



Section 4: IMPACT

The quality of leadership and provision can only be judged by its impact on learning (triangulation). Therefore, when evaluating leadership, climate and classroom practice, it is essential to consider their impact on learners and staff.

Impact on learners

To what extent do different groups of vulnerable learners

- feel safe, for example from harm or bullying?
- feel accepted, respected and that they belong to the school community?
- feel that the school cares about and listens to their views?
- understand the importance of healthy lifestyles and relationships?
- demonstrate inclusive social interactions and relationships with peers and adults?
- demonstrate confidence, and positive attitudes to learning and ambition??
- show grit, resilience, tenacity, curiosity, flexibility and self-control
- make good progress from their starting points in developing their social and emotional, motor and creative skills?
- make good progress from their starting points in their learning, knowledge, broad competencies and in developing higher-order thinking skills?
- work well collaboratively?
- participate in extra-curricular and enrichment activities?
- progress successfully on to appropriate education, training or employment?

Impact on staff

To what extent do staff have a secure understanding of:

- child and adolescent development and psychology
- the learning process, including that of learners with special educational needs
- a wide range of appropriate pedagogical approaches to meet the needs of all learners

and apply this appropriately to their practice?

How well do staff work in teams and with external agencies to adopt a collaboratively approach to their work for the benefit of vulnerable learners?