

# Raising Attainment, Improving Life-chances: Attributes of Success

	Classroom level	School Community level	Education Authority (EA) level
<b>Culture, Ethos and Vision</b>	A classroom where there is a culture of respect, care and high expectations for every child. This culture is modelled by the teacher.	A school community which has as its core the highest aspiration for every child and a belief, permeating every classroom, that there is headroom for improvement in outcomes for every child. This belief is demonstrated personally by the headteacher and all staff.	An EA which has the highest ambition for all of its children and which actively seeks to celebrate strong performances in raising attainment. This ambition permeates every school community and is evidenced by a performance framework that values positive outcomes for all schools and learners regardless of social context.
	A classroom where praise and encouragement are used effectively, mistakes are used as a learning opportunity, and there is no fear of failure.	A school community where everyone feels valued and learning is seen to be fun.	An EA which is known for its positive support and effective use of praise.
	A classroom where good teacher management skills are evident in a business-like atmosphere, conducive to good learning where pupils know that their best is expected.	A school community where strategies to promote and support good behaviour, respect and pride in the school are clearly in evidence e.g. account is taken of details, presentation, punctuality, mutually respectful communication etc.	An EA which proactively creates an environment of integrity and trust expecting and exemplifying the highest standards of behaviour.
	A classroom where the teacher and those supporting pupil learning recognise the importance of effective partnership working to secure sustained progression for all children and young people.	A school community which recognises that investment in early and sustained intervention strategies fostered through effective partnership working is essential to secure sustained progression for all children and young people.	An EA which recognises that investment in early and sustained intervention strategies fostered through effective partnership working is essential to secure sustained progression for all children and young people.
<b>Effective, enabled leaders</b>	A classroom where the teacher takes full responsibility for leading the learning of every child and models the behaviour of being the lead learner, encouraging pupils to support others in their learning.	A school community which develops and appoints top quality leaders to the school.	An EA which develops top quality leaders for its schools and has excellent staff selection and appointment processes.
		A school community which appoints, develops, values and retains top quality teachers and other staff.	An EA which develops sophisticated work-force planning strategies, encouraging the best new teachers to join and remain in the profession, with excellent opportunities for professional development.
	A classroom where the teacher is a reflective professional, proactively engaging in performance review and development.	A school community which promotes effective performance review and development for all staff.	An EA which promotes effective performance review and development for headteachers.
		A school community which ensures that the development of educational strategy is led by teachers recognised for excellence in practice.	An EA which ensures that the development of educational strategy is led by headteachers recognised for excellence in practice, working with officers exhibiting the same qualities.
	A classroom where the teacher is an informed professional, proactively engaging with school networks in order to identify and promote good practice.	A school community which develops effective networks in its school and across associated groups of schools which help practitioners identify and promote best practice in raising attainment.	An EA which develops effective networks across schools which help school leaders and practitioners to identify and promote best practice in raising attainment in schools.
	A classroom where the teacher is an evidence-led professional, proactively engaging in the development and use of research-based strategies and practices.	A school community which develops research-based strategies and programmes which promote leadership and pedagogical development in the school community and across the wider associated schools' groups.	An EA which develops research-based strategies and programmes which promote leadership and pedagogical development across and within schools.
		A school community which proactively supports and challenges teachers who find raising attainment difficult.	An EA which supports schools in dealing with weaknesses in teachers' skills.
		A school community which proactively supports and challenges leaders who find raising attainment difficult.	An EA which deals proactively with weaknesses are identified in school leadership.
<b>Professional practitioners</b>	A classroom with a culture of self-reflection and an appetite for reflecting and acting upon all available evidence about on each pupil's progress to establish how his or her learning can be enhanced.	A school community where tracking, target-setting, mentoring and coaching are systematically features of every pupil's experience, particularly when at qualification interfaces.	An EA which develops quality improvement systems which allow analysis of customer, staff, external stakeholder and other key performance information to help schools identify where there is headroom to raise attainment further.
	A classroom where there is a culture of openness, where lessons are observed by peers and where collegiate time is used to discuss teachers' practices and potential improvements in approaches.	A school which communicates clearly, where staff are enabled to visit each others' lessons and where collegiate time is used to discuss improvements in pedagogy.	An EA which actively encourages and enables headteachers and other practitioners to visit schools where attainment is being raised significantly, to promote collegiate discussion on effective pedagogy.
	A classroom where teachers and learners feel accountable and responsible for their educational performance and their progress.	A school which holds itself and all staff accountable for the quality of education provided for every child and young person, using rigorous quality improvement approaches which ensure that no child is left behind.	An EA which ensures that the analysis and review of attainment are taken seriously in every school, intervening swiftly with practical support for schools where improvements in attainment are required.
<b>Excellent learning and teaching</b>	A classroom where lessons are delivered enthusiastically and every attempt is made to make learning relevant and motivating for pupils.	A school community which develops well-researched programmes across the school and associated school group to improve pedagogy amongst teaching staff e.g. through teacher learning communities.	An EA which develops well-researched programmes across the service and promotes improved pedagogy amongst teaching staff e.g. through teacher learning communities.
	A classroom where learning is well planned and differentiated for all children to ensure that individual's needs are met.	A school community where the curriculum is designed to meet the needs of all learners, including the more able and those whose prior attainment and earlier experiences are not positive.	An EA which ensures that the principle of raising attainment is at the core of the curriculum offered in schools, aligned with statutory guidance and national priorities.
	A classroom where learning intentions and success criteria are shared so that pupils understand them and where all pupils know what it is they are expected to be learning and what success will look like.	A school where systems are devised which ensure that teachers use summative assessment formatively and where this happens consistently.	
	A classroom where teachers are skilled in identifying next steps in learning for each learner on a regular basis.	A school where pupils are strongly supported to make appropriate course choices based on "cautious optimism" for all pupils.	
	A classroom where teachers use contextual assessment to manage and turn to the learners' advantage the variables in the learning situation.	A school community that ensures that the system of child-centred planning stretches all pupils to make well-paced progress in their learning.	An EA which promotes effective partnership approaches at pupil, school and wider school group levels which focus collectively on achieving best life-chance outcomes. All staff know and understand the roles they play.
<b>Successful Learners</b>	A classroom where good teacher management skills are evident in a business-like atmosphere conducive to good learning where pupils feel safe and valued and know the boundaries of engagement.	A school community where the views of pupils are listened to, heard and acted upon.	An EA which promotes children's and young people's rights and responsibilities and where their views are listened to, heard and acted upon.
	A classroom where learning intentions and success criteria are shared so that learners understand what it is they are expected to be learning and what success will look like.		
<b>Parents, carers and the wider community</b>	A classroom where the teacher actively seeks to engage the parent/carer in their child's learning, believing that they have a key role in raising attainment.	A school community where the views of parents/carers are listened to, heard and acted upon.	An EA where the views of parents/carers are listened to, heard and acted upon.
	A classroom where targets for pupils are agreed and discussed and where strategies to improve further are identified, involving parents, carers and supporters.	A school community which develops systems and exploits every opportunity to involve parents, carers and the wider community to raise attainment and promote achievement by bringing the outside world into the classroom and the learner into the wider world.	An EA which develops sophisticated systems and a mature partnership with other children's services where valued outcomes are shared and efforts are well coordinated and targeted towards greatest need and risks.
	<b>A belief, modelled by all teachers and leaders, that every child or young person matters and can achieve</b>		

A research-based approach to developing new practices, an appropriate use of evidence and data to support implementation of strategies and practice.