



Culture and ethos - Improvement guides Aiming high

A school is good to the extent that...

All children, young people and their parents know and understand the school's expectations. The criteria for rewards are fair and clear.

Staff understand the links between relationships, good behaviour and learning.

Staff use praise regularly and effectively to motivate and encourage children. Children respond well to such praise.

A school is excellent to the extent that...

All young people can receive rewards for achieving attainable but demanding targets. These targets relate to the outcomes of being successful learners, confident individuals, effective contributors and responsible citizens. All staff implement their agreed common understanding of how to promote positive relationships and behaviour, so that all children can learn. Teachers agree classroom rules and procedures with children to ensure high quality learning experiences for all. Staff successfully use a range of strategies to motivate and encourage children to do better.

The use of praise is well judged and discriminating. It targets the personal achievements and attainment of individual children and groups of children. Children value this well-earned praise which motivates them to do better.

Staff have the highest expectations of learners. Learners have high aspirations and concrete goals for themselves. They know where they are in their learning and what to do to improve. The school is outward looking and staff are constantly seeking examples of the very best practice to help it to improve further. The school is aiming for excellence in all its practice. It uses a wide range of imaginative approaches for reporting on and celebrating the success of individuals, groups of young people, staff and the school community as a whole.



Staff expect young people to do well. Children are ambitious and have set realistic goals. Most young people want to do well. The school constantly seeks to improve how it develops ambition and high aspirations among its learners through looking at examples of best practice in other schools. The school celebrates the successes of its young people in a variety of ways including promotion in the local media.

Staff work closely with partners and agencies who observe young people within and outwith school to ensure they are challenged to meet their potential.

Staff refer to a range of evidence of young people's achievements in school to come to a balanced judgement of their potential and what they should aim for.

Staff work closely with partners and agencies who observe young people within and outwith school to ensure they are challenged to fulfil their potential.

Staff have a broad understanding of the strengths and needs of individual children. They review their progress with them at regular intervals and when they report to parents.

Staff know their children very well and react to any unexpected slowing in progress.

Specialist provision, where available, is used to develop learners' talents and interests. Staff expect and help children to find something to be 'good at'. A programme of additional activities, drawing upon skills available locally, encourages them to develop new skills and interests. Staff celebrate children's achievements outwith school.

Staff successfully plan the curriculum to ensure that young people gain the knowledge and skills for learning, life and work that they need. In doing so they enable all children to find and develop their own talents and interests. Young people are confident that their own skills are being identified and optimised. They are keen to succeed. Expectations of the performance of all staff and learners are very high.