

Every School a Good School – a policy for schools improvement:

Indicators of effective performance

Characteristic	Indicators
Child-centred provision	<ul style="list-style-type: none"> • Decisions on planning, resources, curriculum and pastoral care reflect at all times the needs and aspirations of the pupils within the school. • A clear commitment exists to promoting equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity. • A school culture of achievement, improvement and ambition exists – with clear expectations that all pupils can and will achieve to the very best of their ability. • Effective interventions and support are in place to meet the additional education and other needs of pupils and to help them overcome barriers to learning. • There is a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views. • A commitment exists to ensuring that all children follow an educational pathway which is appropriate for them in a school or through a collaborative arrangement with another school, further education college or other provider. • The highest standards of pastoral care and child protection are in place. • A commitment exists, through being a healthy school, to supporting healthy children, who are better able to learn and develop.
High quality teaching and learning	<ul style="list-style-type: none"> • A broad and relevant curriculum is provided for the pupils, including through the Entitlement Framework for pupils at Key Stage 4 and above. • An emphasis on literacy and numeracy exists across the curriculum. • Teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-based staff and dedicated to improving learning. • Teachers use adaptable, flexible teaching strategies that respond to the diversity within the classroom. • Assessment and other data is used to effectively inform teaching and learning across the school and in the classroom and to promote improvement. • Rigorous self-evaluation is carried out by teachers and the whole school, using objective data and leading to sustained self-improvement. • Teachers reflect on their own work and the outcomes of individual pupils. • Education outcomes reflect positively on the school and compare well, when benchmarked measurement is undertaken, against the performance of similar schools.

Characteristic	Indicators
Effective leadership	<ul style="list-style-type: none"> • An effective school development plan is in place, providing clear and realistic targets for improvement based on a sound vision for the school. • Governors understand their responsibilities and provide clear strategic direction as well as support and challenge to the Principal in carrying forward the process of improvement. • School leaders demonstrate a commitment to providing professional development opportunities for staff, particularly teachers, and promote a readiness to share and learn from best practice. • Teachers are given the opportunity to share in the leadership of the school. • The resources at the disposal of the school are managed properly and effectively, with appropriate arrangements in place for financial management; attendance management; and working relationships. • School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan itself.
A school connected to its local community	<ul style="list-style-type: none"> • Good relationships that facilitate engagement and communication between the school and its parents and the wider community that it serves. • The school and its teachers are held in respect by parents and the local community who in turn actively support the work of the school. • The school uses its involvement in particular programmes (for example Extended Schools or Specialist Schools) effectively in meeting the needs of the community and nearby schools. • Good relationships and clear channels of communication are in place between the school and the education agencies that support it. • The school works closely with other relevant statutory and voluntary agencies whose work impacts on education, especially Health, Social Services, the Public Library Service and, where appropriate, local Neighbourhood Renewal groups.