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**200+ reasons why an Academy/School is likely to have become Outstanding**

**A self evaluation tool for secondary academies and schools**

**These are Academies/Schools where;**

**In terms of Outcomes and Curriculum**

* Student **subject targets** from Y7 to Y11 are based on a good degree of personalised, realistic challenge being expected from all students
* Student **targets in the “practical” subjects** are not based solely on KS2 English and maths SATs scores, when they also should be based on an initial diagnosis of the students’ existing skill levels in these creative subjects
* It is a key aim of the academy/school to raise **student expectations/aspirations** within an achievement culture, and there is a full understanding shown that all students have the potential to achieve much higher levels of attainment as reflected in public examination results and the general standard of work produced. The Academy/school has a clear strategy plan on how it is going to do this
* The academy/school also has a specific strategy plan which outlines in global terms going to be raising overall **attainment**
* Across the curriculum, students are always shown “concrete” **exemplars of what is outstanding work**, so that they get a clear idea of what outstanding means
* The academy/school aims to **benchmark every aspect of its practice against an external measure of excellence**, e.g, by working with staff from outstanding schools, use of the very best consultants, data comparisons, etc
* The academy/school works to counter any **“swot” or “square” syndrome** within the institution, i.e, where children are mocked if they work hard and it is not seen as cool to be a successful student
* There is an insistence that nothing less than **outstanding** will do for every aspect of the academy/school, but without putting undue pressure and stress on staff and students
* There is a **three year KS3** which reflects a broad curriculumbut with **focused early preparation for KS4 in Y9**
* The academy/school understands that success come from the relentless use of **rigorous and highly effective systems, with full attention to detail,** which are personalised in that they are focused on raising the attainment and achievement of individual students
* At the same time there is the use of **lateral thinking** to help develop new, innovative and transformational ideas
* The academy/school identifies **systems and practices that just don’t work** or are seriously flawed and makes changes until they become totally effective
* The academy/school does not opt out of an intensive and well planned school improvement philosophy by relying instead on a few **trendy, flashy ideas** by which they hope to impress
* The academy/school concentrates on **getting the essentials right** before spending time on the less important and effective; it “gets the cake right before adding the icing”
* Specific, talented staff have the responsibility for raising the achievement and monitoring the progress of the **Pupil Premium** students who have been identified as underachieving
* Where there is clear evidence of underachievement by **gender**, then there are strategy plans in place to address this and leaders who have this specific responsibility. There will often be an emphasis on meeting better the needs of **white, working class boys**
* There is a challenging, exciting **KS3**, with a broad curriculum and based on the highest of expectations in all areas, which also includes planned provision across the KS3 curriculum for developing the students’ cross curricular literacy, numeracy and learning and thinking skills as well as focused preparation of students for the demands of the new GCSES.
* There are initiatives in place, working in partnership with the feeder primary schools, to develop an agreed **Y5-8 curriculum** and coordinated approach to developing teaching and learning
* There is a high level of **personalisation** of learning programmes in KS4
* There is no reliance on **“firefighting” in Y11**, with students receiving maximum support, and the same sort of support, throughout all of KS4 and not just Y11
* There is close monitoring of how students are being **prepared for public** **examinations** by departments in all aspects
* There is rigorous analysis of **the most recent public examination papers** to see what went wrong and what can be improved
* Academies/schools do not insist that staff put in lots of **extra sessions for students** after school, at weekends and in holidays, when these would be much less necessary, and save a lot of staff time and stress, if there was smarter, more focused and more intensive work carried out within lesson time with, e.g, all public examination teaching completed by Easter at the latest so that there can be intensive in-class revision, done in an imaginative and enjoyable way, in the final weeks before the examinations, thus ensuring that all students enter examinations having fully revised
* **Data tracking** is three times a year, with the first coming just after the October half term; it is based on a comparison between individual student targets and predicted grades, (which take account of working at grades)
* The academy/school has a strategy to ensure that **staff predictions are** **accurate**, e.g, departments use credible objective tests to provide accurate working at grades which are then the basis of predictions; departments regularly jointly moderate how staff assess work and make predictions; support is provided for staff with a bad track record in this area
* The spreadsheets that come out of the data tracking process clearly show **individual student underachievement in all subjects in all years**; heads of department have a good understanding of data but are not expected to interrogate data, rather they are given what they need and thus have more time to actually do something about it, i.e, deal with individual student underachievement
* The data tracking outcomes are also used as a basis for **praising students** who are meeting or exceeding their targets
* Data tracking outcomes are sent to the staff responsible for the **ASP student groupings,** ( Pupil premium, Higher ability, SEND, Gender, EAL),so that they get a picture of how individual students within these groups are achieving
* Data tracking outcomes are used as the basis of both **reports** to parents and also **individual achievement plans for students**
* It is a top priority to ensure that departments and teachers put in place personalised **intervention strategies** in the class room for underachieving students, not just in Y11 but in every subject in every school Year, and the success of these is closely monitored; these intervention strategies are based on the barriers to learning identified for each student
* In KS4, intervention strategies take account of the predicted performance of individual students in terms of underachievement in the subjects that will count for **Attainment 8**
* It is a top priority to ensure that all those students who are underachieving in several subjects in all school years receive **mentoring support** from the pastoral system and that as many as possible trained mentors are in place
* The academy/school is not obsessed with moving students to the higher gradesbutinstead is trying to achieve the **highest possible levels of progress for all students**
* Data tracking outcomes are used as the basis of **an assessment of current and likely future academy/school performance week**, supplemented by attendance, behaviour, praise and lesson observation data etc. As part of this, performance data is formulated as closely as possible to an **ASP format** so that the SLT and Governing Body can get a clear picture of the likely end of year results, and thus have the chance to do something about it in advance
* Student attainment and progress is monitored in **all the academy/school years** and not just Y11
* The data from the performance week is used to review and revise the **SEF** and **Improvement Plan**
* There is a clear and understood vision of the role of **homework and extended learning** so thatacross the curriculum it is differentiated, varied and challenging, integrated in to schemes of learning and monitored and marked according to an agreed and understood homework policy, with students motivated to complete it to a high standard but with sanctions in the last resort if they do not.
* The provision for **higher ability**, **gifted and talented** students is not mainly based on whole school activities but rather concentrated on what goes on in terms of learning in the classroom, supplemented by individualised learning support.
* There is a determination to ensure that the **higher ability** students achieve only the very highest grades and achieve their potentials
* **SEND** provision is given a very high priority, with the recognition that these vulnerable students need a high level of resourcing and support
* Apart from the SENCO, there are also **SEND teachers**, who work with TAs to develop the learning of students whose needs really require support from highly trained teachers
* There is a comprehensive training programme for **TAs**
* SEND provision is not just about caring for SEN students, and there is a total emphasis on **raising the attainment** of these students and ensuring that they achieve their potentials, thus boosting their life chances
* There is full attention given to rapidly identifying and dealing with **variations in performance** **of different subjects** within the academy/school
* There is a significant prioritising of the **core subjects** in terms of extra support, resourcing and staffing, given that, whether it is fair or not, school performance table positions depend very much on the results in these subjects
* At the same time ,the **other EBacc** subjects are not neglected given their importance within Attainment 8
* There is an awareness that in the past many **foundation subjects** have results that are mediocre, so there is strong SLT line manager support aimed at raising expectations
* Given that in many academies/ schools there are ever increasing numbers of **EAL** students, it is a high priority to establish quality leadership and management of effective provision for these students, and there is not just someone at TA level with responsibility for them
* **PSHE** is not delivered by tutors but rather than through the curriculum, meaning that there is now every opportunity for there to be consistently high quality teaching across all years in an area which needs skilled and committed teachers if it is to be fully effective. This also means that tutors are not diverted from their key pastoral and mentoring roles.
* There is limited use of **integrated courses** in the curriculum and where they do exist there is monitoring of how successful they are and consideration of whether or not it would have been better to have separate subjects delivered by specialist teachers, backed up by cross curricular days when the timetable is collapsed for the day
* “ Academic” subjects are not delivered in **mixed ability classes** wherever teachers are unable to provide enough differentiation to allow all the students to make the maximum possible progress
* There is no **rigid banding** which takes no account of students’ different abilities in different subjects, whilst at a stroke lowering the expectations and aspirations of the students in the lower bands
* Where there is **subject setting**, student have every opportunity to move to higher sets if they are making good progress
* Students are rarely allowed to **enter early** for public examinations and then would have to re-sit if they have not achieved their target grades
* Students are fully prepared in KS3 for the new assessment methodology and other key learning and academic skills that feature in the **GCSEs**
* The teaching of subjects in KS3 relates to **progress ladders** that are the basis of a high quality **life after levels system**, and there is focused preparation for KS4
* **Schemes of learning in KS3** always relate to both progress ladders and the related assessments, and are always revised while taking these in to account
* The curriculum takes full account of the implications of **Attainment 8,** as does the options choice process while still offering a broad and exciting curriculum that meets the needs and interests of individual students
* **Work related and enterprise education** are integrated into the curriculum
* Some KS4 students receive an **alternative curriculum**, but there is rigorous monitoring of the quality of this provision and checking that the students have every chance of gaining worthwhile qualifications as well as useful life and social skills
* There is an emphasis on ensuring that there is skilled **timetabling** so that the potential within the curriculum is fully exploited
* The academy/school sets out to create conditions where staff are willing to offer a wide range of **extra-curricular, enrichment activities** for the students.
* At the same time the academy/school seeks to involve the **community** in helping out with these activities
* There is a commitment to **widening the horizons** of the students by giving them access to, and experiences of, communities that are different from their own, both nationally and internationally
* The academy/school does not spend money on **external consultants** who have no record of success when they were themselves working in academies/schools and can offer no proof of the usefulness of their advice since they have been consultants
* Where there is a **Sixth form**, the academy/school aims to develop real comprehensive post 16 provision which is planned in a 13/14-19 context and is firmly based on partnerships with a range of other players within the post 16 environment, with the offer of academic and vocational level 2 and 3 courses, foundation learning and links to student apprenticeships; the academy/school aims to ensure academic excellence whilst at the same time takes the lead in developing provision for vulnerable students and especially those who are in danger of becoming NEET
* The **Sixth Form** is not just left to look after itself and is a key area for development, with all the initiatives that schools have introduced into KS4 in recent years being introduced into the Sixth Form, eg, AFL, data tracking, underachievement intervention, enhanced teaching and learning etc; much thought is also put into overcoming the difficulties inherent in running small sixth forms and the limited choice and low attainment that can follow; students are never encouraged to stay on so that Sixth Form numbers are boosted even though they are not well suited to the courses they choose. All students have personalised programmes of study. The preparation for the new A-level courses is intensive and comprehensive

**In terms of Leadership and Management**

* **Review and evaluation**, including the SEF, are based on **impact** rather than just provision
* The academy/school ensures that its clear **vision** of how it will develop, improve and raise achievement is developed with, and then shared with, all the governors, staff and other stakeholders; as a result, they have ownership of it and are all fully on board
* The academy/school has a distinct **ethos/identity** which involves a staff commitment to improvement and change
* The **leadership style** of the Headteacher relates to the position of the academy/school, e.g, it may be more directional when the academy/school has been failing but moves towards more distributed leadership as the journey for the institution becomes one of moving towards outstanding
* The academy/school works closely in **partnership with other academies/schools** so that the very best ideas are shared
* The SLT systematically and continuously implement the **AIP/SIP** and at the same time rigorously monitor impact
* There are **two SLT meetings per week**, with one of them solely devoted to implementation and monitoring of the Improvement Plan and then SLT line managers being able to ensure that all departments are “on board”
* The academy/school is prioritising initiatives that will address weaknesses highlighted by **ASP and external reviews and inspections**
* For all the elements of the AIP/SIP, there is always a SLT or extended SLT **“driver”** with the ability and time to ensure that there is implementation, monitoring , review and evaluation and impact
* **SLT roles and job descriptions** match the key elements of the AIP/SIP
* **Promising** **staff who are outside the SLT** are given the opportunity to take on prescribed SLT responsibilities and engage in SLT level planning and discussion, with the result that there is the maximisation of potential leadership and management capacity and making it less likely that these staff will move on to other schools
* **Failing** SLT members or middle managers are not kept in place when they are performing no better after all possible support; they are made subject to capability proceedings or, if possible, moved to a different role where they might do better
* The Headteacher is rarely **out of the academy/school**
* The Head teacher and SLT are **spending most of their day around the school**, in classrooms, corridors and playgrounds, concentrating on time spent with staff and students; they are not locked away in their offices with staff and students having very limited access to them
* The SLT are always seen on the **academy/school gates** at the start and end of the school day
* There is full use of **assemblies** to spread the academy/school vision and its successes, enhance communication with students and to put over the morality of the institution
* **SLT line managers** of departments act as agents for AIP/SIP implementation and monitoring within the departments; they meet together regularly to ensure that they are pursuing the same agendas and there is consistency of approach
* The SLT understand that an academy/school is as good as its staff and therefore the development of **high staff morale** is essential, and this comes through consistent praise, thanks and appreciation for staff.
* There is also every effort being made to limit **workload**, eg removing unnecessary bureaucratic tasks, meetings etc; monitoring how much pressure is put on staff; attention to staff voice
* The academy/school provides good social and working **facilities for staff**
* **Morning briefings** for staff are not largely “moan sessions”, but are about keeping staff well informed, cheerful and motivated
* The SLT understands that academies/schools run on **goodwill,** and if SLT show this to staff then they will get it back many times over, eg, if a conscientious member of staff needs time off for personal reasons, this is granted and all possible support given
* The academy/school always makes use of the best **HR advice** and thus avoids becoming involved in unnecessary disputes with staff
* There is every effort to develop good relations with the **trade unions**, both within and outside the academy/school, meaning that there are no unnecessary disputes
* At the same time, SLT do not let things go when intervention with individual staff is necessary and they have expertise in how to have **“fierce conversations**”
* The SLT has a strategy in place for being proactive in going out to **recruit** the very best staff; they do not just rely on adverts and then complain that they are having difficulties in recruiting good staff
* SLT also prioritise staff **retention**, so that staff don’t want to leave
* The SLT does not allow **performance management** via Appraisal to result in de-motivated staff and divisions between staff and within departments; the SLT understands that academies/schools are essentially collectives based on united teams, and that all staff should get the pay rises they deserve each year, as was the case under the national terms and conditions, unless they are on capability, subject to disciplinary proceedings or there are special factors
* Teachers are **accountable**, but there is also a **no blame culture**
* There is an agreed **quality assurance** system which is followed by all departments, and led by Heads of Departments and their line managers, e.g, for checking student work, marking, setting of homework etc. This is based on getting to know the specific strengths and weaknesses of each member of staff and then allowing support and CPD to be personalised
* **Middle managers** are empowered, so that they become significant and crucial forces for development and improvement within the academy/school, working with a SLT line manager; there are a very large number of department meetings within the meeting cycle so the HoDs have enough opportunity to work with their staff to raise achievement, enhance teaching and learning etc
* There are a range of opportunities given to middle managers or SLT members to develop their **leadership** skills
* At the same time, every teacher is encouraged to be **a leader** and also allowed to **innovate and take risks**
* **Change is managed sensitively** so that staff do not come under too much pressure
* There is a planned programme of **CPD** for the academic year that is related to both the AIP/SIP and also Appraisal, and which is focused on enhancing teaching and learning and raising achievement
* The academy/school makes the very best use of its **support staff** so that they play key roles in leadership and management, and they are given sufficient respect, status, CPD and salaries
* The academy/school is always in a situation whereby on a daily basis throughout the year everything is in place ready for an **Ofsted** visit, and thus very little needs to be done when the phone call comes; at the same time there is little mention of Ofsted with the staff to avoid unnecessary staff stress
* The SLT ensures that **SMSC** is integral to everything the School does, and that its impact and effectiveness are continuously tracked via a well thought out tracking system. There are effective policies on **British values** and also on guarding against **radicalism and extremism linked to safeguarding**
* The academy/school takes every opportunity to make full use of wider **partnership** **working** and especially in developing 14-19 provision
* The academy/school has a well thought out strategy or plan for developing its **community** role
* The academy/school is professional in how it **markets** itself to its community, with the result that it has got a local reputation which fairly reflects just how good it is; there is every attempt to work with the opinion leaders in the community
* **Parental tours** around the academy/school are very well planned, meaning that the parents/carers leave very impressed
* There are very close links with **feeder primary schools,** with the aim that they will recommend the academy/school to their parents
* The SLT react quickly to anything which could damage the **reputation of the academy/school**. If something does go very wrong, then the SLT is adept at “growing roses out of fertiliser”
* The academy/school leadership are able to ensure that there is no **graffiti, vandalism** **and litter** and that the **toilets** are fit for use; there are clear signs generally that **health and safety** is a top priority
* The academy/school **display** is very attractive, up to date and puts across the institution’s vision and ethos
* **Visitors** of all types get a warm welcome so they go away and speak well of the academy/school; receptionists and office staff are pleasant, welcoming and helpful
* There are regular **surveys** of the views of parents/carers, students, staff and the local community
* The academy/school **website** is attractive, up to date and meets statutory requirements
* The **Governing Body** plays and important role in the development of the academy/school vision and strategic planning and is kept well informed about the progress that the academy/school is making; it in addition it carries out its own independent checks on how the academy/school is performing; the Governing Body has been informed about Ofsted’s expectations of it, and it has been recording the evidence that would show Ofsted that it is carrying out its role as required and expected
* The academy/school makes clear its commitment to a policy of **inclusion,** eliminating any practices which contribute to inequality on the grounds of race, gender, religion, sexual orientation, ability and disability.
* The principal/headteacher ensures that most of his/her working week directly impinges on **raising student achievement and enhancing learning**, rather than being spent on trivialities and areas of the academy/school where responsibility should be delegated to others

**In terms of Teaching and Learning**

* The teachers have clearly had explained to them the features of an **outstanding lesson** taking full account of Ofsted
* Teachers are **planning** their lessons even when they are not observed
* The **lesson observation form** in use concentrates on the most important aspects of a lesson, eg, progress in learning, degree of challenge, level of differentiation, student engagement and the key elements of good teaching
* **Lesson observations** do not only cover the lesson being observed and do also include analysis of:
  + The quality of student work generated by the teacher
  + The quality of marking and assessment of this work
  + The progress students are making in terms of achieving their targets
* **Lesson observers** have to prove their fitness for the task, ie, their suitability and knowledge is tested out through joint lesson observations with approved observers
* Following a formal lesson observation, there is never negative and over-critical **feedback** which damages teacher self confidence
* Following a formal lesson observation the teacher receives, and the academy/school records, agreed **key strengths and areas for development** as part of a personal plan for each teacher
* **Relationships** in the academy/school are so good that teachers seek and value support to develop their teaching in between formal observations and there is not an issue with unions
* Each teacher has a **partner** who will work with him/her between formal observations to assist with working on the identified areas for development, eg, a SLT member, HoD, coach or colleague depending on the level of support needed
* Teachers do not attend general **CPD sessions** but rather have the opportunity to only attend sessions that relate to their identified areas for development
* **AFL** is outstanding across the curriculum because all departments have been shown what it entails for their subject and what is best practice, and the HoD/Line manager has ensured that this best practice is being introduced
* Teachers use **personalised praise** to motivate and raise students’ expectations, aspirations and confidence and self- esteem as learners
* Lessons have a **wow factor**; teachers do not **talk too much**; **Q and A** is done well, after quality CPD support; teachers are very concerned that students are **enjoying** their lessons
* There are no **hundred minute lessons** which are too often poorly planned and dull, with students soon becoming bored and de-motivated
* The **new technologies** are being used in the classroom to enhance teaching and learning, and this includes provision for **remote learning**
* There is a lot of **active learning** whereby the teachers act as facilitators of personalised programmes of learning
* Students are given every chance to direct their own learning, show initiative and develop a **thirst for knowledge and learning.** They become **resilient learners** who show a **pride in their work**
* Teachers ensure that they are using every opportunity to develop the students, skills in **literacy, numeracy, learning and thinking and SMSC**
* Teachers understand that **how well the subject is taught** is as important as the demonstration of generic teaching skills
* Academies/schools are successful in reducing the **marking** loads of all teachers, while ensuring that assessment remains rigorous
* There is a **Teaching and Learning Group** established, which comprises some of the best teachers in the academy/school who are trained as coaches, provide CPD and generate new ideas and methods
* There is use of **external consultants** who are experienced and active Ofsted inspectors to check on a regular basis that the lesson observation judgements are correct
* **Capability** proceedings are started against teachers only when they are still producing unsatisfactory lessons despite all possible support
* **Cover supervisors and supply teachers** are only employed if they can control classes and who would perform well in a lesson observation; there is a support or training programme for cover supervisors
* There is a planned programme for reviewing and revising **schemes of learning** which does not impose unfair burdens on staff in that the expected pace of review is excessive; there is an agreed template for schemes of learning; there are agreed criteria that departments follow which clearly show what are the features of a scheme of learning which represent best practice and thus which should be in place; there is training for staff in how to write good schemes of learning; draft schemes of learning are centrally checked before they are applied; schemes of learning in KS3 always relate to both progress ladders and the related assessments
* The academy/school **quality assurance** is highly effective so that it is the case that at any one time;
  + All books/folders show well- presented work which is devoid of graffiti and is of a good and steadily improving quality over time in relation to the ability and targets of each teaching group with evidence of a variety of learning, deep learning, longer pieces of writing and good standards of literacy
  + All books/folders are marked up to date and contain marking which occurs only in detail at department agreed points in schemes of learning and then gives a grade/level, justified praise and AFL comments, which the students can be seen to have understood and then are given the time and opportunity on which to act and show a response
  + There is as much personalised, verbal feedback to students as possible
* The SLT’s **quality assurance policy** will be to concentrate on identifying and then working just with staff who have been shown not to be meeting expectations in any aspect of their jobs and not seek to monitor everyone; those staff doing well in the key aspects of their jobs receive praise and are used to help develop other staff who are not doing as well
* Parents receive at least three **reports** a year, and the reports are focused on targets, predicted attainment, attitudes to study and specific advice on how the student can develop his/her work
* Conversations at **parents’ evenings** have the focus that comes from all teachers explaining clearly to parents/carers exactly what their children need to do to improve their work
* The principal/headteacher understands that he/she is primarily a **leader of teaching and learning**

**In terms of Personal development, behaviour and welfare**

* Students understand **what behaviour is expected**, “buy in” to this and it is crystal clear to them and their parents/carers what sanctions will follow from specific breaches of the behaviour code
* Students understand what is the expected **behaviour for learning in the classroom** as well as behaviour around school
* Students are **proud** of their school/academy and **value** the education that they receive
* There is a logic and fairness to the **hierarchy of sanctions** in place
* Students are not able to get away with **avoiding sanctions**, e.g, not turning up to detentions and nothing being done about it
* There is not a time wasteful system of individual teachers holding their own **detentions,** because there are department, Year/House and SLT detentions
* **Permanent exclusions** are only used as a very last resort and after everything possible has been done to avoid it, e.g, only where a student is a real safety risk to others or is seriously damaging the learning opportunities of others
* There are a limited number of **fixed term exclusions** because the academy/school has an effective, humane internal isolation system
* The internal isolation system is always run by staff who **can control the students** within it
* Students are not put into isolation when it is known in advance that they will be **“caged** **tigers”** who will not last the day and thus who need a different type of sanction
* The **isolation system** is one where students have useful and relevant curriculum or skills based work to do in a supportive environment and do not stay in isolation for too long a period; more positive behaviour adjustment methods are always applied after the isolation has been completed
* **Parents/carers** are involved from the very start in behaviour/sanctions issues
* **Parents/carers** are given guidance on how they can **help in their children’s education**
* Teachers understand that they cannot seek assistance with behaviour issues from SLT or pastoral staff before they have done their best to solve the problem themselves, i.e, a staff **dependency culture** has not developed
* Staff are not able to have students removed from their lessons through a **call-out system** for relatively trivial reasons but only in the circumstances where a teacher has tried everything but the student is still disrupting the learning of others
* Where teachers have done their best to resolve a behaviour issue and failed, there is **support from SLT or pastoral staff** and the sanctions imposed reflect the seriousness of the crime, eg, when a teacher has been sworn at for no good reason
* Staff are always **informed** about what has happened to students in relation to reported incidents
* When **staff are to blame** for provoking a situation, eg, by harassing a student known to have a “short fuse”, they are always seen by senior staff about how it could have been handled better
* The **roles** of SLT, Heads of House/Year, Heads of Department and tutors in dealing with behaviour matters are made clear, so that there are no confused responses to incidents
* Subject teachers are not expected to **contact parents** after incidents involving their children, with the result that they do not lose valuable time that can be devoted to lesson preparation and assessment. This means that there are not some cases where teachers do not even report incidents because of the extra work that it is going to cause them
* There is a wireless ICT system in use for teachers to **report** incidents, actions taken etc
* There is a member of the **support staff** who carries out all the admin work for the behaviour/sanctions system, (eg, recording incidents, overseeing a sanctions database for each student, contacting parents/carers, running the detention and isolation systems etc), which means that SLT and pastoral staff do not waste their time on purely admin tasks
* There is the employment of trained and able **non -teaching pastoral staff** who are available around the academy/school all day dealing with the day to day behaviour issues and reporting back as necessary to the pastoral managers, meaning that the latter have more time for their key roles, i.e, individual student underachievement intervention initiatives, overseeing the personal development of students and oversight of attendance
* The academy/school does not concentrate excessively on the negative aspects of behaviour management and neglects the **positive**
* **Natural justice and fairness** are the key determinants of how children are treated within the institution
* There are **personalised behaviour modification plans** in place for the most difficult students in each school Year
* The academy/school prioritises and/or is effective in addressing all forms of **bullying and discrimination**
* There is a warm and caring **pastoral** system in place, which is concerned with the personal development of every student, but also plays its part in helping students achieve and boost their life chances
* The **atmosphere** of the academy/school is one that encourages students to talk openly to staff, and there is sufficient counselling support for students with problems and close and effective links with all the external agencies
* The academy/school has not moved away from the **“Every child matters”** agenda
* **Safeguarding** procedures along with the Prevent agenda represent best practice and are regularly reviewed and checked
* There is high quality provision for **looked after children, adopted children and student carers**
* There is provision to assist **students from poorer homes**, eg, breakfast clubs, school funds to allow these students to be able to take part in valuable activities
* There is training of **lunch supervisors** and action taken when they are carrying out the job inappropriately
* **School meals** are healthy and of good quality; students are not allowed out at lunchtime to roam around the local area.
* **Student well-being** and support of **physical and mental health** education and support are seen as a top priority
* The academy/school **uniform** is enforced but is one that is as cheap as possible to purchase
* As the uniform is enforced, it is never to an **excessive degree**, so that conflict is not brought into the school and relationships soured over petty issues such as the colour of socks etc
* Y11 students are only banned from **school proms** in really exceptional circumstances and not for for petty reasons, thus causing no short term upset and life-long resentment
* There is regular monitoring of the work of **tutors** and, in particular, of how tutor time is used
* There is a full understanding of the crucial importance of having a genuine **praise culture** throughout the academy/school and in every classroom, and that rewards systems are of limited value on their own and unless they spring from this praise culture
* The **rewards and recognition systems** that are in place are managed highly effectively, e.g, there is use of an ICT system which records the recognition/rewards and thus there is a way of checking how much of this is being given by individual teachers and whether or not individual students are receiving too much or too little
* There is a determination to **make use of every opportunity** for students to receive recognition/rewards, eg, from data tracking; extra- curricular activities; for good attendance; from departments and year/house teams etc, etc
* The praise system is never counter-productive in that it **de-motivates** as much as motivates students, e.g, there are no situations where a relatively small number of students get a praise trip to Alton Towers but other students with virtually as good praise records have to stay in school; or a small number of students are invited to Awards Evenings, disappointing many who have worked hard all year and done well but are not invited
* There is a member of the **support staff** carrying out all the admin. needed for a successful recognition and rewards system
* There is regular measuring of the actual **impact of student voice provision**, i.e, what changes to the academy/school occur because of it
* **Student Voice** is not limited to a School Council which involves a small number of often very similar students. There is every effort to involve large numbers of students and different types of students; there are focus groups established to look at particular aspects of the school; students are involved in all reviews of school practice; students are allowed to get involved in the key issues for the academy/school and especially all aspects of teaching and learning
* Students’ views are always sought by all teachers at the completion of each **scheme of learning** and are then taken in to account when that scheme is revised
* There is every opportunity for students to **organise activities**, eg, clubs, trips, charity events, extra-curricular activities, and opportunities given to the students to train and operate as **leaders**
* Priority is given to highly **personalised information advice and guidance** within the academy/school, especially at all times of transition and, in particular, option choice offers personalised individual student guidance
* There is best practice **careers education and guidance** available, and many links with local industry and commerce, and students also receive individual destinations interviews throughout Y8 and then KS4
* There is a determination to use every possible means to **keep parents/carers informed**, both as individual parents and also generally about the academy/school- the aim is to gain and retain the **trust of parents**
* Parents’ **text and email addresses** are obtained and then kept up to date, with frequent use of these mediums to contact parents as necessary, e.g, for praise for students, information about homework, notification of academy/school events etc
* Parents/carers are made to **feel welcome** when they visit or telephone the academy/school
* **High turn-out at parents’ evening** show that the academy/school is prioritising methods of ensuring high attendance at these meeting, but will also do home visits to those parents who cannot or do not attend
* Having got parents on the premises for the **parents’ evening**, academies/schools, apart from arranging meetings with teachers, will also ensure that there are opportunities for parents to, e.g, see student work, look at displays, attend brief sessions related to student learning, fill in surveys of views etc
* **Promises** thatare made to parents/carers to do something are always kept and what is promised happens
* Given that **school planners/homework diaries** are something that most parents/ carers will see regularly, and are one way in which they will judge the academy/school, the SLT ensures that they are kept in a good state and that all homework is recorded
* If the school/academy uses a **ICT system for recording homework**, it ensures that there is fair provision for students who do not have ICT provision at home, the academy/school having very sensitively surveyed what provision each student has
* **Attendance** monitoring and enhancement procedures are producing data that is above national averages
* There is a dedicated attendance officer who is working with the **PA students** and their parents/carers on a daily basis, with personalised improvement strategies for each student, use of home visits and attendance praise systems
* The respective **roles** of pastoral managers, attendance officers and tutors as regards attendance are clearly understood
* There an emphasis on improving student **punctuality**
* The principal/headteacher will ensure that he/she **knows as many students as possible**, both by name and by personality

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Overall, outstanding schools/academies concentrate on **breaking down the major barriers to student learning** by ensuring that:

* Students behave well and demonstrate good behaviour for learning
* Students attend very well
* There is inspiring teaching of high quality
* Students want to learn and show a pride in their learning
* Students acquire high standards of literacy and numeracy
* The academy/school has a real praise culture so that students have the self-confidence that is needed by successful learners
* There is a pastoral system that is effective in helping students deal with problems that would otherwise hinder their learning
* Staff and students have the highest possible expectations and aspirations

**Tony Stephens**