

## **In relation to cultures**

### **High** performing schools tended to

- hold particularly high expectations that tended to have a more tangible influence on teacher practice
- engender particularly positive relationships between staff, parents and pupils
- have greater conviction that their practices were enough to ‘make a difference’ with disadvantaged pupils
- respond positively to pupils’ aspirational goals and clearly structure their practice around them.

### **Lower** performing primary schools

- were less likely to believe that disadvantaged pupils could achieve in line with, or above national average attainment for all pupils
- were less likely to believe that data could be used for the benefit of individual pupils, rather than serving a wider system of accountability.

## High performing schools demonstrated

- greater cohesiveness, shared purpose and values shared amongst all staff, pupils & parents
- a notably positive culture and high staff morale
- an emphasis on the importance of supporting teachers’ career development
- commitment to the hiring newly-qualified teachers (NQTs) as a positive opportunity
- prioritised individualised staff training & the careful deployment and training of support staff.
- belief in their behaviour management systems, or that the school had the capacity to resolve persistent behaviour problems
- more consistency in their engagement with data & evidence-informed support strategies
- staff belief in their ability to shift parents’ aspirations and expectations of their children
- more work with parents to develop their expectations for their children.
- cultures and practices consistent with strong and visionary leadership