



### Culture and ethos - Improvement guides Enabling all children and young people to achieve

#### A school is good to the extent that...

Staff take good account of the social and environmental backgrounds of learners.

The performance of young people who are “looked after” or from particular ethnic and language backgrounds is monitored.

Staff recognise that some children have additional needs, including the more able, and adapt their practice to ensure that these children are supported.

Staff take steps to prevent exclusion and to reintegrate learners who have experienced difficulties accessing the curriculum, because of their learning or their behaviour.

#### A school is excellent to the extent that...

All staff believe that all young people can learn and improve and that it is possible to improve the performance of the lowest attaining learners. They demonstrate this belief in their attitudes and work. They do all they can to ensure that young people are not at risk of missing out on educational opportunities.

Staff take prompt and well-focused action to address any under-achievement identified, drawing on advice and expertise from outwith the school as appropriate.

Staff recognise that ability and achievement are not pre-determined. They continuously monitor, and respond appropriately to, young people’s readiness to be included in more challenging tasks. Staff use flexible approaches to the curriculum and teaching to meet the needs and learning styles of all learners.

Staff provide specific support, and nurturing, for vulnerable learners and those at risk of exclusion or under-achievement. Exclusion from school is rare and seen as a measure of last resort. Staff work to avoid any gaps whatsoever in support and provision particularly of education, for all pupils. Relationships between staff and challenging children are characterised by patient and determined professionalism.