

LEADING THE HIGH PERFORMANCE SCHOOL

RESOURCE 3: HIGH PERFORMANCE SCHOOLS CHARACTERISTICS

Characteristic	Criteria
A clear sense of core purpose	<ul style="list-style-type: none"> • consensus on what the school exists to do • a strong feeling of alignment - everybody heading in the same direction • all staff involved and committed • every aspect of the school's life reinforces the core purpose
Clear, shared vision and values	<ul style="list-style-type: none"> • values are regularly discussed in team meetings • planning is long-term and focused on the vision • vision and values are publicly displayed • all school documentation refers to vision and values • leadership regularly discusses principles • pupils and parents know and share the vision and values
Leadership in depth	<ul style="list-style-type: none"> • team leaders, not middle managers • school leadership team (SLT) not senior management team (SMT) • authority is widely distributed • high levels of trust • project leadership is on the basis of ability - not status • pupils are given opportunities to lead • leadership is shared across the school
Value-driven management processes	<ul style="list-style-type: none"> • values are the central criteria in staff selection • the budget is based on vision and values - not short-term pragmatism • all staff are valued and involved • supply teachers teach • information is widely shared • consultation is open and genuine
Explicit definitions of performance standards	<ul style="list-style-type: none"> • public definitions of effective teaching and learning • assessment criteria are displayed in every learning area • there are clear protocols for behavior which are consistently applied • job descriptions refer to outcomes not tasks
Systematic monitoring, review and evaluation	<ul style="list-style-type: none"> • every lesson and meeting is reviewed • pupils keep learning journals to review their own learning • there is abundant data on every pupil, computerized and used in mentoring • assessment is 'for' learning, not 'of' learning • regular formal classroom observation • all aspects of the school's work are subject to public evaluation • feedback from pupils and parents is regularly obtained
Focus on improvement and learning	<ul style="list-style-type: none"> • all staff have personal learning and development strategies