



People - Improvement guides Continuing and critical enquiry

A school is good to the extent that...

Annual review and development of staff is based on a culture of coaching and self-evaluation.

All staff have opportunities to contribute to policy and working groups. They engage in regular monitoring of school performance. Staff maintain aspects of good practice while focusing on bringing some aspects up to 'very good'. They achieve targets in the development/improvement plan within agreed timescales and are involved in themed audits.

Staff reflect objectively on the extent of their own impact as teachers. They use a range of formal and informal ways to elicit and share views.

Evidence-informed self-evaluation is an ongoing aspect of school culture and practice, and involves pupils parents as well as staff. Staff at all levels propose and lead developments and improvements. Young people contribute effectively to this work and feel their views are valued.

A school is excellent to the extent that...

Staff at all levels are confident about their roles. They have an accurate rounded view of the most effective practice based on triangulated evidence. This involves analysis of peoples' views, direct observations of learning and teaching and analysis of quantitative data.

Innovation and change takes account of external advice and expertise. Priorities for development are based on information drawn from a wide range of sources of evidence. It focuses on the impact of learners progress and achievement.

The perspective on learning is from learners, staff, parents, education personnel, colleges and partner agencies. They explore the different types of support learners receive outwith the immediate school environment.

There is clarity and a shared understanding as to what constitutes excellent practice. Staff widen their perspective and regularly explore and research innovative practice in other schools, areas and organisations.