meetings that staff are aware of what they need to do to have their efforts recognised and rewarded. In addition, there was an overall consensus view of fairness concerning the school's approaches here, with people demonstrating, on the whole, how they were motivated by them.

- From my meetings with people I noted a strong culture in the organisation, driven by your Head Teacher and SLT members, of engagement, involvement and empowerment surrounding decision-making. As earlier indicated in my report, a range of measures have been maintained to drive the principle of engagement aimed at enabling people at all levels to come forward with ideas, and to sustain a sense of ownership and accountability in what they do. Representative groups clearly have access to these measures and are not excluded from involvement.

- Without exception, people provided numerous examples of how they were encouraged and trusted to take ownership and responsibility, within their job roles, to make decisions to carry out tasks effectively and be involved in decision-making to improve performance. In addition, within some teams, people provided confirmation of being able to share knowledge and information. Furthermore, people appear also to be receiving the support needed to make informed decisions.

- Collaboration is enabled and taking place both within and across departments and teams at the school. People appear strongly committed, not only to the ongoing success of your organisation,

but also to maintaining an ethos of continuous improvement that has enabled them to feel intensely proud of working at Oban High School. Increasingly, people feel that they can challenge the way things are done in your organisation.

■ Overall, people reported feeling valued with their efforts being appreciated and recognised, not only by those in managerial roles, but also by colleagues. Leaders and managers at all levels in the school confirmed a sound understanding of what motivates people. Internal communication systems that include meetings, briefings, various one-to-one sessions and ICT applications are particularly sound and robustly delivered. Overall, people genuinely feel trusted to make decisions, feel supported and do take ownership and responsibility for their decisions.

Performance Measurement & Continuous Improvement (Indicator 9 &10):
■ You have maintained a close alignment of your organisation's learning and development interventions with the School Improvement Plan (SIP). Accordingly, I note that there is considerable clarity surrounding how such interventions have impacted on performance at a range of levels in the school. The overall impact of your organisation's investment here on KPIs is well understood by staff throughout the school and reflected in, for example, pupils' attainment and achievement results, compliance with SQA verification requirements, pupil attendance and exclusion rates, staff retention, parental involvement and various aspects surrounding career progression, talent management and stakeholder satisfaction.

■ Self-evaluation and review techniques continue to be consistently applied for continuous improvement purposes and include regular audits and self-evaluation against the HMIe quality framework – How Good Is Our School (HIGIOS). The process of reflective review is being increasingly encouraged particularly amongst all teaching staff and those non-teachers involved in classroom activities. My meetings with people confirmed a clear and strong commitment to performance improvement and continuous improvement driven by your HT and SLT members which is reported across the organisation.

■ You continue to apply internal and external bench-marking processes involving your school with other schools both within and outwith your Local Authority area. Information from these bench-marking processes is used to inform changes and improvements requiring to be made to your organisation's strategies for managing and developing people.

■ Feedback from my meetings indicates that your HT and SLT members are particularly strong on engaging with people and seeking their views surrounding improvements that might be made to the way they are managed and developed. Overall, the people I met felt that Oban High School was a great place to work and confirmed considerable willingness to positively manage change.

3.2   Recommendations & Areas for Further Development

The following areas for further development focus mainly on your objectives and priorities for the future, and how Investors in People could support you. From our planning meetings we agreed the focus of this interaction to be as follows:

1. Review our approach to health and wellbeing at the school with a view to establishing an Employee Health and Wellbeing Framework that meets the current and future needs of our organisation and its people.

2. Explore how we can maintain a culture of distributed leadership in the School paying particular attention to such areas, as for example:

- Building leadership capability at all levels in the organisation and enabling appropriate career progression.

- Enabling authority, responsibility and accountability to be devolved to people at all levels in the organisation.

- Ensuring that as an organisation we make the most of people's talents.

Highlight areas of best practice and areas for improvement.

Appendix 1 highlights the leader and manager drivers and outcomes, along with the people drivers and outcomes that I explored during my meetings with staff. In addition, it details the organisational drivers, outcomes and measures that I explored with people.

I have also included areas for further development aligned to outcomes surrounding the Investors in People (IiP) Standard and additional elements of the extended IiP Framework.

3.2.1   Development Areas Aligned to Your Objectives/Priorities:

■   Explore establishing a formal Employee Health & Wellbeing Framework for the school that pulls together the various family-friendly employment, and people-centred procedures you currently implement in order to maintain a healthy, safe and secure working environment for your people.

When establishing such a framework you might like to consider including and highlighting such areas, as for example:

- Your plans for the future surrounding Employee Health & Wellbeing.
- How you identify the needs of your people and the organisation.
- The resources required to meet your health and wellbeing plans.
- Expected success criteria, measures and outcomes to be applied.
- The processes applied to support your plan.

In addition, you might also like to consider the following:

- How you address the **physical wellbeing** of your staff.
- How you address the **social wellbeing** of your staff.
- How you address the **mental health** and **emotional wellbeing** of your staff.
- How you address the capabilities managers require to lead, manage, develop and support people's health and wellbeing needs.

■   As discussed at our feedback meeting, sustaining employee engagement during periods of rapid change is a considerable challenge in the current, and likely ongoing austerity climate. In order to maintain people's commitment and passion, and prevent them becoming disengaged, there is scope for the SLT to establish an Employee Engagement Framework for your organisation aligned to the work of MacLeod and Blanchard. The research here indicates Employee Engagement as being an accelerator in managing change in organisations. MacLeod defines employee engagement as:

"A workplace approach designed to ensure that employees are committed to their organisation's goals and values, motivated to contribute to organisational success and are able at the same time to enhance their own sense of wellbeing."

MacLeod also identified the following key enablers for effective employee engagement that include:

"Leadership provides a strong strategic narrative which has widespread ownership and commitment for managers and employees at all levels. The narrative is a clearly expressed story about what the purpose of an organisation is, why it has the broad vision it has, and how an individual contributes to that purpose."

This results in "employees having a clear line of sight between their job and the narrative, and understand where their work fits in. These aims and values are reflected in a strong, transparent and explicit culture and way of working."

"Engaging Managers are at the heart of this organisational culture – they facilitate and empower rather than control or restrict staff; treat their staff with appreciation and respect and show commitment to developing, increasing and rewarding the capabilities of those they manage."

"Employee Voice an effective and empowered voice – employees' views are sought out; they are listened to and see their opinions count and make a difference. They speak out and challenge when appropriate. A strong sense of listening and of responsiveness permeates the organisation, enabled by effective communication."

"Integrity behaviour throughout the organisation is consistent with the stated values, leading to trust and a sense of integrity." Again, these areas might be worth exploring when establishing an Employee Engagement Framework.

- Given that work is progressing with the GTCS related to defining a suite of professional standards for teachers that will include standards for leadership and management, I wonder how far you might wish to go as an organisation in customising a leadership and management capability framework for your school. I judge from my own research that it is important to ensure the currency of the knowledge, skills and behaviours of those individuals fulfilling leadership and managerial roles in organisations. With this in mind you might like to ensure that the following range of leadership and management capabilities, for example, are included in any framework being introduced:

  - Enabling employee engagement and embedding change.
  - Confronting, addressing and responding proactively to performance issues.
  - Providing constructive and motivational feedback – enabling upward feedback.
  - Facilitation, coaching and mentoring.
  - Balancing the maintenance of service delivery with the achievement of strategic outcomes.

- Consider introducing a structured talent mapping approach that will enable you as an organisation to make the most of people's talents.

- As discussed at our feedback meeting and in order to progress your focus as a Senior Leadership Team on achieving excellence you might like to consider establishing an Excellence Dashboard that highlights such critical success areas, as for example:

  - **Excellence in Financial Stewardship** - covering areas of budget management.
  - **Excellence in Client Satisfaction** - covering pupils, partners, stakeholders and other service users.
  - **Excellence in Service Delivery** - covering areas of learning and teaching, knowledge transfer, curriculum development, facilities management, stewardship of resources, compliance & continuous Improvement.
  - **Excellence in Employee Engagement** – covering motivated and competent staff, commitment to staff and partners, people's health and wellbeing, engagement with staff.
  - **Excellence in Social Responsibility** – covering community involvement, recycling and waste management, carbon footprint, energy conservation.

3.2.2 Development Areas Aligned to the Standard & Extended Framework:

■ You might like to consider establishing a social responsibility framework for your school that highlights, more overtly and formally, the environmental issues, waste management, community and charitable initiatives that feature in your forward plans. **(Indicator 1)**

■ Explore approaches that address team development needs and team behaviours with a view to enhancing effective team working within and across departments at the school. **(Indicator 2 & 9)**

■ Your teaching and learning practices take into account the learning styles of individual pupils at the school. You might like to consider how you take account of people's different learning styles when planning staff learning and development interventions. **(Indicator 2)**

■ Explore approaches that provide opportunities for staff views to be taken into account when recruiting and selecting team members. **(indicator 3)**

■ From our feedback meeting, I note that for teaching staff, a revised professional standards capability framework and related PRD procedure are being explored by the GTCS. I am unsure as to how far you can go as an organisation in tailoring such a framework to the needs of your school, but urge you to ensure particularly that leadership and management capabilities are closely aligned to what you aim to achieve as an organisation. **(Indicator 4)**

■ Explore structured approaches to ensure that coaching and mentoring become integral elements in the learning and development programmes for staff. **(Indicator 5, 8)**

■ In the context of change management, you might like to consider establishing a recognition and non-financial reward framework that recognises and demonstrates appreciation of people's efforts in contributing to successful organisational performance. **(Indicator 6)**

■ There is scope to explore how staff and representative groups may be actively involved in designing consultation arrangements at the school. **(Indicator 7)**

■ Ensure that a flexible and effective approach to measuring and reporting return on investment on your school's people strategies is maintained. In addition, explore how this return on investment might be reported clearly to all staff and other stakeholders. **(Indicator 9)**

3.2.3 Additional Development Areas:

■ As discussed at our feedback meeting your Pathways Providers have expressed an interest in the school providing networking opportunities for them in order to enable practice exchange and knowledge transfer amongst the Providers. I understand that one Provider is in the process of producing video case studies of pupils' involvement in your Pathways provision. These case studies are being produced by pupils themselves with the support of the Pathways Provider.

3.3 Overall Review Outcome

Having carried out this assessment process in accordance with the guidelines provided by the United Kingdom Commission for Employment & Skills (UKCES) I am satisfied beyond any doubt that **Oban High School** continues to meet the requirements of the Investors in People Standard.

I am also delighted to confirm that you have achieved a **Gold Award** covering 132 additional elements in the extended Investors in People Framework.

Your evidence matrix is attached as **Appendix 2**.

On behalf of Investors in People Scotland I would like to congratulate your organisation on its achievement to date.

4. Overview & Analysis of Findings Against Your Objectives/Priorities

4.1 Review Objectives/Priorities

From our planning meetings we agreed the following as the focus of this interaction:

1. Review our approach to health and wellbeing at the school with a view to establishing an Employee Health and Wellbeing Framework that meets the current and future needs of our organisation and its people.

2. Explore how we can maintain a culture of distributed leadership in the School paying particular attention to such areas, as for example:

   - Building leadership capability at all levels in the organisation and enabling appropriate career progression.

   - Enabling authority, responsibility and accountability to be devolved to people at all levels in the organisation.

   - Ensuring that as an organisation we make the most of people's talents.

   Highlight areas of best practice and areas for improvement.

The following provides an overview and analysis of my findings against your priorities/objectives for this review. As indicated earlier in my report, **Appendix 1** details the specific areas covered during my meetings, including the organisational drivers, outcomes and measures that I explored with people, along with the leader and manager drivers and outcomes, and the people drivers and outcomes discussed.

4.1.1 Employee Health & Wellbeing at Oban High School

■ Whilst there is no formal strategy in place, people's health and wellbeing is, nonetheless, taken seriously, actively considered and actioned at the school. Without exception, the people I met demonstrated a sound awareness of the holistic needs of staff covering, for example:

   - The **physical health** of staff; healthy, safe and secure working environment.
   - The **social health** of staff; work relationships, work life balance, equality, fairness, respect, trust.
   - The **mental health & emotional wellbeing** of your staff; stress, anxiety, optimism, confidence, control, accomplishment, empowerment.

■ Substantial resources of time are allocated to address people's health and wellbeing at the school. During my meetings with staff I was provided with numerous examples of actions taken by your Head Teacher, SLT members, PTs and indeed by colleagues to support people's overall health and wellbeing.

■ As well as the tangible success criteria, applied to monitoring employee health and wellbeing that included, for example, sickness and absence measures, lost time incidents and accidents,

attempts were being made at taking into account more intangible outcomes surrounding, for example, team working, positive work culture, staff morale, motivated and empowered staff.

- An overall responsive approach appears to be taking place here, enabled by the leadership style of senior and first line managers, complimented by the mutual support provided by colleagues at a departmental and operational level.

- I note from my meetings that people's physical and social health, and wellbeing are well catered for through, for example, 'keep fit' activities co-ordinated in-house by a member of staff, weekly '5-a-side' football sessions and social events including 'curry nights'.

- Feedback from my meetings confirms a strong focus on maintaining a healthy, safe and secure working environment for both staff and pupils at the school. Risk assessments, PAT testing and equipment checks are consistently carried out with child protection and diversity training also being regularly implemented.

- Internal communication and information flow provide ample opportunities for staff at all levels in the school to be, not only well-informed about what is happening in the organisation, but also involved in decision-making. Levels of employee engagement are fairly high in the school due to the regular cycle of meetings including, for example, Monday morning HT briefings, SLT, PT, Departmental and project meetings, peer reviews and a range of one-to-one interviews between PTs and staff, including PRD and PDR sessions. Time appears to be taken during these exchanges to, at a minimum, informally explore any health and wellbeing issues impacting on staff and colleagues alike.

- Amongst staff at all levels in the school I noted a sound awareness of the external factors impacting on people's health and wellbeing in the school. These factors included, for example, the current economic climate and cuts in funding by the Council, curriculum reform through the implementation of CfE, Public Sector reform, the pace and depth of change impacting on organisations and the rise in the cost of living.

- I judge from my meetings with people that your Head Teacher and SLT members have a strong focus on building capability amongst staff to adapt to change both at a personal and organisational level. In addition, I also note your leadership continuing to strive for excellence in existing service delivery whilst balancing the introduction of new services, procedures and systems.

4.1.2   Distributed Leadership at Oban High School

- Feedback from my meetings confirmed leadership capabilities being built at all levels in the school. I noted examples of career progression taking place with people moving from, for example, classroom teacher roles through to PT and SLT positions. In addition, I also noted numerous examples of frontline staff being encouraged and enabled to lead projects or take a lead in other school activities. Overall, I was left with the impression of your HT, SLT members and PTs alike, ensuring that your organisation makes the most of people's talents.

- Despite the current economic climate and likely ongoing budget cuts being imposed by our Local Authorities the majority of the staff that I met remain passionate about their work at the school and appear inspired to continue to go the extra mile. In a number of instances, I was impressed by people's realism here:

- "These are difficult times for the school, but then they're difficult times for everybody just now. I suppose in a way I'm lucky, I still have a job."
- "Yes it's hard work at the moment, but I feel well supported. I get great training and the chance to grow my job and my career – don't think that happening a lot out there!"
- "I haven't lost my passion for the job. I love working here, the place, the team and the pupils. I just feel every day has a new challenge."
- "The important thing for me is that I'm well informed about what is happening out there and how it impacts on the school and my job. Peter (Head Teacher) I feel, keeps us up-to-speed with what's going on and is pretty open and honest with his communication."

■ Without exception, staff at all levels were exceptionally clear about key result areas and critical success factors for your school and its pupils, referencing the following:

- Pupil attainment and achievement levels.
- Pupil achievement in soft skill areas.
- Achieving excellence in learning and teaching.
- Achieving high standards in curriculum development.
- Pupil, partner and stakeholder satisfaction levels achieved, including staff satisfaction levels.
- Achieving targets and outcomes surrounding Curriculum for Excellence.
- Compliance with legislation and regulatory requirements.

Overall, people's awareness of service delivery, and improvement and service plans was sound. In addition, I judge from feedback during my meetings that there is a strong focus amongst staff on continuous improvement. I was also left with a strong impression of leadership at the school striving for excellence in existing service delivery balanced with achieving longer term changes, results and outcomes. Despite heavy and growing workloads, the SLT and PTs take time to take stock in order to evaluate outcomes with a view to informing decisions surrounding continuous improvement.

5. Next Steps

I confirm I will be on site on Thursday 25 April 2013 to conduct the Continuous Improvement Activity. In advance of our meeting, please consider my recommendations and reflect with colleagues on what these could mean to your business.

I intend to bring along with me a number of resources that you might like to consider using in order to progress and support your continuous improvement activities. These resources will include, for example:

➤ A sample 'Excellence Dashboard" planning tool.
➤ Reference material for a Health and Wellbeing Framework.
➤ A sample Capability Framework.
➤ A tool for Assessing Team Development Needs.
➤ Reference material covering Employee Engagement.
➤ Reference material covering Recognition and Non-financial Reward.
➤ Reference material covering Talent Management.

I will keep in touch by way of annual calls or visits and your IIPS Account Manager will also be in contact with you over the next 36 months.

I wish to express my thanks to you, your team and your staff for their valuable contribution to this interaction with the National Standard.

Name: George S. Grandison.
IIP Specialist
Investors in People Scotland

Date: 01 February 2013.

1. **Review our approach to health and wellbeing at the school with a view to establishing an Employee Health and Wellbeing Framework that meets the current and future needs of our organisation and its people.**

i.   Health & Wellbeing Strategy:
- What are your plans for the future?
- How have you identified the needs of your people and the organisation?
- What resources are allocated to meet your health and wellbeing plans?
- Expected success criteria, measures and outcomes applied?
- Process applied to support your plans?

ii. Health & Wellbeing and People Management:
- How do you address the **physical health** of staff; healthy, safe and secure working environment?
- How do you address the **social health** of staff; work relationships, work life balance, equality, fairness, respect, trust?
- How do you address the **psychological health** of your staff; stress, anxiety, optimism, confidence, control, accomplishment, empowerment?

iii. Health & Wellbeing and Internal Environment:
- Capabilities managers require to lead, manage, develop and support people's health and wellbeing needs are clear?
- Managers are provided with the help they need to develop their capabilities?
- Learning and development opportunities provided for both managers and staff?
- Effectiveness of managers in supporting the health and wellbeing needs of their people?
- Level of employee engagement achieved?
- People's capability to adapt to change both personal and organisational?
- Approaches applied to performance management, recognition and reward?

iv. Health & Wellbeing and External Environment:
- External factors you can foresee and influence?
- External factors that you cannot control?
- Capability to manage change and the external environment?
- Policy and strategy are based on clear and integrated processes
- Leadership strives for excellence in existing service delivery balanced with ability to innovate and manage the introduction of new services, products and systems?

2. Explore how we can maintain a culture of distributed leadership in the School paying particular attention to such areas, as for example:

- **Building leadership capability at all levels in the organisation and enabling appropriate career progression.**

- **Enabling authority, responsibility and accountability to be devolved to people at all levels in the organisation.**

- **Ensuring that as an organisation we make the most of people's talents.**

Highlight areas of best practice and areas for improvement.

1. Great for Our People:
- Engaged employees? Are your people inspired to go the extra mile?
- People management strategy is clear and aligned to your improvement strategy?
- Is your learning and development strategy cohesive and aligned to your improvement strategy?
- Is your performance management system working for you?
- How are you motivating people to stay?
- Is learning and development central to all you do and built into how you work?
- Are you maximising learning and development opportunities for people at all levels in the School?

2. Great for Our Organisation:
- Do you have a culture that is focused on continuous improvement?
- Leadership and management capabilities are effectively developed?
- Are you building capabilities for now and the future?
- Is the Senior Leadership Team (SLT) taking the lead?

3. Service Planning & Service Users:
- Pupils, partners, stakeholders and staff consulted and involved in service planning?
- The organisation has a performance management framework and reports on its performance?
- Standards for service delivery are developed, implemented, measured and reviewed for effectiveness?
- Service delivery is planned and managed effectively, providing choice and ease of access for service users?
- Services and processes are reviewed, using the experience of service users, stakeholders and staff, to make them more efficient and effective?

4. Success Factors & Key Results:
- Satisfactory pupil attainment and achievement levels?
- Excellence in learning and teaching?
- Excellence in curriculum development?
- Partner and stakeholder satisfaction levels achieved?
- Compliance with legislation and regulatory requirements?
- Compliance with internal procedures?
- Additional tangible and intangible measures used to gauge success?

Leader, Manager and People Drivers & Outcomes

1. **Review our approach to health and wellbeing at the school with a view to establishing an Employee Health and Wellbeing Framework that meets the current and future needs of our organisation and its people.**

    -   Leaders and managers have set and communicated a clear direction and long term outcomes for the School?
    -   Leaders and managers ensure that processes, systems and practices are in place to support people's health and wellbeing and integrated service delivery?
    -   Responsibilities and accountabilities are clear and understood by all in the organisation?
    -   People understand the standards and measures in place to fulfil their job roles effectively and efficiently?

    -   Approaches to performance management and continuous improvement are consistently applied?
    -   Leaders and managers engage with their people, partners and other stakeholders, inspiring them to achieve results and make a positive impact.
    -   People are involved in decision-making and can challenge the way things are done?
    -   People work effectively and efficiently together within and across teams and uphold the values of the School?
    -   Performance management and feedback procedures are constructive and motivational?

Leader, Manager and People Drivers & Outcomes

2. **Explore how we can maintain a culture of distributed leadership in the School paying particular attention to such areas, as for example:**

    -   **Building leadership capability at all levels in the organisation and enabling appropriate career progression.**

    -   **Enabling authority, responsibility and accountability to be devolved to people at all levels in the organisation.**

    -   **Ensuring that as an organisation we make the most of people's talents.**

    Highlight areas of best practice and areas for improvement.

    -   Leaders and managers are engaged with their people – inspire and motivate people to achieve results and make a positive impact?
    -   Approach taken by leaders and managers is aligned to the School's mission, vision and values?
    -   Leaders and managers make the most of people's talents?
    -   People are engaged, inspired and motivated to achieve results and make a positive impact?
    -   People feel they are treated with fairness and respect?

    -   People feel connected to the School, their leaders and managers, and their colleagues?
    -   People are able to share knowledge and good practice to improve performance?
    -   People are able to make the most of their talents and are encouraged to achieve their full potential?
    -   People's efforts are recognised and rewarded fairly?
    -   People's views are sought in order to inform and enable continuous improvement?

Your Evidence Matrix   APPENDIX 2

√	Areas of strength and meeting the requirements of the Standard
D	Met but with development areas
D	Not yet met but good practice is developing
X	Areas for development and not meeting the requirements of the Standard
n/a	Evidence not considered at this visit

The Standard & Extended Framework – Evidence Requirements										
ER	1	2	3	4	5	6	7	8	9	10
1	√	√	√	√	√	√`	√	√	√	√
2	√	D	√	√	√	√	√	√	√	√
3	√	√	√	√	√	√	√	√	√	√
4	√	D	√	D	√	D	√	√	√	√
5	√	√	√	D	√	X	√	√	√	√
6	√	√	√	D	√	X	√	√	√	√
7	√	√	√	D	√	X	X	√	√	√
8	√	D	√	√	D	X	√	√	√	√
9	√	D	√	D	√	D	√	√	D	√
10	D	X	√	D	√	√	√	√	√	D
11	√	√	D	D	√	√	√	√	√	D
12	D	√	√	√	D	X	√	D	√	D
13	√	D	D	√	√	√	√	√	D	√
14	√	D	√		√	X	√	√	√	√
15	√	X	√		√	X	√	√		√
16	D	√	√		√	D	√	√		
17	D	√	√		√	√	X	√		
18	D		√		√	X	√	√		
19	√		D		D	√	√	D		
20	√		√		√			√		
21	√		D		√					
22	D		√		√					
23	D		√		√					
24	√		√		√					
25	D		√		X					
26			√							
27			X							
28			√							
29			D							