



Vision and leadership - Improvement guides Leading learning

A school is good to the extent that...

Leaders set out an effective learning and teaching policy, developed in consultation with others. They ensure that all staff are aware of its contents.

Leaders make learning a consistent strand in school improvement planning, along with a range of other priorities.

Leaders plan and organise staff development programmes, in consultation with others, which balance school, group and individual needs and priorities, and which provide opportunities to improve approaches to learning and teaching.

A school is excellent to the extent that...

Leaders ensure that the learning and teaching policy is a core school policy and is referred to in all relevant documentation. The policy sets out clear expectations for standards of teaching and learning in the school. Leaders inspire teachers to meet those standards and expect to see the policy reflected in classroom practice. The policy is kept under regular review to adapt to the school's changing circumstances and national advice.

Leaders ensure that learning and teaching are prioritised as the school's core business. The school improvement plan focuses clearly on key priorities which will have a positive impact on learners' experiences. Department and stage improvement plans reflect the school priorities and staff use self-evaluation effectively to review progress and impact on learners.

Leaders make very effective use of staff development time to focus on learning. They plan and organise development sessions in consultation with staff, in order to address priorities in the school improvement plan and address needs identified by self-evaluation. Staff learning opportunities are led by respected practitioners from their own school and elsewhere who inspire them to develop their practice. All staff value these opportunities to consult with colleagues and continue to learn.



Leaders recognise the importance of staff development for individuals and create opportunities for staff to develop their expertise and knowledge. They organise a programme of class visits.

Leaders place a high value on staff development and review for individuals. Staff reflect on their practice regularly and willingly. They appreciate the opportunity to discuss their own learning and their contribution to the school's priorities. Class visits engender helpful discussions on learning and clearly identify areas for development. Staff are given time to share classroom experiences with colleagues to spread good practice. The school encourages staff to keep up to date with developments in learning and provides access to useful research and reading materials. The value placed on staff development is reflected in the quality of these materials.

Leaders structure a curriculum, in consultation with others, which takes account of national and local curriculum principles and priorities.

Leaders share a vision for the curriculum which motivates staff. They structure a curriculum, in consultation with all staff and partners, which takes account of local and national guidelines. Within these guidelines, they introduce considered innovation to suit the needs of their school community. They ensure that the curriculum offers opportunities for all learners to develop skills for learning, work and life.