



Vision and leadership - Improvement guides Leading the school community

A school is good to the extent that...

Leaders apply well established policies and systems which are successful in maintaining standards of efficiency. They consistently adopt successful management styles, securing the commitment of most staff to the school's policies and values.

Leaders organise and deploy people and resources effectively, within a consultative management system, to establish a mutually supportive school climate.

Leaders provide opportunities for young people to identify with the aims of the school, to feel proud of the school, to have a say in the running of the school and to achieve. They set the conditions in which children feel safe, valued and included. They are accessible and visible. They respond appropriately and effectively to discriminatory behaviour, misconduct and the disruption of learning.

A school is excellent to the extent that...

Leaders have established a clear vision and values for the school in consultation with all stakeholders. School policies and curriculum are based on these shared values and staff work together to uphold them. Leaders manage resources and systems efficiently to ensure the smooth running of the school. They use a range of leadership styles to suit differing contexts and take direct action when necessary. They are sensitive to relationships.

Leaders continually demonstrate their personal commitment to the core values and ethos of the school through their daily actions. They encourage all to do the same and they create an atmosphere of mutual support and trust. There is a sense of collective responsibility amongst children and staff for the good order and development of the school community. Leaders show themselves to be learners. They continually review management structures to secure the correct mechanisms are in place to maintain relationships and ethos.

Leaders value all learners and create systems to remove barriers to success. They set high expectations of behaviour and respect for others and model these standards in their own dealings with people. They are prepared to challenge individual staff and pupils. They encourage young people to have high aspirations and give them opportunities to take on leadership roles. Leaders promote equality and the celebration of diversity within a supportive environment. They establish integrated and coordinated support for pupils. They promote positive behaviour by understanding what motivates learners and by ensuring that learners understand the concept of rights and responsibilities.



Leading the school community

Leaders establish working relationships with all stakeholders and external partners. They support, persuade and praise. They encourage staff to work in partnership with each other and with outside agencies.

Leaders have very good relationships with stakeholders and external partners. They are proactive in seeking their support and involving them in deciding and agreeing upon the school's priorities. They set up systems to facilitate and promote partnerships within the school and encourage links across departments and stages to impact positively on learners' experiences.

Leaders show competence in managing and directing staff and young people and are aware of the effect they have on other people. They persuade through demonstrating the appropriate professional knowledge and skills. They deploy resources effectively.

Leaders have high credibility amongst staff, parents and pupils. The school community and its partners have confidence in their leadership. Leaders know themselves well and recognise that they too are learners. They generate trust in their judgement. They remain positive in their approach to change and believe in the school's capacity for improvement.