

The logo features the letters 'IB' in a large, bold, orange font. To the right, the words 'THE CULTURE' are in a bold, yellow font, '4-7 of LEARNING' is in a bold, orange font, and 'MADRID' is in a bold, yellow font. Below this, 'OCT 2012' is written in a bold, grey font. The background is white with a large, stylized rainbow arching over the text.

IB **THE CULTURE**
4-7 of **LEARNING**
MADRID
OCT 2012

IB Africa, Europe & Middle East
Regional Conference

of **LEARNING**
MADRID
2012

Enhancing Leadership and Learning

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Motivating & Creative Curriculum (PYP)

- Behaviour
- Good or better teaching (every day)
- Monitoring & Assessment
- Accountability
- Achievement v Attainment
- Vulnerable Groups
- Leadership Team (subject leaders)
- Performance management linked to School Improvement plan linked to Continuing Professional Development (CPD)
- Views of Stakeholders

CODE of CONDUCT

- Work hard and do your best
- Do as you are asked first time
- Respect other people
- Be polite and helpful
- Always tell the truth
- Be gentle, do not hurt anyone

CONSEQUENCES (Within one day...always new start next day)

Tier 1

Consequence Level	Form	Meaning	Notes
0	Name on board	1 st warning	None
1	X next to name	2 nd warning	None
2	XX next to name	3 rd warning	15 minute detention
3	XXX next to name	Time out	Child sent to paired class with time out card for 5, 10, 15, 20, 25 or 30 minute period. Take work with them
4	XXXX next to name	Sent to member of SLT	Child given serious warning with mention of PDI and Tier 2
5	XXXXX next to name	Sent to Headteacher	Name put in Red behaviour book. PDI issued and put on Report. Parents informed.

Reward	Who for	Details	Form	When/when	Notes	Display
Stickers	Nursery to Yr 6	Given by any staff to individual pupils. May be kept on sticker charts. Charts can include stickers given by dinner ladies	Stickers kept by children as they choose	By staff in class as & when won	Child may want to wear sticker & so a duplicate could be fixed in a book if it was won for good work	No school display. Children take home any stickers, charts or certificates
Yellow cards	Reception to Yr 6	Lunchtime good behaviour only given by dinner ladies. Children should post their cards into box near school office	Every 5 cards rewarded with special certificate	Within either class or Key Stage Assemblies	None	No school display. Children take home completed cards and certificates
Gold Cards	Yr1 to Yr6	A key system for rewarding achievement and progress mainly with work but can be for PHSE areas. Hard to win ! Only can be given by child's teacher.	Child earns vouchers...every 10 wins a GOLD card. Every child has a wallet. 30 earn special certificate and gold pencil	All winners collect gold cards at Friday Rewards Assembly. Names added to yearly roll of honour displayed centrally	Any child winning their first gold card gets a badge...5 gets special gold pen	Roll of Honour displayed centrally in school.
Star Pupil of the week	Nursery to Yr 6	One weekly certificate given per class. Can be for anything teacher / TAs feel appropriate.	Reason written on certificate and dated. Certificate for child.	Given out at Friday assembly	none	Names displayed in Key Stage displays in Hall
Achievement Cups	One for FS/KS1 and One for KS 2	Each Cup awarded weekly to one child. Classes feature on rota basis.	Cup awarded but printed dedication text given for child to keep.. Replica Cup	Dedication read out at Friday Assembly and Cup presented	Parents invited to assembly Main cup stays in school, child	Cup displayed centrally in Trophy Cabinet. Winners names in

2012/3 Assessment & Monitoring Timetable by TERM

Date w/b	As. Wk	Activity	Monitoring
4/9	5	Block 1 continued	Autumn Term
10/9	6		Maths 1 / T&L 15 published
17/9	7	Phase meeting B1 (F)	LT meeting
24/9	8		
1/10	9		HTF 1...lesson obs
8/10	10		SEN/G&T
15/10	11		English 1
			<i>Half Term</i>
29/10	12		
5/11	13		Questionnaires
12/11	14	Assessment End of Block 1	I/V strategies
19/11	1	Block 2	PYP(Sc)
26/11	2	Phase Meeting B1 (S)	
3/12	3		HTF 2...Maths
10/12	4	Phase meeting B2 (F)	English 2
17/12	5		
			<i>Christmas</i>

In this term's reportcovering the September to December 2010...

INTRODUCTION

a...LESSON OBSERVATION OUTCOMES from Half Term Focus 1 carried out by SLT as Phase Leaders and the Headteacher

b...SUMMARY of LESSON ELEMENT gradings

SUBJECT LEADER MONITORING...results of the continuing round of visits to classrooms by a subject leader and other monitoring of teachers' planning, work scrutinies & pupil voice

a. On going subject development summaries for English, Maths, and RE based on monitoring of planning, pupil voice, work and marking scrutinies

a. Maths lesson observations summary based on visits to lessons across whole School

a. Spring Term 2011 Monitoring & key dates timetable

SIP Report....latest from Carol Aspinall (School Improvement Partner)

Peer Coaching Evaluation

Latest QUALITY of TEACHING PROFILE...

Ofsted Outstanding Schools in Challenging circumstances document

Phase Leaders Accountability Meetings with Staff

Guidance Notes for PHASE LEADERS...SUMMATIVE Meetings

1. If possible relevant TA's should be included with teacher's agreement
2. As the object of the meeting is for the teacher to be accountable for each child's current year individual progress and level of attainment in English, Maths and Science ...the emphasis should be on reasons why!
3. Please ensure all staff involved are clear on the terms.... progress, achievement and attainment
4. Typical Questions to ask...for each curriculum area. These sessions need to be carefully focussed on each child and not become too general
 - a. Is the child under-attaining and / or under-achieving?
 - b. Identify early any context for discussion such as member of a vulnerable group...is this an issue or not? (see class cohort profile)
5. Impact of any of above?
6. Current NC level?
7. Current points score?
8. Progress in levels and points this term and this year?
9. Review Individual progress record...rate attainment, progress, effort & then ACHIEVEMENT
10. If not on target ..why not?
11. Progress since end of KS1?
12. On target for level 4 at end KS2?
13. On target for 2 levels during KS2?
14. Suitability for future 1 to 1 tutoring
15. Next steps (dependent on whether meeting is Aut, Spring or Summer)

IMPORTANT

Please remind teachers of their responsibility to keep all tracking data & individual progress records up to date termly and to complete by hand the Annual Progress and Achievement Class Record and Summary in the Summer Term. This must be handed to me by the last Friday in June. I will make copies and circulate to Phase and Subject Leaders. The sheet does provide the opportunity for staff to make a final teacher assessment judgement later at the end of term if this is believed necessary.

NOTE..At end of these meeting SLT will meet to look for patterns & issues across all cohorts, key & key stages especially in relation to vulnerable groups. Also look at average attainment of lowest 20% v Class average...is this gap reducing?

Guidance Notes for PHASE LEADERS...FORMATIVE Meetings

The objective of these meetings is to identify children or groups in danger of underachieving, underattaining or lacking progress. It is to prevent problems ahead by identifying concerns early and addressing them. Last term's data will be relevant but this is a more subjective context than the end of term meeting which is data driven. It is to help avoid the pitfalls of waiting for data before identifying issues.

1. View & discuss samples of work in Maths & writing from 1 typical child of lower, average & higher ability. Focus the discussion on attainment & progression looking at comparison to relevant benchmarking norms. Spring & Summer meetings can look back & review progression of these termly samples
2. Review the CLASS COHORT PROFILE (Vulnerable Groups) to identify relevant individual and / or group issues & discuss actions if any deemed necessary. Teachers should be advised to have identified any such concerns before the meeting
3. Review lowest 20% attainers in class re...attainment, achievement & progress
4. From Individual Progress Records review effort & progress in previous terms to assess any developing concerns
5. Review progress of any children involved in intervention work
6. Identify if any issues create a barrier to teachers ability / capacity to deliver high quality personalised care & educational provision
7. Take a general overview of class progress including any behaviour & attendance issues

ACHIEVEMENT v ATTAINMENT

Under achievement.....Intervention

Attainment is a measure of National Standards reflected in a LEVEL we would expect most children to have attained by a given age...

Level 2 by age 7

Level 4 by age 11

Achievement is a measure of PROGRESS, set against ability, experience & effort

So a child may be under attaining but not under achieving or a child may be under achieving whilst not under attaining

...the imperative is that all children of whatever ability...ACHIEVE

At Leverhulme we track & measure progress then for any under achieving children INTERVENTION strategies are employed to get the pupil back on track.....

SUBJECT LEADERSHIP

Teachers as Leaders for Maths, English, PYP, Assessment & Interventions

.....Monitoring Learning & the Curriculum across school by

- Looking at Planning
- Watching lessons
- Work scrutinies
- Talking to teachers
- Talking to children
- Forming new Action plans
- Evaluating previous plans
- Contributing to School Improvement Plan
- Termly reports
- All staff learning from best practice
- Narrowing the gap (up)...Within School Variation (WSV)

2011/12 SCHOOL IMPROVEMENT PLAN

1.
 - 1.1 Mission Statement/Vision
 - 1.2 School Aims
2.
 - 2.1 Budget Outline
 - 2.2 Capitation subject allocation
3. Statutory Numerical Targets
- 4.1 Priority Areas for Development
- 4.2 Resource & Financial allocations

Staff Professional Development

Appendices

- 6.1 Curriculum Action Plans (Ma, Eng, Sc, ICT, PYP)
- 6.2 Premises Review
- 6.3 List of key policies & guidance that ensure this SIP document can be implemented & effective.
They are to be found separately....
 - 6.3.1 Teaching & Learning Reports (1to 12)
 - 6.3.2 Intervention Strategy
 - 6.3.3 Subject Leader Guidance
 - 6.3.4 Phase Leader Guidance (Formative & Summative)
 - 6.3.5 Monitoring Policy
 - 6.3.6 Termly monitoring timetables
 - 6.3.7 All current policies inc Equal opps etc

PERFORMANCE Management for TEACHERS

- Formal
- 3 annual targets
- Two linked to school improvement of which one is measurable
- Other can be own professional / personal development
- Includes a classroom observation & review meeting before a statement is agreed
- Requires appropriate time & support

PERFORMANCE Management for TEACHING ASSISTANTS (TA's)

- Informal
- 2 annual targets
- One linked to school improvement & be measurable
- Other professional / personal
- May involve a classroom observation

PERFORMANCE MANAGEMENT



SCHOOL IMPROVEMENT PLAN



CONTINUING PROFESSIONAL
DEVELOPMENT

Key to Vulnerable Groups of pupils to specifically monitor.

- re.....ATTENDANCE, UNDERACHIEVEMENT, **PROGRESS** and UNDERATTAINMENT.

<i>Grouping</i>	<i>LCPS code</i>
Boys & girls	B or G
Underachievers	UAV
Underattainers	UAT
FSMs (Free School Meals)	FSM
LACs (Looked after Children)	LAC
Transfers in year	TFR
SEN	SEN
G & T	G&T
SSI (Social Services involvement)	SSI
Ethnicity	Eth
EAL (English as 2nd language)	EAL
Attendance (PA 80% less)	Att
Summer birthdays especially boys	SB
Invisible pupils (to be explained)	Ip

Note...Issues need only be addressed specifically if performance of groups is markedly or significantly different to LCPS current norms or other key benchmarking data.

School: End of Key Stage 2 Results and Targets(in brackets)

Summary ...Nat. Av.	Level 4	Level 5
English 5 Yr Average 2002-6 *	65%	12%
English 2007	79% (68%)	25% (17%)
English 2008	75% (70%)	21% (18%)
English 2009	85% (80%)	32% (30%)
English 2010 *	75% (68%)	28% (20%)
English 2011	77% (75%)	28% (32%)
English 2012	79% (70%)	21% (17%)
Maths 5 Yr Average 2002-6*	66%	20%
Maths 2007	65% (62%)	18% (12%)
Maths 2008	72% (70%)	26% (20%)
Maths 2009	89% (77%)	32% (25%)
Maths 2010	75% (70%)	30% (26%)
Maths 2011	71% (70%)	26% (25%)
Maths 2012	82% (68%)	25% (11%)
Science 5 Yr Average 2002-6*	73%	17%
Science 2007	70% (66%)	14% (12%)
Science 2008	85% (75%)	36% (27%)
Science 2009	98% (80%)	40% (30%)

Progress 2012 in KS2

...no. of children achieving L4 in both Eng & Maths =	96% (69%)
...no. of children making 2 levels progress in English =	96% (88%)
...no. of children making 2 levels progress in Maths =	100% (88%)

Progress 2009 in KS2

...no. of children achieving L4 in both English & Maths	85% (70%)
...no. of children achieving 2 levels progress in English	93% (74%)
...no. of children achieving 2 levels progress in Maths	93% (76%)

Progress 2010 in KS2

...no. of children achieving L4 in both Eng & Maths =	70% (60%)
...no. of children making 2 levels progress in English =	80% (80%)
...no. of children making 2 levels progress in Maths =	78% (74%)

Progress 2011 in KS2

...no. of children achieving L4 in both Eng & Maths =	68%(67%)
...no. of children making 2 levels progress in English =	85%(85%)
...no. of children making 2 levels progress in Maths =	85%(85%)

STAKEHOLDER QUESTIONNAIRES

....Annually for all groups

....Additional mid year to all KS2 (7 to 11 yr olds) on
Behaviour, Keeping Safe & Healthy Living

Comparison of results

(...% in agreement with school statements)*

	2007*	2008*	2009*	2010*	2011*
PARENTS	80%	87%	92%	88%	92%
PUPILS	77%	89%	94%	91%	93%
GOVERNO RS	84%	93%	92%	93%	96%
STAFF	83%	87%	97%	88% **	95%
Non classroom STAFF	75%	86%	86%	97%	100%

Protocol for Classroom Observation

- On most occasions teachers should know in advance that they are to be monitored.
- On some occasions teachers should expect to be monitored without being given prior notice.
- Observers need to be trained in classroom observation techniques.
- Observers should be unobtrusive when they are in classrooms.
- Observers should be polite, friendly and should put the teacher at ease before, during and after the observation.
- Observers should give oral feedback as soon as possible once the monitoring is completed.
- Feedback should be given privately.
- Feedback should be brief (no more than 5 mins).
- Feedback should be clear and the teacher should be given the strengths and points for development.
- Development points should be backed by examples.
- Clarification should be given where it is requested.
- Feedback should be exactly that – ‘*feedback*’. It should not become debate or argument.
- Any disagreement should be noted on the record of monitoring e.g. ‘*The teacher did not agree with the points for development*’.
- The head should promptly follow up and moderate any disagreement.
- Teachers should be given a copy of the graded checklist & lesson notes summary sheet.
- Unless informed to the contrary lessons will be graded.
- The headteacher will keep a copy of every lesson observation & a summary of lesson grades will be published in each termly Teaching & Learning Report.

N. Ashton updated 2012

6. TEACHING QUALITY Profile update at June 2012

PREVIOUS JUDGEMENTS....

	Inadequate	Satisfactory	Good	Outstanding
June 2007	28%	49%	23%	0
December 2007	9%	48%	43%	0
March 2008	0	34%	66%	0
December 2008	0	61%	31%	8%
April 2009	0	20%	80%	0
July 2009	0	10%	90%	0
Oct 2009	0	66%	27%	7%
January 2010	0	9	75%	16%
June 2010	0	33%	33%	33%
March 2011	<i>Ofsted rated T & L GOOD across school with an increasing number of OUTSTANDING lessons</i>			
December 2011	0	30%	60%	10%

Latest judgements

	Inadequate	Satisfactory now needing improvement	Good	Outstanding
June 2012	0	20%	65%	15%

PLEASE NOTE....In line with recent Ofsted changes, future reports will refer to satisfactory teaching as needing improvement

Grade descriptors – Quality of teaching in the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a ‘best fit’ approach which relies on the professional judgement of the inspection team.

Outstanding (1)

- Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support, are making rapid and sustained progress.
- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check pupils’ understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- Teachers and other adults generate high levels of engagement and commitment to learning across the whole school.
- Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains.
- Teachers use well-judged and often inspirational teaching strategies, including setting appropriate homework that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.

Good (2)

- Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils currently on roll in the school, including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support, make good progress and achieve well over time.
- Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.
- Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.
- Reading, writing, communication and mathematics are taught effectively.
- Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.
- Teachers assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve.
- Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.

Grade descriptors – overall effectiveness: the quality of education provided in the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspection team.

Outstanding (1)

- Teaching is outstanding and, together with a rich and relevant curriculum, contributes to outstanding learning and achievement. Exceptionally, achievement may be good and rapidly improving.
- Pupils, and particular groups of pupils, have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment.
- There is excellent practice which ensures that all pupils have high levels of literacy appropriate to their age.
- The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs.
- Best practice is spread effectively in a drive for continuous improvement.
- Other principal aspects of the school's work are good or outstanding.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community.

Good (2)

- Pupils benefit from teaching that is at least good and some that is outstanding. This promotes very positive attitudes to learning and ensures that pupils' achievement is at least good.
- Pupils and particular groups of pupils have highly positive educational experiences at school that ensure that they are well prepared for the next stage in their education, training or employment.
- Pupils' progress is not held back by an inability to read accurately and fluently. Those pupils who have fallen behind are being helped to make rapid progress in their reading.
- The school takes effective action to enable most pupils, including disabled pupils and those with special educational needs, to reach their potential.
- Other principal aspects of the school's work are likely to be at least good.
- Deliberate and effective action is taken to create a cohesive learning community through the promotion of pupils' spiritual, moral, social and cultural development. There is a positive climate for learning.

Requires improvement (3)

- The school requires improvement because one or more of the four key judgements requires improvement (grade 3) and/or there are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development.

Inadequate...

Grade descriptors – Quality of leadership in, and management of, the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspection team.

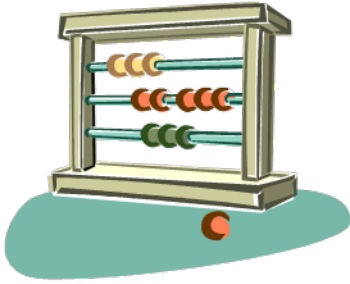
Outstanding (1)

- The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.
- All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes.
- Governors, or those with a similar responsibility, robustly hold senior leaders to account for all aspects of the school's performance.
- There are excellent policies which ensure that pupils have high levels of literacy, or pupils are making excellent progress in literacy.
- Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by highly robust performance management which encourages, challenges and supports teachers' improvement. As a result, teaching is outstanding, or at least consistently good and improving.
- The school's curriculum provides highly positive experiences and rich opportunities for high quality learning. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement and their spiritual, moral, social and cultural development.
- The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult.
- The school's arrangements for safeguarding pupils meet statutory requirements.
- Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.
- Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.

Good (2)

- Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition.
- Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff.
- Self-evaluation is robust and the school's actions are carefully planned, concerted and effective.
- The well-thought-out policies ensure that pupils make at least good progress in literacy.
- Governors, or those in a similar position, systematically challenge senior leaders. As a result, the quality of teaching and pupils' achievement have improved, or previous good performance in these areas have been consolidated.
- The school's curriculum provides well-organised and effective opportunities for learning for all groups of pupils, including disabled pupils and those with special educational needs. It promotes positive behaviour and a good understanding of safety matters and provides a broad range of experiences that contribute well to the pupils' achievement and to their spiritual, moral, social and cultural development.
- The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.
- The school's arrangements for safeguarding pupils meet statutory requirements.
- Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources.

Primary Years Programme



Time for some Action!!



Programme of Inquiry

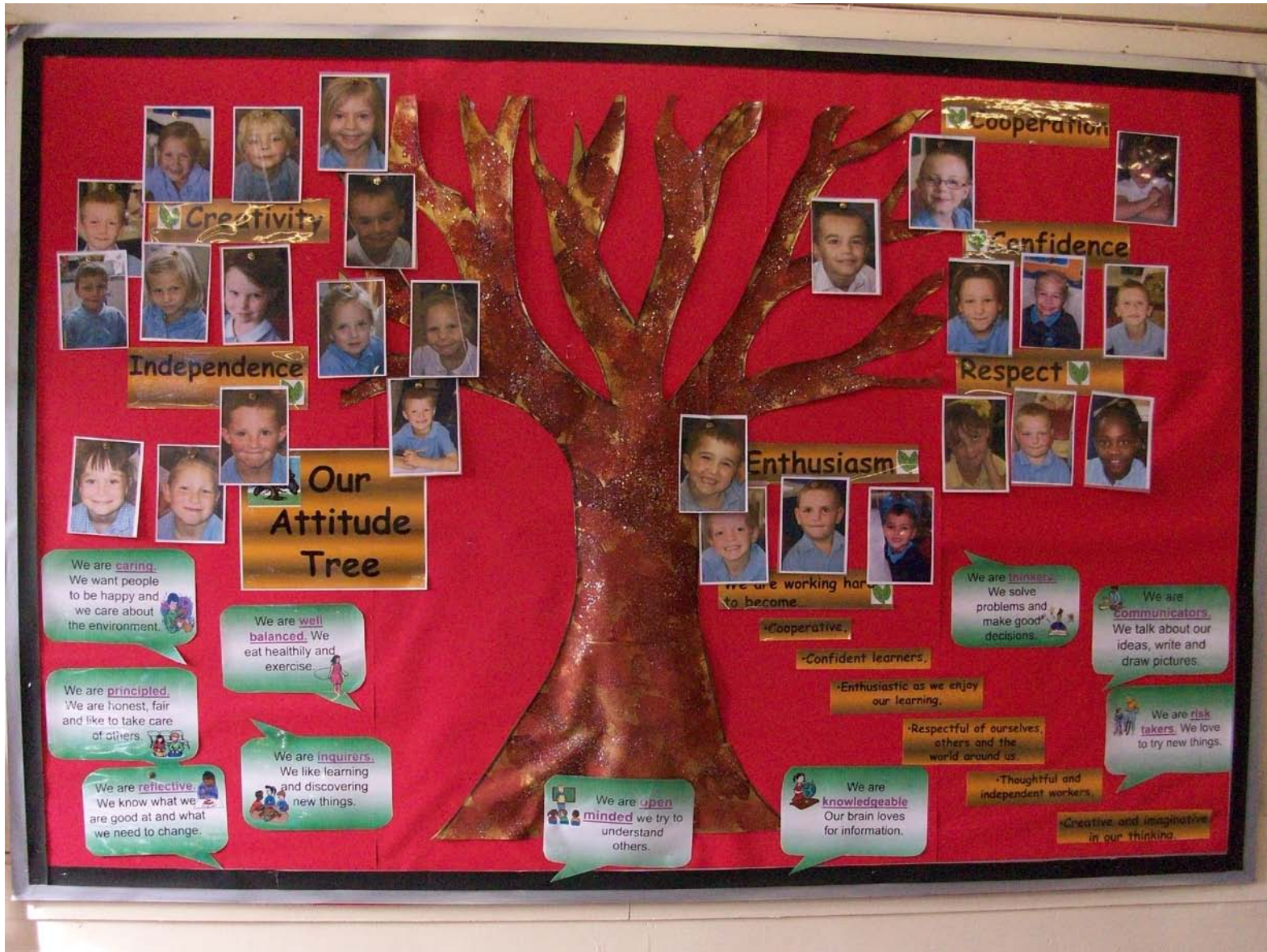
- Integrated national curriculum foundation subjects
- Balance of science/ PSHE/ ICT curriculum
- Transdisciplinary themes
- Global dimensions
- Continuity and progression

Unit of Inquiry

- Working walls
- 'Big books'
- Visits and visitors

Learner Attitudes





Creativity

Independence

Our Attitude Tree

Cooperation

Confidence

Respect

Enthusiasm

We are caring. We want people to be happy and we care about the environment.

We are well balanced. We eat healthily and exercise.

We are principled. We are honest, fair and like to take care of others.

We are reflective. We know what we are good at and what we need to change.

We are inquiring. We like learning and discovering new things.

We are open minded we try to understand others.

We are working hard to become...

•Cooperative.

•Confident learners.

•Enthusiastic as we enjoy our learning.

•Respectful of ourselves, others and the world around us.

•Thoughtful and independent workers.

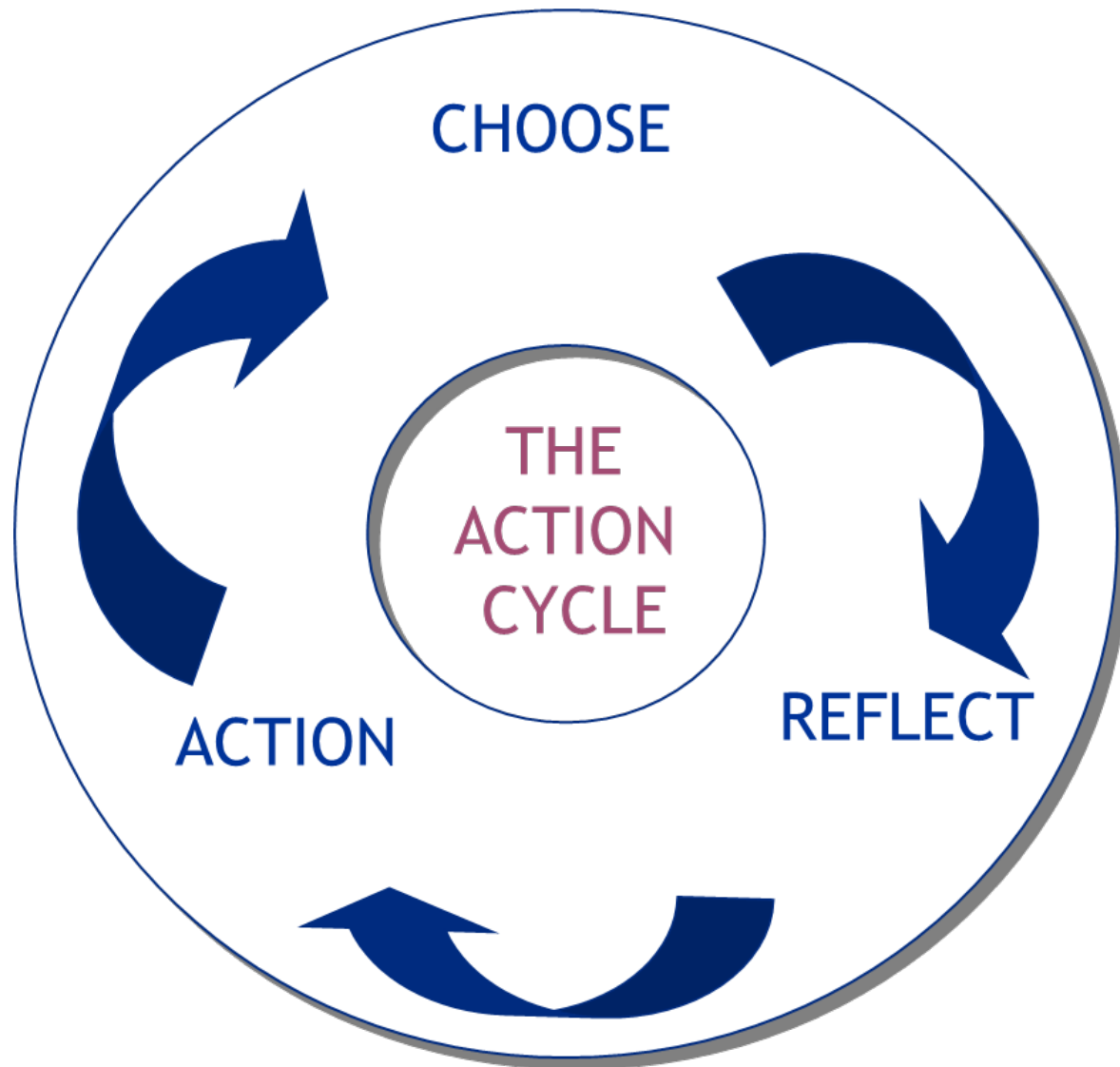
•Creative and imaginative in our thinking.

We are thinkers. We solve problems and make good decisions.

We are communicators. We talk about our ideas, write and draw pictures.

We are risk takers. We love to try new things.

We are knowledgeable. Our brain loves for information.



Some of our charity work...





IEW

Global dimensions

Fair-trade

Links with international schools

International School Award

2010–2013

Family learning club

Programme of Inquiry



Fair-trade Week

Our 'Fair-trade' Market



Roll up, roll up, fresh orange juice served here!

Freshly squeezed Fair-trade oranges available here!



Fair-trade
chocolate and
fruit



dipping...
dunking...
delicious!!



'A Passport around the world'



'How we express ourselves'

- Year 6 exhibition
- Culmination of all the learning through transdisciplinary skills and themes
 - Range of key concepts



The life and
works of
Vincent Van
Gogh

Henri
Matisse

Wassily
Kandinsky



Characteristics of Outstanding Schools in Challenging Circumstances

1. They provide affection, stability and a purposeful and structured experience.
 2. They build – and often rebuild – children’s self belief
 3. They teach children the things they really need to know and show them how to learn for themselves and with others.
 4. They give them opportunities, responsibility and trust in an environment which is both stimulating and humanising.
 5. They listen to their pupils, value their views and reflect and act on what they say.
 6. They build bridges with parents, families and communities, working in partnership with other professionals.
 7. They ensure their pupils progress as fast as possible and achieve as much as possible (outperforming both similar schools and many with fewer challenges).
 8. In short, they put the child at the centre of everything they do, and high aspirations, expectations and achievement underpin the schools’ work.
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Source... Ofsted Report 2009