Building a Culture of Achievement



Where are we currently? The HMIE view

- "Young Peoples Achievements are shared with the wider community in a variety of ways, including social media platforms, the local community magazine and the weekly update to families." (HMIE Report p.19)

Where are we Currently? The HMIE view

- "Senior Leaders should assist young people recognise the skills they develop through wider achievements. Senior Leaders should also have a thorough overview of young people's participation in wider achievements to ensure that no young person is missing out on achievements." (HMIE Report p.19)

Where are we Currently? The HMIE view

- "Young People in the senior phase engage very effectively with a range of leadership roles…..Going forward, young people across all year groups should have leadership opportunities." (HMIE Report p.4)

Where are we currently? The HMIE view

- "Senior leaders should continue to embed important aspects of Developing Young Workforce (DYW) priorities in whole school strategic planning. These areas include Meta-Skills and career education. Senior Leaders need to work with staff to establish a clear and coherent vision for implementing these priorities." (HMIE Report p.4)

“Small” Achievements

Small Achievement	Why it matters for learning
Pupil answers a question for first time	Indicates growing confidence, leading to more engagement and better retention
Homework completed consistently	Builds practice habits that can support improved attainment over time
Contributing to group work	Can develop thinking and communication skills with others.
Redrafts work after feedback	Direct evidence of learning cycle and engaging with feedback.

The Core Idea

- **Attainment is the outcome.**
  Small achievements are the process.
- Inspectors look for **progress over time**
- Learning = built through **incremental steps**
- If we don't notice it, we can't evidence it.
- If they (the learners) don't notice it/feel it then….??

Any other reasons this becomes important?

- Equity
- Inclusion

What this looks like in practice

- Notice one specific behaviour linked to learning
- Name it clearly (“You improved by…”)
- Record lightly (tracking / profile / feedback)
- Build it into routines

How do we build?

- Maintain and develop our commitment to celebrating success.
- Maintain and develop leadership opportunities for our learners.
- Consider how we focus on Achievement and the learning journey
- Further develop career education into our subject areas and introduce meta skills to everyday learning
- Improve Data Capture and acting on the data we collect

From Small Achievements to Engaged Learners

Achievement (Notice It)
- Small wins, progress, effort, resilience
- Happens daily in classrooms already

Evidence (Capture It)
- Learner voice and reflection
- Builds confidence and ownership

Skills (Name It)
- Subject-specific and transferable skills
- Makes learning explicit
- Supports inspection and reporting

Meta-Skills (Transfer It)
- Self-management, confidence, adaptability
- Links to employability and lifelong learning
- Prepares learners for change