



Culture and ethos - Improvement guides

Encouraging enterprising attitudes and behaviour

A school is good to the extent that...

Staff recognise enterprise as an important purpose and outcome. They plan the curriculum to ensure that all children and young people have opportunities to undertake enterprise activities. Staff regularly discuss, implement and evaluate new approaches to learning, teaching and meeting needs.

Enterprising behaviour is evident in important aspects of the school's work. Most staff are increasingly using technology to enhance their teaching. Technological solutions are applied in situations where other schools have shown them to be successful.

Children and young people have positive experiences of enterprise in education both within school and in out-of-school learning activities. They also have increasing opportunities to take responsibility and to build their leadership and team-working skills.

A school is excellent to the extent that...

Staff are enterprising and think creatively about ways of achieving the school's aims. They are willing and have the ability to work in fluid and flexible teams that cut across stages and curricular areas. Staff are innovative in their approaches to learning, teaching and meeting needs. They take calculated risks and monitor, evaluate and improve on developments. They model a culture of enterprise.

Enterprise and flexibility are evident in all areas of the school's work, including its management, the structure of the curriculum, quality assurance and processes of continuous improvement. Staff carefully and critically consider the contributions of technology and alternative approaches to learning. Strong links with local businesses, Careers Scotland and further and higher education help to develop a spirit and practice of enterprise among both staff and learners.

Children and young people engage in enterprise in education that extends their confidence as learners and contributors to society. The vocational and enterprise curriculum meets the needs of learners and the community. It is progressive and continuous, motivates learners, promotes a sense of achievement and adds relevance to learning. Creativity, experimentation and imagination are nurtured through open-ended learning experiences.



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Children and young people have a range of opportunities for expressive activity and performance. Situations are created that allow pupils to develop and practise a range of citizenship skills and abilities.

A coherent relationship between enterprise, creativity and citizenship has been established and is being fully exploited. Citizenship and creativity are embedded in school, stage and departmental improvement plans. Learning and teaching approaches are creative and creativity can be observed in all areas of the curriculum. School organisation and curriculum structure reflect creative thinking at all levels including the provision of a wide range of artistic and cultural opportunities.

Staff and pupils work in high-quality teaching areas, and have access to a range of resources appropriate to their stage and needs.

Staff and pupils have access to, use and evaluate a range of resources to support innovative approaches to learning and teaching.