

	Emerging (RI) <i>The setting meets essential minimum criteria</i>	Improving (G) <i>In best-fit terms the setting has progressed beyond entry level but is not yet exemplary</i>	Exemplary (O) <i>The setting is a model for others to follow</i>
Performance	<p>Attainment and progress of disadvantaged high achievers typically matches that of similar learners nationally, or is rapidly approaching this.</p> <p>Attainment and progress of advantaged and disadvantaged high achievers in the setting are both improving.</p>	<p>Attainment and progress of disadvantaged high achievers consistently matches and sometimes exceeds that of similar learners nationally.</p> <p>Attainment and progress are improving steadily for advantaged and disadvantaged high achievers in the setting and performance gaps between them are closing.</p>	<p>Attainment and progress of disadvantaged high achievers significantly and consistently exceeds that of similar learners nationally.</p> <p>Attainment and progress matches but does not exceed that of advantaged learners within the setting, or is rapidly approaching this, and both attainment and progress are improving steadily, for advantaged and disadvantaged high achievers alike.</p>
Policy/strategy	<p>There is a published policy to close excellence gaps, supported by improvement planning. Progress is carefully monitored.</p>		<p>There is a comprehensive yet clear and succinct policy to close excellence gaps that is published and easily accessible. It is familiar to and understood by staff, parents and learners alike.</p> <p>SMART action to close excellence gaps features prominently in improvement plans; targets are clear; resources and responsibilities are allocated; progress is monitored and action adjusted accordingly. Learners' and parents' feedback is routinely collected.</p> <p>The setting invests in evidence-based research and fosters innovation to improve its own</p>

			performance and contribute to system-wide improvement.
Classroom T&L	Classroom practice consistently addresses the needs of disadvantaged high achievers, so improving their learning and performance.		<p>The relationship between teaching quality and closing excellence gaps is invariably reflected in classroom preparation and practice.</p> <p>All teaching staff and paraprofessionals can explain how their practice addresses the needs of disadvantaged high achievers, and how this has improved their learning and performance.</p> <p>All staff are encouraged to research, develop, deploy, evaluate and disseminate more effective strategies in a spirit of continuous improvement.</p>
Out of class learning	A menu of appropriate opportunities is accessible to all disadvantaged high achievers and there is a systematic process to match opportunities to needs.		<p>A full menu of appropriate opportunities – including independent online learning, coaching and mentoring as well as face-to-face activities - is continually updated. All disadvantaged high achievers are supported to participate.</p> <p>All provision is integrated alongside classroom learning into a coherent, targeted educational programme. The pitch is appropriate, duplication is avoided and gaps are filled.</p> <p>Staff ensure that: learners' needs are regularly assessed; they access and complete opportunities that match their needs; participation and performance are monitored and compiled in a learning record.</p>
Assessment/ tracking	Systems for assessing,		Systems for assessing, tracking and reporting

	<p>reporting and tracking attainment and progress provide disadvantaged high achievers, parents and staff with the information they need to improve performance</p>		<p>attainment and progress embody stretch, challenge and the highest expectations. They identify untapped potential in disadvantaged learners. They do not impose artificially restrictive ceilings on performance.</p> <p>Learners (and their parents) know exactly how well they are performing, what they need to improve and how they should set about it. Assessment also reflects progress towards wider goals.</p> <p>Frequent reports are issued and explained, enabling learners (and their parents) to understand exactly how their performance has changed over time and how it compares with their peers, identifying areas of relative strength and weakness.</p> <p>All relevant staff have real-time access to the assessment records of disadvantaged high attainers and use these to inform their work.</p> <p>Data informs institution-wide strategies to improve attainment and progress. Analysis includes comparison with similar settings.</p>
<p>Curriculum/organisation</p>	<p>The needs and circumstances of disadvantaged high achievers explicitly inform the curriculum and curriculum development, as well as the selection of appropriate organisational strategies – eg sets and/or mixed ability</p>		<p>The curriculum is tailored to the needs of disadvantaged high achievers. Curriculum flexibility is utilised to this end. Curriculum development and planning take full account of this.</p> <p>Rather than a ‘one size fits all’ approach, enrichment (breadth), extension (depth) and</p>

	classes.		<p>acceleration (pace) are combined appropriately to meet different learners' needs.</p> <p>Personal, social and learning skills development and the cultivation of social and cultural capital reflect the priority attached to closing excellence gaps and the contribution this can make to improving social mobility.</p> <p>Organisational strategies – eg the choice of sets or mixed ability classes – are informed by reliable evidence of their likely impact on excellence gaps.</p>
Ethos/ pastoral	The ethos is positive and supportive of disadvantaged high achievers. Excellence is valued by staff and learners alike. Bullying that undermines this is eradicated.		<p>The ethos embodies the highest expectations of learners, and of staff in respect of learners. Every learner counts equally.</p> <p>Excellence is actively pursued and celebrated; competition is encouraged but not at the expense of motivation and self-esteem; hothousing is shunned.</p> <p>High achievement is the norm and this is reflected in organisational culture; there is zero tolerance of associated bullying and a swift and proportional response to efforts to undermine this culture.</p> <p>Strong but realistic aspirations are fostered. Role models are utilised. Social and emotional needs associated with excellence gaps are promptly and thoroughly addressed.</p> <p>The impact of disadvantage is monitored</p>

			carefully. Wherever possible, obstacles to achievement are removed.
Transition/ progression	The performance, needs and circumstances of disadvantaged high achievers are routinely addressed in transition between settings and in the provision of information, advice and guidance.		<p>Where possible, admissions arrangements prioritise learners from disadvantaged backgrounds - and high achievers are treated equally in this respect.</p> <p>Receiving settings routinely collect information about the performance, needs and circumstances of disadvantaged high achievers. They routinely share such information when learners transfer to other settings.</p> <p>Information, advice and guidance is tailored, balanced and thorough. It supports progression to settings that are consistent with the highest expectations and high aspirations while also meeting learners' needs.</p> <p>Destinations data is collected, published and used to inform monitoring.</p>
Leadership, staffing, CPD	<p>A named member of staff is responsible – with senior leadership support - for co-ordinating and monitoring activity across the setting (and improvement against this standard).</p> <p>Professional development needs associated with closing excellence gaps are identified</p>		<p>The senior leadership team has an identified lead and champion for disadvantaged high achievers and the closing of excellence gaps.</p> <p>A named member of staff is responsible for co-ordinating and monitoring activity across the setting (and improvement against this standard).</p> <p>Closing excellence gaps is accepted as a collective responsibility of the whole staff and</p>

	and addressed		<p>governing body. There is a named lead governor.</p> <p>There is a regular audit of professional development needs associated with closing excellence gaps across the whole staff and governing body. A full menu of appropriate opportunities is continually updated and those with needs are supported to take part.</p> <p>The critical significance of teaching quality in closing excellence gaps is instilled in all staff, accepted and understood.</p>
Parents	Parents and guardians understand how excellence gaps are tackled and are encouraged to support this process.		<p>Wherever possible, parents and guardians are actively engaged as partners in the process of closing excellence gaps. The setting may need to act as a surrogate. Other agencies are engaged as necessary.</p> <p>Staff, parents and learners review progress together regularly. The division of responsibility is clear. Where necessary, the setting provides support through outreach and family learning.</p> <p>This standard is used as the basis of a guarantee to parents and learners of the support that the school will provide, in return for parental engagement and learner commitment.</p>
Resources	Sufficient resources – staffing and funding – are allocated to improvement planning (and to the achievement of this standard).		Sufficient resources – staffing and funding – are allocated to relevant actions in the improvement plan (and to the achievement of this standard)

	<p>Where available, Pupil Premium is used effectively to support disadvantaged high achievers.</p>		<p>The proportion of Pupil Premium (and/or alternative funding sources) allocated to closing excellence gaps is commensurate with their incidence in the setting.</p> <p>The allocation of Pupil Premium (or equivalent resources) is not differentiated on the basis of prior achievement: high achievers are deemed to have equal needs.</p> <p>Settings should evidence their commitment to these principles in published material (especially information required to be published about the use of Pupil Premium).</p>
<p>Partnership/ collaboration</p>	<p>The setting takes an active role in collaborative activity to close excellence gaps.</p>		<p>Excellence gaps are addressed and progress is monitored in partnership with all relevant 'feeder' and 'feeding' settings in the locality.</p> <p>The setting leads improvement across other settings within its networks, utilising the internal expertise it has developed to support others locally, regionally and nationally.</p> <p>The setting uses collaboration strategically to build its own capacity and improve its expertise.</p>