

A HIGH ACHIEVEMENT REVIEW

Audit Tool

The research findings show seven key drivers, in combination, to be effective in delivering high achievement for disadvantaged pupils. This document is intended to enable schools to audit their own practice in relation to the seven key drivers.

<p>Key Driver 1. An equity driven model of school provision</p> <p>Resources are targeted specifically to the level of need. (Ref to Steve Higgin's definition)</p> <p><i>'Equity in education is the means to achieving equality. It aims to provide the best opportunities for all students to achieve their full potential and act to address any disadvantage which restricts educational achievement. It involves special treatment or action taken to tackle the historical and social disadvantages that prevent learners from accessing and benefiting from education on equal grounds. Equity measures may not be equal for all, but are implemented to ensure fairness and equality of outcome.'</i> World Education Forum 2015</p>	<p>Key Driver 2. Non-negotiable expectations about the performance of all groups of learners and adults.</p> <p>Setting benchmarks about pupils' academic and personal performance that are not for negotiation or compromise.</p>	<p>Key Driver 3. Intelligent analysis and accountability drives constant review of provision and provides focus for interventions</p> <p>There is deep, frequent and accurate analysis that continually monitors how effectively provision is meeting the needs of disadvantaged pupils – they change approach if actions are not effective.</p>	<p>Key Driver 4. A professional improvement culture that invests substantial resource in teacher and staff development</p> <p>Constant revision of pedagogical effectiveness to ensure staff skills are meeting the needs of all pupils whatever their circumstance or level of need.</p>
<ul style="list-style-type: none"> ○ There is a deep understanding of students' needs (academic and personal), they are able to prioritise/target resources to where they will have the most beneficial results ○ assessment regimes provide up-to-date, deep knowledge of individual student needs and these underpin each school's capacity to make swift changes to provision when needed and provide finely tuned interventions where appropriate ○ a curriculum has been developed that is well-planned and well-matched to students age and stage of development and that offers significant enrichment opportunities within and beyond the school day 	<ul style="list-style-type: none"> ○ high and ambitious targets/aspirations are set for all pupils, including for the most disadvantaged, with swift intervention when pupils are at risk of falling behind ○ significant emphasis is placed on developing strong learning behaviours and resilience in pupils ○ there is substantial 	<ul style="list-style-type: none"> ○ highly developed assessment routines enable precise tracking of each student's academic performance and this is followed through with rapid response when they are at risk of falling behind ○ effective use is made of existing staff specialisms, and the acquisition of new ones, to target interventions and deliver specific 	<ul style="list-style-type: none"> ○ staff demonstrate excellent pedagogical knowledge with a high degree of specialism that reflects the range of specific pupil needs ○ careful deployment of adult expertise results from a deep understanding of each student's individual learning and pastoral needs

<p>Key Driver 5. A culture of shared accountability for students' achievement</p> <p><i>Accountability: based on an established clear line-of-sight between classroom delivery and pupil achievement.</i></p> <ul style="list-style-type: none"> ○ a performance management regime that directly informs school improvement priorities ○ there is an uncompromising recognition that all staff must demonstrate a commitment and responsibility to high achievement for all pupils ○ there is a workforce that takes responsibility and every opportunity for developing their own capacity to make a full contribution to each student's learning and progress ○ staff development programmes form a key aspect in promoting students' high achievement. ○ In classrooms, all adults are engaged in lesson planning, delivery and assessment ○ all adult contributions to the process are valued with tightly targeted deployment and a shared responsibility for tracking pupil progress ○ all adults lead on specific aspects of the curriculum including teaching assistants and ancillary staff 	<p>Key Driver 6. Licensed autonomy that celebrates staff expertise and encourages innovation</p> <p><i>Innovation based upon proven staff expertise and effectiveness.</i></p> <ul style="list-style-type: none"> ○ Staff have demonstrated their capacity to deliver consistently good and better teaching and are trusted to be innovative and creative. ○ effective performance management aligned to well-developed professional development has resulted in high quality teaching and learning ○ staff are encouraged to be innovative and to constantly search for new ways of meeting the needs of pupils ○ flexible curriculum delivery constantly maps provision against cohort, 	<p>Key Driver 7. High investment in familial support and engagement particularly for the most vulnerable</p> <p><i>Establishing 'stability around the child' in order to minimise negative and disruptive influences on each child's learning and progress.</i></p> <ul style="list-style-type: none"> ○ all schools have a definitive strategy to engage with families sometimes involving a dedicated team who are the front line in supporting the most vulnerable/need ○ all staff demonstrate a commitment to parental engagement as crucial to supporting pupils' learning and progress ○ in several schools, specialist staff are deployed to work with the most vulnerable families including where appropriate offering mental health support 	
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<ul style="list-style-type: none"> ○ parent support workers may provide some specialist support for the most vulnerable families that includes: <ul style="list-style-type: none"> ○ finding resolution for families in crisis including mental health support ○ supporting parents to engage in their child's learning (including the provision of parent courses) ○ communication and consolidation of pupil learning with parents, often through the use of digital communication. 	<p>group and individual needs</p> <ul style="list-style-type: none"> ○ regular staff dialogue leads to a collective reshaping, developing and reviewing of the curriculum to ensure it is consistently fit for purpose ○ robust systems are in place for the development and support of less experienced and/or weaker members of staff. 	<ul style="list-style-type: none"> ○ delivery of parent learning programmes to ensure that enrichment activities involve vulnerable parents as well as pupils to broaden their experiences and to help support their child's education ○ informal events are routinely organised to remove barriers and encourage parents into school to share in the education of their children. 	
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Summary of audit findings:

Which areas of your school's work do you intend to review further using the main [High Achievement Review handbook?](#)

Key Driver 1:	
Key Driver 2:	
Key Driver 3:	
Key Driver 4:	
Key Driver 5:	
Key Driver 6:	
Key Driver 7:	

RAG rating guide:

- **GREEN:** Most/all ASPECTS OF THE KEY drivers are securely in place (some minor considerations might be necessary)
- **AMBER:** Some ASPECTS OF THE KEY drivers are in place (review current school practice in relation to others)
- **RED:** School practice may include some ASPECTS OF THE KEY drivers but majority not in place (identified as a major area for review)