



Quality Improvement Framework

2024/2025

Rationale

Aberdeen City Council aims to improve the educational and life chances of all children and young people. A recent review of inspection outcomes highlighted that some schools need more help than others to secure improvement against the core Quality Indicators (QIs) from How Good Is Our School 4 (HGIOELC for Early Years settings) and a risk based model has been designed to address this variation.

This Quality Improvement Framework exemplifies the standards we want to see in all schools to help guide self-evaluation at school and local authority level. It also provides clarity of expectations and a more proportionate model of support to help accelerate progress. This Quality Improvement Framework will continue to be reviewed on at least a yearly basis.

Roles and Responsibilities

A number of stakeholders hold aligned responsibilities for delivery of the Core QIs and a number of statutory duties support delivery of the core QIs. It is important that everyone understands and is held to account for their contribution in realising improvement against the Core QIs.

| Core QIs & Statutory duties | Elected Members | Central Quality Improvement team | School leaders across the Local Authority | School leaders | Middle leaders | Class teacher |
|-----------------------------|---|---|--|--|---|---|
| 1.3 2.3 | Scrutinise school inspection outcomes against HGIOS | <p>Establish a self-improving culture across the Local Authority (LA).</p> <p>Validate school self-evaluation and associated S&Q and Improvement Plans.</p> <p>Scrutinise progress against agreed Plans.</p> <p>Align central resource and structures to realise improvement.</p> <p>Support the provision of professional learning to realise improvement.</p> <p>Support school leaders to prepare for school inspections</p> <p>Maintain oversight of core measures to identify emerging risks and issues.</p> | <p>Establish a self-improving culture across the Local Authority</p> <p>Contribute to Local Authority self-evaluation and use self-evaluation to identify and share good practice</p> <p>Share skills and expertise to support the self-evaluation of and improvement of other schools</p> <p>Share experiences of inspection to support school leader colleagues</p> <p>Work across the Cluster/Associated Schools Group to identify and respond to emerging risks and issues</p> <p>Explore any benefits from pooling resource</p> | <p>Establish a culture of self-evaluation at school level by providing regular opportunities for staff, partners, young people and parents & carers to contribute</p> <p>Establish robust self-evaluation systems through the development and implementation of the school Quality Improvement Calendar (QIC)</p> <p>Evaluate the range of QI data gathered to plan and implement change</p> <p>Analyse and act on outcome data through robust accountability structures</p> <p>Build data literacy skills in staff</p> <p>Share plans and improvements with elected members annually.</p> | <p>Establish a culture of self-evaluation at department level by providing regular opportunities for staff, partners, young people and parents & carers to contribute</p> <p>Establish robust systems to help monitor performance across the department against the core QIs through a QIF</p> <p>Critically analyse evidence from the QIC to inform the work of the department and school improvement plan</p> <p>Establish effective systems to gather and analyse outcome data at department levels through robust accountability structures.</p> <p>Build capacity in staff to measure and report the impact of changes being made to enable best practice to be spread</p> | <p>Evaluate own work using robust evidence to help set professional development targets</p> <p>Use data to determine the impact of changes being made at classroom levels</p> <p>Share the impact of changes being made with colleagues at department or whole school level</p> <p>Engage in moderation against agreed standards to drive consistently good practice</p> <p>Participate in school self-evaluation</p> |

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|---|---|---|---|--|--|--|
| 3.1 | Set policy based on local need | Analyse performance by reviewing data linked to QI 3.1 Coordinate the drafting of policies to be presented for approval to Elected Members | Contribute to the development of Local Authority policy Work across agencies to identify and respond to emerging risks and issues | Maintain oversight of wellbeing data to quickly identify and address emerging risks | Maintain oversight of wellbeing data at department level to quickly identify and address emerging risks | Deliver the health and wellbeing curriculum effectively recognising it as the responsibility of all |
| 3.2 | Scrutinise performance against agreed key measures | Establish data systems to monitor performance at individual, school and service level Monitor and report performance trends to Elected Members Establish accountability structures and enhance them where required | Collaborate with cluster/ASG colleagues to address the root cause of issues and risks. | Monitor and take action to address performance risks across the school. Establish accountability structures and enhance them where required | Monitor and take action to address performance risks across the department. Establish accountability structures and enhance them where required | Monitor and take action to address performance risks at class level. |
| Standards and Quality Report | Scrutiny of Local Authority self-evaluation Scrutiny of performance at school level | Lead coordination of Local Authority self-evaluation | Contribute to the development of self-evaluation to inform plans for learners | Lead coordination of the school Standards and Quality Report | Lead coordination of departmental evaluation to inform the school Standards and Quality Report | Inform the content of the Standards and Quality Report |
| Improvement Plan | Approval of Local Authority Improvement Plan Approval of some school Improvement Plans | Lead coordination of Local Authority Improvement Plans Coordinate the setting of stretch aims for inclusion in the Local Authority Strategic Plan | Contribute to the development of Plans for learning including Locality Plans, the Children's Services Plan and Education Authority Plans | Use the data gathered through self evaluation activities to inform the School Improvement Plan. Publish the approved plan on the school website. Create a parent and child friendly version which when approved should be shared on the school website. | Use the data gathered through self evaluation activities to inform the Department/Faculty Improvement Plan. | Inform and support development of the school improvement plan through active participation in self-evaluation activities. Support delivery of the plan through curriculum delivery. |
| Local Authority statutory duty for quality of provision | Instruct Officers to address vulnerabilities in inspection outcomes | Amend working practices to realise improvement at Local Authority and school level. Design and deliver an approach to quality improvement that offers sufficient and proportionate levels of support and challenge to schools. | Collaborate with central officers to deliver an approach to quality improvement across the Local Authority that offers sufficient and proportionate levels of support and challenge to schools. | Lead the school to engage positively in Local Authority quality improvement visits and other activities. | Lead the school to engage positively in Local Authority quality improvement visits and activities. | Engage positively in Local Authority quality improvement visits and activities. |

Q1.3 Leadership of Change – Expectations of Schools and school assurance

HGIOS 4 overview statement (p24)

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners.

Effective leadership of change depends on a positive culture, effective systems and clear lines of accountability.

Plan for and record ongoing self-evaluation activity

A self-improving system can only be realised through well considered, honest and on-going self-evaluation activity against the Core QIs. The ‘How Good is Our’ documents provide a toolkit for use at school level although the principles equally apply to Local Authority quality improvement teams as they evaluate their work.

The virtuous cycle of improvement illustrates the key features of effective evidence based evaluation. It shows how schools and system leaders can empower practitioners to interpret nationally and locally shared aims and apply them in local context.

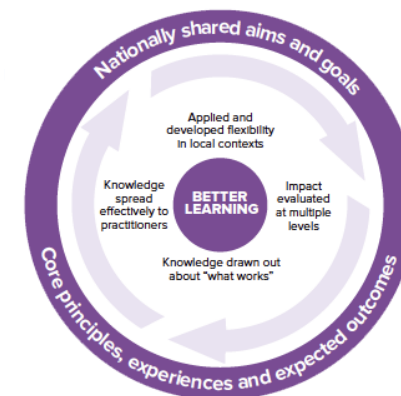
Key to self-improvement is regular and rigorous, evidence-based, internal and external evaluation to determine:

- How are we doing against the proposed outcomes in the Improvement Plan?
- How do we know?
- What are we going to do now to maximise the identified outcomes?

School self-evaluation activity should be aligned with the school improvement plan and should be outlined in an agreed School Quality Improvement Calendar. The self-evaluation activity outlined in the Calendar should support the on-going gathering of evidence. An exemplar Quality Improvement Framework and associated Calendar are available in **Appendices A and B**. The development of a short evaluative paragraph or report following each episode of self-evaluation, may make the production of the final Standards and Quality Report more straightforward.

Ensure ownership and accountability

Leadership teams should work in partnership with staff to monitor the impact of improvement plans by following their quality improvement calendar. The findings of self-evaluation activities should be reflected upon with changes made to plans as required. This approach ensures timely changes are made.



All staff should know the strengths and areas for development for their school and be able to access self-evaluation documents. Opportunities to capture the voice of learners is critical as the UNCRC and The Promise features more prominently in national policy. **Schools must ensure learner voice is included throughout the improvement planning process and HGIOURS may assist with this process.**

Clear lines of accountability for delivery of the school improvement plan and associated self-evaluation should be in place. Schools may find it helpful to establish a School Quality Improvement Framework (**Appendix A**) and must develop a Calendar (**Appendix B**). Excellent leadership of change sees each instance of self-evaluation detailed in the Quality Improvement Calendar triggering the production of a summary paragraph or report to capture the learning and implications to feed back to staff and wider stakeholders. **There is an agreed LNCT protocol for Quality Improvement Visits in Schools.**

Developing the Standards and Quality Report

Key to self-improvement is regular and rigorous, evidence-based, internal and external evaluation to determine:

- How are we doing against the proposed outcomes in the Improvement Plan?
- How do we know?
- What are we going to do now to maximise the identified outcomes?

National PEF guidance steers consideration of how the school is helping the six priority family types identified by the Scottish Government as being at highest risk of experiencing child poverty and an evaluation of the impact of PEF spend should be included in Standards and Quality Reports. The groups include:

- ▶ Lone parent families
- ▶ Families with a young mother (under 25)
- ▶ Larger families (3+ children)
- ▶ Minority ethnic families
- ▶ Families with a child under one
- ▶ Families with a disabled adult or child

PEF guidance also asks schools to consider what additional steps might be required to close the poverty-related attainment gap for pupils affected by disadvantage for other reasons. As a result, schools should routinely look at the performance of these groups as they draw conclusions for the Standards and Quality Report.

- ▶ a protected characteristic (disability, gender reassignment, pregnancy and maternity, race, religion, or belief)
- ▶ sex (gender) and sexual orientation)
- ▶ a need for which they require additional support
- ▶ being looked after
- ▶ having caring responsibilities
- ▶ Schools supporting Armed Forces children should also consider the Armed Forces Covenant

A Standards and Quality Report is a statutory document which reflects on the appropriateness of the school vision and values, the achievements of the previous year, outlines the impact of PEF interventions on the poverty related attainment gap, details school performance and identifies next steps based on a range of evidence (including national and local policy) and consideration of performance by group.

The Standards and Quality Report pulls all the school's self-evaluation evidence together into one overarching evaluative document. Exemplar evaluative statements are provided in **Appendix C** to help to support the effective moderation of evaluation gradings and exemplify national expectations. The full range of evaluation evidence across all core Quality Indicators should be considered when compiling the Standards and Quality Report. The Senior Leadership Team should collaborate with all stakeholders to look inwards by analysing a range of data, outwards by learning from colleagues and considering national and international research, and forwards by understanding the key policy changes that require to be prepared for.

School leaders have a legal obligation to publish a Standards and Quality Report on a yearly basis, no later than September and set an Improvement Plan based on the findings.

Developing Improvement Plans

The School Improvement Plan will reflect the unique context of the school and take into account the wider Local Authority context and national direction of travel. National policy determines that the UNCRC and The Promise should continue to be planned for within School Improvement Plans. Consideration should also be given to the Morgan Review to support planning for those with additional support needs. All schools should be using the CIRCLE framework to support "Getting it Right for Every Child."

Local Outcome Improvement Plans and Locality Plans outline priorities based on multi-agency data. Similarly, the Children's Services Plan provides partnership priorities for children with the Aberdeen City National Improvement Framework Plan outlining the particular priorities identified for improvement across the Education Authority. The National Improvement Framework Plan will be aligned to other Plans for children and help guide the inclusion of local priorities in school improvement plans.

National PEF guidance asks that school teams consider how funding will support the six priority family types and address disadvantage. Improvement work to address disadvantage should be explicit within the Plan. School leaders should also take advantage of opportunities to pool resources to address common risks where thought beneficial.

When developing Plans, the outcome to be realised must be explicitly clear along with mechanisms for measuring or indicating progress. All secondary schools will use the LOGIC Model contained in **Appendix D**, primary schools may use the format if helpful.

Improvement Plans should be completed by working groups and fully consulted upon with all stakeholders. Draft Plans should be shared with the central teams for review **by mid June** with final version published on school websites by mid September. They should include plans for the use of PEF with clear leads and measures identified. Secondary Schools should agree high level, whole school priorities and Faculties should develop associated Plans. Care must be taken to ensure that Faculty Plans align with the overarching Improvement Plan and ensure that plans translate in the Quality Improvement Calendar.



Schools must produce a single page document for children and young people to ensure it is accessible to them. Progress updates should be provided through parent council meetings or school newsletters across the year.

How the Local Authority will gain assurance on QI 1.3

The Local Authority will:

- Review and agree publication of Standards and Quality Reports
- Review and agree publication of School Improvement Plans
- Review and agree the school Quality Improvement Calendar
- Review and agree copies of learner friendly versions of the documents
- Request confirmation that documents are publicly available
- Validate evaluations through focus groups and classroom visits
- Monitor complaints
- Evaluate the quality of behaviour and relationships across the school
- Quality assure policies and sample Pupil Centred Risk Assessments

The Local Authority may:

- Ask School Leadership Teams to present their improvement journey to Elected Members
- Establish peer review systems for key documentation for some schools
- Keep central records of when school vision and values were last updated
- Keep central records of if the vision and values is relevant given the context of the school and build this into feedback on the Standards and Quality Report
- Retain copies of School Improvement Calendars and seek opportunities for school leaders to present emerging evidence during school engagements
- Request information on particular aspects of self-evaluation planned within the school Quality Improvement Calendar

QI2.1 Safeguarding and Child Protection – Expectations of schools and school assurance

This indicator focuses on the wide range of duties required of all staff and partners to ensure that all learners are **safe, well cared for** and **enabled to flourish**. It considers how the **school takes account of statutory requirements** in relation to child protection to ensure **the needs of all learners are met**. Safeguarding all learners require **strong partnerships** to be established between the school and its local community. This includes **well-planned progressive learning opportunities** so that learners can become more **resilient** and develop a **sound understanding of how they can keep themselves safe**. Actions taken at school and central team level enable the Chief Social Work Officer and **Chief Officer Education and Lifelong Learning** to effectively discharge their statutory duties.

Safeguarding is inextricably linked to all of the core Quality Indicators and also the entitlement to a full and appropriate curriculum. A standard for school and central teams to measure progress against can be helpful and the ACC Safeguarding and Child Protection Standard in **Appendix E** exemplifies such an approach.

Ongoing assurance by schools is best undertaken over the course of the year and should be planned for depending upon the needs of the learners in your school. For example, schools may want to focus on groups on the child protection register if there has been a rise in registration or may want to gain some assurance around some of the safeguarding data, for example bullying, to understand trends and ensure a stronger school response to such incidents. Whatever the approach, it is critical that there is increased scrutiny of those on the Child Protection Register and those who are Care Experienced learners and that everyone is aware of their responsibilities.

An example of how this may look at school level in a single year is detailed below; the focus would change annually based on the local context and this example presumes that the progress of those on the register and those who are looked after are considered as distinct groups during tracking periods:

AUGUST – check that all staff have received updated Child Protection training and completed the behaviour e module and that you have a record of this and that any identified vulnerabilities in knowledge are captured and planned for in the professional learning calendar. Ensure there is a system in place for staff who start part way through the year to complete both child protection training and the e module. Check that all signage/handbooks reflect updated lead responsibilities and that arrangements are in place for very regular tracking of outcomes for those who are on the register or care experienced.

SEPTEMBER – check that learners on a personalised pathway have a full timetable and that effective information sharing is in place to support delivery of an agreed plan. Check that six-weekly reviews are in place and effectively improving outcomes. Review impact of attendance and reducing exclusion procedures. **Agree approaches to the roll out of Equally Safe.**

OCTOBER – Sample of five learner records to check that all paperwork is stored securely in the Wellbeing App, that access is suitably locked down to only those with named person responsibility and that the quality of planning (including IEPs) have appropriate and routinely reviewed targets which are helping improve outcome for learners. Check that all staff are aware of expectations of them through appropriate access to aspects of the plan they need and that they have the information/support they require.

NOVEMBER – focus group of care experienced young people/those with additional support needs /those who have reported bullying to explore either the quality of the school offer for them or the extent to which they know how to keep themselves safe.

DECEMBER – review the impact of plans for the five learners who have the poorest attendance. This could lead to amendments in attendance procedures or a reshaping of internal support systems.

FEBRUARY – Sample of five learner records (pastoral notes) to check that the language used is suitably respectful and that internal support systems are effectively supporting a proactive response to emerging need

APRIL – review of all safeguarding data to identify emerging risks. Consider how this will inform the School Improvement Plan and curriculum for the following session. Review data for those with protected characteristics.

How the Local Authority will gain assurance

The Local Authority will:

- Request access to updated school policies to check alignment with national and local policy
- Check that all schools are clear on expectations and have systems in place to monitor their internal processes
- Engage with others who support the school community such as Children's Social Work and Community Learning
- Review data routinely to identify any emerging risks and issues
- Sample pastoral notes for a small number of learners prior to an in school engagement
- Identify learners in particular groups for discussion during a school engagement
- Ask school leaders to complete a Microsoft form around statutory duties for analysis prior to a school engagement **(example in Appendix F)**
- Monitor complaints

The Local Authority may:

- Undertake thematic reviews on areas of perceived vulnerability if required

QI 2.3 Learning, Teaching and Assessment – Expectations of schools and school assurance

This indicator focuses on **ensuring high-quality learning experiences for all learners**. It highlights the **importance of highly skilled staff** who work with learners, and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures learners maximise their successes and achievements (HGIOS 4)

Almost all positive evaluations of all core QIs can be traced back to highly effective Learning, Teaching and Assessment. All activity in a school should improve Learning, Teaching and Assessment to realise improved outcomes for learners. It is our core business and is the foundation to getting it right for every child.

All schools should have a school policy or position statement with regard to Learning, teaching and assessment which is aligned to **The ACC Learning, Teaching & Assessment Standard** included in **Appendix G**. The ACC standard will be used during school engagements.

School teams should consider which aspects of their agreed standard will be a focus for improvement on a regular basis, in response to self-evaluation evidence. Professional learning should be clearly aligned with areas of priority.

An example of how this may look in a single year is detailed below; the focus would change annually based on the local context and classroom visit proformas would be updated in keeping with agreed expectations:

At the beginning of a lesson:

- Learning to be meaningful and relevant, and linked to prior/home learning.
- Learning has a clear purpose (are you consolidating or introducing new knowledge or skills?)
- Learning to be sufficiently challenging with high expectations set
- Learning to be differentiated appropriately and digital resources used to support where appropriate
- All resources to be well organised to encourage independence (including use of support staff)

As the lesson progresses:

- Clear and appropriate purpose (Learning Intention) with Success Criteria supporting learners to evaluate their work
- A range of approaches to questioning – e.g. well planned with reactive open questions that build in complexity or engage learners in their learning
- Feedback should be linked to success criteria. The teacher should constantly be checking for understanding by working the room/ space. Learning activities should be adjusted based on assessment of understanding gleaned by questioning learners
- Opportunities for learners to be given ownership of their own learning and enabled to make choices and influence

Mid lesson:

- Learners work presented well in jotters and work marked appropriately
- Wall displays being used to support learners and to celebrate success (and at a height learners can see)
- An encouraging ethos with positive and respectful relationships between the learners and staff

- Learners understanding what they are learning and why

At the end of the lesson:

- A plenary that links back to success criteria, checks understanding and refers to future or home learning

How the Local Authority will gain assurance

The Local Authority will:

- Check that schools have a locally agreed standard based on Local Authority/**Regional Improvement Collaborative** guidance
- Check that classroom visit documentation being used by schools supports giving feedback on the areas being developed by the school
- Review attainment data
- Review attainment data following transition to primary or to secondary
- Undertake learning walks
- Check alignment of the in school professional learning offer with areas identified for improvement

The Local Authority may:

- Meet with focus groups of learners
- Undertake Classroom visits to a department with summary report produced outlining clear next steps
- Undertake Classroom visits to the whole school with summary report produced outlining clear next steps
- Meet focus groups of staff to explore progression in learning and assessment practices (link to QI 3.2)

QI 3.1 Ensuring Wellbeing Equality an Inclusion – Expectations of schools and school assurance

*This indicator focuses on the impact of the school's **approach to wellbeing** which underpins learners' ability to achieve success.*

It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements

All schools should have an overarching policy, standard or strategy on how they are securing improvement in this area and this should be aligned to the Local Authority standard. School teams should consider which aspects of the standard will be further developed on a regular basis in response to self-evaluation evidence, helping shape the approach to the quality assurance of this quality indicator.

An example of how this may look in a single year is detailed below; the focus would change annually based on the local context:

DAILY – Planned opportunities for learners to engage in physical activity each school day including outdoor opportunities all year round (e.g. Daily Mile)

MONTHLY – Review of needs across the school, considering targeted discussions through tracking meetings to ensure individual learners are planned for, supports are reviewed and next steps agreed in a timely manner.

6 WEEKLY – Review flexible pathways to ensure appropriate supports are being considered and where no impact, plans are revisited with all relevant people, including the learner.

TERMLY – All staff have should consider their learning environments to support the wellbeing needs of all learners. Use the CIRCLE Inclusive Classroom Scale (CICS) to support this process. Review the outcome of this, sharing practice across school which is positive for individuals and groups of learners and identify any support required to address areas of development.

TWICE YEARLY (August and March) – Undertake Health & Wellbeing Surveys including SHINE for both staff and learners and review outcomes, considering training requirements for staff, support needs and key curriculum and pathway developments to plan next steps.

ANNUAL – Review of Positive relationships policy annually, unless there is an identified need to review before then. Review of anti-weapon returns and **understanding of mobile phone arrangements**

QUALITY IMPROVEMENT ACTIVITY FOCUS – Is learning appropriately meeting the needs of all learners?

How the Local Authority will gain assurance

The Local Authority will:

- Check that schools have a local understanding of expectations based on Local Authority standards
- Check that systems are in place to monitor the wellbeing of learners
- Check that systems are in place to monitor compliance with expectations and that action is taken when vulnerabilities are identified
- Check that the learning environment is considered during classroom visits
- Issue a Microsoft form in advance of a Local Authority engagement visit to determine compliance and areas for more detailed exploration
- Review core measures and data sets

The Local Authority may:

- Meet focus groups of support for learning staff to monitor compliance with policy
- Follow a small number of more vulnerable learners over the course of a day during an engagement
- Meet focus groups of learners to determine how the school helps them
- Meet focus groups of staff to explore health and wellbeing as the responsibility of all
- Review the quality of plans for learners

QI 3.2 Raising Attainment and Achievement – Expectations of Schools and school assurance

This indicator focuses on the school's success in achieving the **best possible outcomes** for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards **over time** is a key feature of this indicator.

All schools should have an agreed approach to raising attainment and achievement which should include robust and regular tracking and an agreed presentation/assessment policy in secondary schools. Approaches should be aligned with the Local Authority standard. School teams should consider which aspects of the standard will be further developed regularly, in response to self-evaluation evidence, helping shape the approach to the quality assurance of this quality indicator.

An example of how this may look in a single year is detailed below; the focus would change annually based on the local context and be included in school quality improvement calendars:

AUGUST – Ensure all staff are aware of their role in raising attainment, the school tracking systems and are confident about expectations for review meetings and timelines for completion of data.

SEPTEMBER / OCTOBER – Tracking Meeting with staff including review of interventions for individual learners and data trends identified. Review evidence in classwork with a key focus linked to school improvement plan and individual learners needs. Collate and share findings with whole staff / faculties as appropriate, identifying next steps to address any areas for development and review of current interventions if required.

NOVEMBER – Quality improvement discussion with QIO to verify attainment and achievement data.

JANUARY – Tracking Meeting with staff including review of interventions for individual learners and data trends identified. Sample 2/3 learners per year group to review evidence of learning, interventions, and attainment over time - Collate and share findings with whole staff / faculties as appropriate, identifying next steps to address any areas for development and review of current interventions if required.

FEBRUARY – Quality Improvement Discussion with QIO to verify attainment and achievement data.

MARCH / APRIL – Tracking Meeting with staff including review of interventions for individual learners and data trends identified.

MAY – Quality Improvement Discussion with QIO to verify attainment and achievement data.

JUNE – Systems to track attainment and achievement for the year ahead reviewed and updated where appropriate and linked professional learning offer considered. Consider review of curriculum rationale including the structure and balance of the curriculum.

School leaders are expected to review a range of data and understand the trends in school performance.

How the Local Authority will gain assurance

The Local Authority will:

- Check that staff have a clear understanding of progression
- Review copies of secondary school presentation/assessment policies
- Check the robustness of school tracking and discussion at school based Attainment Reviews
- Undertake initial Attainment Reviews (based on ACEL and SQA data)
- Meet with school leaders to undertake a Post Insight review – September and February
- Ask school leaders to submit attainment documentation linked to:
 - Broad general education
 - Breadth and depth
 - Literacy and numeracy
 - Improving attainment for Care Experienced learners
 - Attainment versus deprivation
 - Partnerships and wider accreditation
- Undertake stretch aims discussions with schools
- Check that school leaders are making full use of:
 - Power BI tools including school profiles
 - PEF tracker
 - SQA Power BI dashboard

Local Authority Assurance system

School Visits

Visits include a range of Officers for example Chief Officer Education and Lifelong Learning , Quality Improvement Manager, Quality Improvement Officer, Locality Lead Officers, EPS, senior leaders and middle leaders from other schools and a selection of school staff. The frequency of school visits will depend on the level of support required to secure improvement. **Primary quality improvement will move from a locality to city wide approach over session 2024/25.**

The additional central resource will complement in school arrangements. Approaches taken during the visits may include:

- focus groups (staff, young people, parents and carers, partners)
- **the use of Trios in primary, with an increasing focus on challenge. And the use of peer senior leaders in secondary with a focus on building middle leadership capacity.**
- learning walks, classroom visits including looking at the quality of feedback and pupil engagement with learning
- exploration of tracking data
- review of documentation
- review of pupil work
- reviewing the environment for learning
- checks of compliance based on earlier submissions

The learning from the visit is pulled together into a report outlining strengths and next steps by either the school or the central team. In some cases, schools are asked to develop a Plan to address the areas identified for action and report progress on a weekly/fortnightly basis.

Local Authority attainment reviews

A range of approaches are taken to support progress against Raising Attainment and Achievement. These include:

- Initial Attainment reviews (based on SQA data)
- Post Insight review
- Asking school leaders to submit attainment documentation linked to:
 - Broad general education
 - Breadth and depth
 - Literacy and Numeracy
 - Improving attainment for Care Experienced learners
 - Attainment versus deprivation
 - Partnerships and wider accreditation
- stretch aims discussions with schools
- review of live tracking data over a year to check progress against stretch aims

- Checking that school leaders are making full use of:
 - Power BI tools including school profiles
 - PEF tracker
 - SQA Power BI dashboard

Levels of support to schools - School leaders will collaborate with central officers to identify the level of support required to secure improvement.

| Category 1 | Category 2 | Category 3 |
|--|---|--|
| Validated self or external evaluation has identified each core QI at good or better | Validated self or external evaluation has identified one or more of the core Quality Indicators as satisfactory or below School is currently or expecting to engage with HMle imminently | Validated self or external evaluation has identified one or more of the core Quality Indicators as weak or unsatisfactory School is currently or expecting to engage with HMle imminently There are self-evaluated concerns around QI 1.3 or staff cohesion. |
| Possible features of support | Possible features of support | Possible features of support |
| Attainment review/discussion SQUIP review and feedback Support to quality assure internal processes Monitoring of presentations, attendance and exclusions Participation in professional learning visits Encouragement for staff to participate in professional learning visits to other schools to contribute to a self-improving system Support from QAMSOs and Locality Leads | Attainment review/discussion SQUIP review and feedback Support to quality assure internal processes Monitoring of presentations, attendance and exclusions Participation in professional learning visits Encouragement for staff to participate in professional learning visits to contribute to a self-improving system Support from QAMSOs and Locality Leads Mandatory attendance at professional learning Quality assurance visit to participate in school assurance mechanisms that look at each core QI in detail Routine checks on progress | Attainment review/discussion SQUIP review and feedback Support to quality assure internal processes Monitoring of presentations, attendance and exclusions Participation in professional learning visits Encouragement for staff to participate in professional learning visits to contribute to a self-improving system Support from QAMSOs and Locality Leads Mandatory attendance at professional learning At least twice yearly QI visit looking in detail at each Quality Indicator Dedicated team from across the city to help support improvement with very regular checks on progress |

APPENDIX A - Example of a School Quality Improvement Framework

| | |
|--------------------------------|---|
| SQUIP | <p>A SQUIP which is evaluative and identifies clear priorities which can be achieved and make a difference to learners. Plan evaluative activity to drive forward these identified priorities.</p> <p>Working group/Faculty Improvement Plans which detail specific actions with timescales and allocation of responsibilities - linked to school improvement priorities. How will teams be guided to make any necessary changes and how will you check that the changes have been made?</p> |
| Quality Improvement Calendar | <p>School Calendar and/or Quality Improvement Calendar devised in consultation with staff. This should detail key evaluative activities and when they will take place. How will you ensure that all senior leaders drive the Improvements detailed in the Plan?</p> <p>Class visits, peer visits, learning walks – information from these is collated and used with class teachers – clear feedback loop. Clear link made back to professional learning. Clear link made to driving forward a minimum standard as detailed in a learning and teaching policy or framework.</p> <p>How will class teachers be held to account and ensure the quality of the universal offer?</p> <p>Moderation activity/tracking episodes. Clear report gathered after each whole school episode and shared with all members of staff. Actions agreed.</p> <p>Termly attainment review meetings with relevant SLT which focus on measuring progress over time</p> <p>School / Faculty QI calendar submission date and checks, School Improvement Plan and Faculty improvement plan monitoring/evaluation timings. Pupil Support Faculty should also have a QI Calendar and Faculty Improvement Plan (with detail on attainment analysis and interventions, attainment analysis to support coursing, tracking positive destinations).</p> |
| Quality Improvement Activities | <p>ACC QI visits – clear focus and feedback loop.</p> <p>Pupil/parent/staff focus groups - linked to key priorities</p> <p>Data analysis including behaviour review to support ambitious curriculum development and coursing for young people and any adaptations to timetabling learner pathways. What will you do when patterns in behaviour referral emerge?</p> <p>Presentation policy which outlines the standard expected in terms of qualifications young people are being presented for – all staff understand the standard. Young people and parent/carers also understand the standard and that withdrawals will be challenged.</p> |
| Roles & Responsibilities | <p>Remit documentation for each promoted post in the school linked to agreed action plans and outcomes.</p> <p>1-1 system to build in accountability. HT with DHTs, DHTs with PTs/PT PS/PT literacy, numeracy etc. Discussion with a focus on SIP action plans. How will Middle Leaders be held to account for the quality of provision and attainment results in their department?</p> <p>Strategic Senior leadership meetings take place once a week. Single issue meetings linked to SIP and delivering key priorities.</p> <p>Operational Senior Leadership meetings take place once a week.</p> <p>Working groups linked to driving forward identified priorities – each group has a clear action plan and timescale for delivering outcomes.</p> |
| Professional Learning | <p>Professional learning arrangements linked to clear priorities detailed in the School Improvement Plan. See Teacher Professional Learning Framework and Teacher Leadership Framework</p> |

APPENDIX B - Example of a Whole School Quality Improvement Calendar

Schools should consider outcomes, which provides clarity of purpose and aids strategic direction. When identifying outcomes, senior leaders should draw on their understanding of the context of their school, strengths, and areas for development, particularly in relation to driving forward attainment for young people. In this secondary example, the school has a clear focus on securing positive destinations for all young people which features evaluative work and operational actions to deliver this outcome. The QA Calendar should look different year on year as new priorities and outcomes are identified. This example doesn't include checks on compliance with safeguarding and child protection undertaken by the school Child Protection Lead.

| Month | Outcomes | Activity |
|--|--|--|
| Through the session and built in for each year group | <ul style="list-style-type: none"> Parent/carers are in receipt of quality information regarding their child's progress Parent/carers are informed in a timely manner of any areas of concern Staff have access to CLPL to enable progress against the School and Personal Improvement Plans | <ul style="list-style-type: none"> BGE 1 summary report / BGE 1 full report with comments Senior phase 1 summary report / Senior phase 1 full report with comments Senior phase Final WG/EG report All year groups – 1 virtual parents' meeting Cause for Concern procedures built into tracking and reporting procedures Provision of CLPL with impact followed up through activities such as PR&D and class visits |
| Each month | <ul style="list-style-type: none"> The progress of Looked After Children (LAC), Young Carers and young people where economic hardship is a barrier is monitored and interventions put in place to secure positive outcomes Senior Leadership Teams have a sound understanding of the progress being made against priorities identified in the SQUIP Senior Leadership Teams have a working knowledge of the standard of learning and teaching across the school Faculty Heads have a clear picture of the standard of learning and teaching in classrooms across their faculty Class teachers can share good practice and test out pedagogy Young people are achieving L5 and L6 literacy and numeracy qualifications (in line/above VC) Children and young people across the ASG benefit from early intervention facilitated through the Partnership Forum | <ul style="list-style-type: none"> All staff update Key Case Tracker. House Teams review the information and agree interventions - Key Case tracker checks attendance, exclusion, part-time timetables Agree evaluative activity linked to the SQUIP - Pupil and staff focus groups on an aspect of learning and teaching, curriculum, wellbeing Extended SLT Meetings and Staff meetings scheduled as per the WTA Parent Council has the SQUIP as a standing item – a different theme is explored during each meeting Staff present progress/seek feedback and ideas to Parent Council TLCs meet, the aspect of learning and teaching they focus on is derived from the SQUIP, inform staff meetings, CLPL website and in-service staff training Senior Phase literacy and numeracy tracker update/check. (Check L5 and L6 literacy and numeracy Check young people achieving at the highest SCQF level) Partnership Forum meetings |
| Each term | <ul style="list-style-type: none"> All staff understand attainment of their pupils in BGE and Senior Phase - Interventions agreed at class, faculty, and school levels Robust moderation arrangements are in place which support staff judgements on level achieved and the standard within NQs. This means tracking data is accurate All young people on track to achieve a positive destination Partnerships with union reps to support collegiate working Young people have their success recognised and rewarded | <ul style="list-style-type: none"> Completion of faculty and whole school tracking data Faculty Quality Improvement Calendar schedules attainment tracking meetings BGE and Senior Phase. Moderation meetings scheduled Positive destination planning meeting – House Teams Feedback on WTA, Calendar and any matters arising from union reps Colours awards processed. Merit/commendation awards processed |

| Month | Outcomes | Activity |
|-----------|--|---|
| August | <ul style="list-style-type: none"> • Staff have a clear understanding of Child Protection and Safeguarding policy and procedures. • Staff have a clear understanding of the UNCRC and the implications of The Promise • Staff understand how to report near misses/incidents and confirm their understanding • A well-planned programme of transition arrangements is in place - Primary/ Secondary transition arrangements are effective for all learners, including those requiring additional support and in line with legislative requirements | <ul style="list-style-type: none"> • Child Protection and Safeguarding training delivered during the Inservice day - Following training and on a termly basis throughout the year, staff complete a confidence rating on their knowledge of CP and Safeguarding • Staff reminded/agree school policies for supporting young people who exhibit distressed behaviour and confirm their understanding of processes including near miss and incident reporting • New member of staff in receipt of CP training on arrival across the year • P6/7 enhanced transition planning agreed across the ASG - Transition Calendar in place driving outcomes detailed in the ASG Transition aspect of the SQUIP |
| September | <ul style="list-style-type: none"> • Young people in the Senior Phase attain well in their SQA examinations. The school is in line with/above its virtual comparator in key measures • Our curriculum is refreshed and provides an increasing range of flexible learning pathways - This is raising attainment by meeting the needs and aspirations of our young people • Parent/carers access materials to help them support their child's learning | <ul style="list-style-type: none"> • Termly attainment meetings with Faculty PTs with a BGE and Senior Phase focus • Termly attainment meetings work through collated whole school tracking data. Example: Working Grade collation by NQ • SQA Co-ordinator issues bespoke SQA Calendar detailing operational deadlines • Curriculum planning meetings with Faculty PTs, NESCol and other providers • Planning for Success parental materials uploaded to website |
| October | <ul style="list-style-type: none"> • Parent/carers have a sound understanding of the range of learner pathways available and can support their child to make an informed choice | <ul style="list-style-type: none"> • Learner pathways website refreshed prior to the beginning of the course choice process. DYW virtual parental events scheduled to support learner pathways work • Initial P7 transition visit – wellbeing activities • Initial SQA presentations letter issued to parent/carers |
| November | <ul style="list-style-type: none"> • Collated whole school report indicating strengths and areas for development - All staff in receipt of feedback which is noted in My GTCS and helps inform PR&D • S3 SNSA data used to support teacher judgements on level achieved | <ul style="list-style-type: none"> • Class Visits senior phase • S3 SNSA completed |
| December | <ul style="list-style-type: none"> • Young people as they progress into S3 can personalise their curriculum within the 8 curricular areas | <ul style="list-style-type: none"> • S2 Personalisation & Choice/Learner Pathways actions |
| January | <ul style="list-style-type: none"> • Young people in the Senior Phase can prepare for an exam diet in more formal examination conditions. Young people are clear on their progress and next steps in learning. • Young people as they progress into S2 can personalise their curriculum within the 8 curricular areas. | <ul style="list-style-type: none"> • Senior Phase Assessment Weeks • S1 Personalisation & Choice/Learner Pathways actions. • P7 enhanced visits |
| February | <ul style="list-style-type: none"> • Young people as they progress into the senior phase choose a relevant curriculum which allows them to achieve the highest level of SCQF qualifications and achieve a positive destination. • Parent/carers have a sound understanding of the range of learner pathways available and can support their child to make an informed choice. | <ul style="list-style-type: none"> • Pupil Feedback to support final push to SQA examinations for senior phase • House Team meetings with young person and parent/carer as appropriate – additional interventions agreed for senior phase pupils. • Learner Pathways event for parent/carers |

| Month | Outcomes | Activity |
|-------|---|--|
| March | <ul style="list-style-type: none"> Young people make well informed course choices based on their prior learning/ attainment. These choices fulfil the standard set by the school's presentation policy. These choices maximise attainment gains for the individual pupil, choices made are at the highest SCQF level based on the young person's prior attainment. | <ul style="list-style-type: none"> S4/5/6 Pathways Planning days with PTs of PS and SLT. Final checks that coursing is appropriate for everyone. Pupil leadership opportunities – applications deadline |
| April | | <ul style="list-style-type: none"> P7 into S1 Class lists – first draft to feeder primaries |
| May | <ul style="list-style-type: none"> Young people in S1-S3 make progress over time as detailed in CfE levels. Assessment evidence is valid and reliable based on robust moderation arrangements Collated whole school report indicating strengths and areas for development. All staff in receipt of feedback which is noted in GTCS and helps inform PR&D | <ul style="list-style-type: none"> S3 CfE literacy and numeracy levels are submitted to the LA S3 CfE literacy and numeracy levels are moderated and checked against SNSA data BGE Class Visits PR&D meetings – link back to 2 x class visits. Celebrate success and guide professional learning Change of timetable |
| June | <ul style="list-style-type: none"> A draft SQUIP is submitted to LA detailing clear and achievable priorities arising from effective evaluative activities All members of the school community have a shared understanding of the priorities for the year ahead Systems to track attainment and achievement for the year ahead refreshed Celebration of the achievements of our young people – affirmation of school vision, values and ethos | <ul style="list-style-type: none"> Whole school SQUIP, Calendar and WTA in place. Agreement on key working groups. Remit devised for each working group which addresses outcomes in the SQUIP Faculty Improvement Plans (FIPs) completed. Faculty Quality Improvement Calendar completed P7 Transition Visits New S1 tracking set up – use of P7 CfE levels and SNSA data. Used to inform BGE literacy and numeracy tracker Tracking systems set up Agree Partnership Forum meeting schedule Prize Giving |
| July | | |

Appendix C Examples of Evaluative Statements to support evaluative writing.

QI 1.3 Leadership of Change - Developing a shared vision, values and aims relevant to the school and its community

| | Weak | Satisfactory | Good | Very Good | Excellent |
|---------------------------------|---|---|--|--|----------------|
| Approaches to Leadership | SLT need to work collegiately with staff across the school and local authority. Senior Leaders need more effective approaches to leading and managing change. | The SLT use caring and inclusive leadership styles and have an enthusiastic team working together to improve the life chances of all their learners. | We are ambitious for the children. With staff, SLT have implemented a number of initiatives designed to equip children with the skills and attributes they need to succeed in the future | We are committed to ensuring that we achieve the highest possible standards and success for all learners. | Sector leading |
| Vision and Values | Our vision, values and aims should reflect national expectations and be relevant to the unique context of the setting. | The core values are becoming more apparent in the everyday life of the school | The vision, values and aims have children's wellbeing as a core feature and are central to the drive for improvement across the school and nursery. | Our vision evolves through ongoing reflection and debate across the school and community. As a result of this active collaboration the school and community have ownership of the vision, values and aims. | |
| Senior Leadership | Senior leaders should consult more widely to reflect the views of all stakeholders. Importantly, we should ensure a clear strategic overview of improvement priorities and effective procedures to evaluate impact. | Staff are beginning to have stronger sense of purpose and are keen to participate in improvement activities which will help the school to move forward. | The strong leadership of the Head Teacher and SLT has enabled the school and wider community to develop and promote their vision. | Senior leaders provide strong leadership which has enabled our school and wider community to develop, promote and sustain an aspirational vision which underpins our continuous improvement. | |
| Teacher Leadership | Middle leaders need to be more involved in contributing to and leading school decision-making and dialogue linked to delivering the school's vision, values and aims. | Staff are beginning to have stronger sense of purpose and are keen to participate in improvement activities which will help the school to move forward. | Staff report that the vision, values and aims provides them with a clear sense of direction and common shared purpose. As a result of this most of the school community having a shared understanding of what the school is trying to achieve. | All staff show commitment to shared educational values and professional standards. | |
| School context | The school has not taken appropriate account of the social, economic, and cultural context in which children and families live when prioritising its work. | Some staff understand the social, economic, and cultural context well, however this needs to be more consistently understood by all staff. | Staff have a sound understanding of the social, economic, and cultural context in which children and families live. This helps them to deliver the school's vision, values and aims. | These are shaped by our clear understanding of the social, economic, and cultural context in which children, young people and their families live alongside our awareness of current policy and practice. | |
| Impact | There is a need for the community to develop an appropriate and motivating school vision, values and aims to underpin all its work. This will bring a greater sense of coherence to the life of the school, helping all stakeholders to develop a common understanding about the school's core aspirations. | The senior leadership team use the vision, and values of the school to evaluate improvements. This requires to be more fully established with the wider staff group | The Head Teacher and staff use the updated values and aims increasingly well to inform and evaluate improvements. | Through effective leadership at all levels, our school community works together to turn the shared vision into a sustainable reality. | |

QI 1.3 Leadership of Change - Strategic planning for continuous improvement

| | Weak | Satisfactory | Good | Very Good | Excellent |
|--|--|---|--|--|----------------|
| Culture for change | There is a need for senior leaders to provide clear leadership and direction in relation to improving the school's curriculum pathways. | The Head Teacher is beginning to develop a culture where a greater number of staff contribute to and at times lead school improvement priorities. | The SLT provide a culture where most staff feel confident to contribute to, and at times lead on, school improvement. Staff across the school are empowered to develop the curriculum within their specialist areas. | Senior leaders create conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change. | Sector leading |
| Effective evaluation to plan change | Most staff are at the early stages of engaging in self-evaluation. There is a need for a more effective whole school approach to identifying and agreeing required improvements | In the last two years many new initiatives and processes have been put in place. We should now evaluate these and reflect on progress before making further changes. | The SLT has a clear direction for improvement of the school, with high expectations of both staff and children. This aspiration contributes strongly to enhancing the nurturing climate and inclusive ethos across the school. | We ensure proposed changes demonstrate the interconnectedness of the school and community in improving learning and outcomes for children and young people. | |
| Management of change | Senior leaders need to maintain more regular professional dialogue about improvement priorities with middle leaders. | The Head Teacher has guided the strategic direction of improvements and the pace of changes is well-managed most of the time. | The Head Teacher have very effectively guided the strategic direction of improvements for learners and the pace of changes is well-managed. | Senior leaders effectively guide and manage the strategic direction and pace of change. | |
| Achieving change | We are at the early stages of working with stakeholders to develop a core group of school values. Whilst a number of possible values have been identified, the school needs to continue with its plans to explore these further. | The Head Teacher and senior leadership team need to develop, and articulate, a clear, strategic vision for change which identifies appropriate priorities. Analysis and use of evidence is required to ensure a much stronger focus on setting priorities with measurable impact. | The Head Teacher has rightly identified the need to continue to monitor and measure the impact of change and improvements. | We take good account of assessment of risk to ensure we follow through on strategies for achieving change. | |
| Collegiate learning | The majority of middle leaders are beginning to manage change more effectively within their departments and faculties. | The majority of PTs are empowered to lead curriculum areas. teacher leadership skills should continue to be developed and used more effectively to improve the school. Staff benefit from the developing culture of collegiate working. | The Head Teacher empowers members of staff to take various leadership opportunities across the school. We need to extend collaborative leadership opportunities for all staff, linked to evidence-based improvements. | We protect time for professional dialogue, collegiate learning, and self-evaluation, so that all members of our school community can contribute to our plans for continuous improvement. | |

QI 1.3 Leadership of Change - Implementing improvement and change

| | Weak | Satisfactory | Good | Very Good | Excellent |
|---|--|--|--|--|----------------|
| Summary statement | Staff across the school have not received sufficiently clear leadership and guidance around a number of key strategic issues. There is considerable scope for professional learning to have a higher profile. | The Head Teacher requires to promote further a culture of consultation and shared decision making. | Teachers and support staff are encouraged and empowered to embrace leadership. There is an increasing sense of collective responsibility to improve outcomes for all children. | Staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work. | Sector leading |
| Looking outward | The school requires to be more outward looking by visiting a selection of high-quality settings to observe, reflect on and then implement good practice as appropriate. | The Head Teacher encourages staff to look outwards and to develop their practice by sharing approaches with other schools and colleagues. | Staff work with colleagues in other schools to enhance an outward focus. To develop this further there is now a need for staff to extend their research and include practitioner enquiry to support improvement. | Senior leaders in our school community promote and support innovation, creativity and practitioner enquiry which lead to positive change. | |
| Equity | A PEF Plan is in place. Senior leaders and staff should ensure that there is rigour in the way they evaluate ongoing work. This needs to have a positive effect on young people's attainment and close the attainment gap. | We have set out clear plans for the use of PEF with the consultation of stakeholders. | Now that a collaborative approach amongst staff is becoming embedded, we need to adopt a brisker pace of change. | We work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners. | |
| Planning for Self-evaluation | Moving forward, senior leaders should work as a team with all staff to ensure that improvement planning is based on effective self-evaluation. It should provide clear strategic direction for curriculum development and improving learning and teaching. | Self-evaluation practice is needed to be developed and deepened to provide clearer analysis of the school's strengths and the areas they need to improve to ensure a much stronger focus on setting priorities which can provide measurable impact. | Senior leaders now need to increase the rigour in quality assurance and the evaluation of new initiatives. In doing so, we will gain a more accurate picture of how well understood and effective new initiatives and processes are across the school and wider community. | We continually reflect on and develop our practice taking account of our self-evaluation and vision for continuous improvement. | |
| Self-evaluation including all stakeholders | Staff have taken initial steps to improve approaches to learning and teaching. The full impact of this work is not yet clear. It would be beneficial for staff and young people to create together expectations of what it means to be an effective learner and teacher. | Staff engage in a variety of self-evaluation activities and where practice is positive, learners voice is visible. Young people and parents should have more opportunity to reflect on the school through a broader range of evaluation activities. | Children show confidence in sharing positive developments through the school improvement journey with all. Staff should continue to encourage children to lead and reflect on improvements further, e.g. with the wider community. | Staff, learners, and partners engage regularly in critical and creative thinking. As a result, children and young people have developed increased capacity to respond and adapt to change. | |
| Professional learning | There is scope to align our professional development needs and interests more closely with improvement priorities. A few members of staff are undertaking professional enquiry and collaborative practice. | Staff are positive about CLPL opportunities provided. Senior leaders need to ensure that time allocated to whole school CLPL is used effectively to inform improvement. Most opportunities are linked to targets within the school improvement plan. | Staff participate in a wide variety of professional dialogue opportunities. To enhance an outward focus, there is now a need for staff to extend their research and include practitioner enquiry to support improvement further. | Practitioner enquiry and creative approaches are integral to the thinking and practice of staff, pupils, and partners. | |
| Impact of planning for improvement | A school improvement plan is in place which targets appropriate areas of improvement. The plan has very few or no measurable targets. This makes it difficult to evaluate the progress of school improvement over time. | Senior leaders' analysis of departmental evaluations is needed to inform future improvement priorities. Faculty PTs and senior leaders need to evaluate improvement plans regularly and critical reflection should take place. | Further work is also needed to ensure new initiatives and processes have an impact on children's progress and learning. | We have effective strategies in place to monitor and evaluate the impact of changes on outcomes for learners and the work of our school. | |

QI 2.3 Learning, Teaching & Assessment - Learning and engagement

| | Weak | Satisfactory | Good | Very Good | Excellent |
|---|--|---|---|---|----------------|
| Summary statement | There is a need to improve the quality of learning, teaching and assessment across the school. | Learning and teaching is an important priority for the school and work is ongoing in this area. | The school should develop further its approaches to learning, teaching and assessment to ensure all children receive an appropriate level of pace and challenge to maximise their progress. | Examples of outstanding learning and teaching practices are evident which are impacting positively on outcomes for children and young people. The existing collaborative approaches mean that the school is ideally placed to spread this practice more widely. | Sector leading |
| Culture, ethos and relationships | Although there are some caring and supportive relationships across the school, all staff would benefit from professional development to improve their approaches to promoting positive behaviour. | Most staff create a positive and caring ethos to support and nurture young people. This is underpinned by the school's core values of ambition and respect. | The school has a welcoming ethos which is underpinned by shared values and these are demonstrated by all members of the school community almost all of the time. | Very positive relationships between staff and young people, and between the young people themselves, underpin all aspects of learning in the school. This culture of mutual respect enables almost all learners to demonstrate the shared values of the school. | |
| Learner engagement | In a few lessons young people have the opportunity to lead their learning by deciding which topic they will learn about. However, most young people are not yet aware of their strengths and next steps in their learning. | The majority of children are positive about the ways in which they learn and most children are aware of how target setting supports their learning. | Most learners engage positively when learning activities are planned well and matched appropriately to their needs. Young people have a clear understanding of the purpose of their learning and what is expected of them. | Our children and young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities. They understand the purpose of their learning and have opportunities to lead this. | |
| Pace, challenge, and relevance to learning | Planned learning requires a greater focus on the relevance of learning activities. All staff would benefit from support in understanding how to pace learning appropriately for groups and individual learners. | Teachers across all departments need to use a variety of engaging and creative teaching approaches and ensure that tasks and activities provide appropriate pace, support, and challenge for all young people. | In a few lessons, young people would benefit from more pace and challenge in their learning. | Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. In almost all lessons young people understand the purpose and relevance of their learning. | |
| Learner use of digital technology | Some children are developing skills in the use of digital technologies to support their learning. There is scope to introduce children to a widening range of learning through digital technologies and for teaching to be enhanced through its increased use. | Most children are confident when using digital technology to consolidate or support their learning in literacy. A greater opportunity to use digital tools to enhance learning experiences across the curriculum is required. | Young people use digital technology to support and enhance their learning in most classes. Children speak positively about the regular access they have to technology across an increasing number of curricular areas. Pupils should be provided greater opportunity to lead learning within this area. | The learners exercise choice, including the appropriate use of digital technology across all aspects of the curriculum, and take increasing responsibility as they become more independent in their learning. | |
| Learner Leadership | The children across the school are developing aspects of leadership and the senior leadership team are aware that there now needs to be a stronger focus on including the pupil voice in all aspects of the school. | There is a growing evidence of the contribution of pupil voice. Children are developing skills relevant to leadership and citizenship through opportunities to contribute to the life of the school. Children can identify some skills they are developing through these experiences. | Most children report that the school listens well to their views. They speak positively about the ways in which their voice is heard through a range of committees. The majority of children consider that their views are acted upon. | Learners contribute effectively to the life of the school and wider community in a range of well-planned activities. They know that their views are sought, valued, and acted upon. | |

QI 2.3 Learning, Teaching & Assessment - Quality of teaching

| | Weak | Satisfactory | Good | Very Good | Excellent |
|--|--|---|---|--|----------------|
| Summary statement | Staff need to raise expectations of what young people can do and are able to achieve. | Examples of strong and effective practice should be shared across the school. Most lesson activities are teacher-led with learners being too passive | Teachers successfully ensure that children's learning is motivating and meaningful. This includes using the outdoor environment well to deliver a variety of learning. | Our teaching is underpinned by our shared school vision and values. We use a wide range of learning environments and creative teaching approaches. | Sector leading |
| Range of teaching approaches | In most classes learning is too teacher led and children and young people are passive in their learning and require opportunities to lead their learning. | The majority of lessons are overly teacher led which results in young people being too passive in their learning. | Teachers should continue to increase the range of teaching approaches to ensure that young people experience a variety of ways to learn. | We use a wide range of learning environments and creative teaching approaches. | |
| Digital technology used to enhance learning | Children are provided with few opportunities to engage with digital resources to enhance learning. | Teacher presentations were enhanced by visual resources displayed on the interactive whiteboards. | In the majority of classes, teachers use digital technologies well to enhance teaching. | Learning is enriched and supported by our effective use of digital technologies across the whole school. | |
| Delivery of learning, explanations, and instruction | In the majority of lessons tasks are too teacher directed and not challenging children's understanding or capacity to learn. | Most teachers deliver well-structured lessons on a whole class basis, with clear explanations and instructions. Children need to be given regular opportunities to become more independent and to lead their learning. | In most classes, children participate willingly in a variety of tasks. Almost all teachers provide clear explanations and instructions. | In all lessons, teacher explanations and instructions are clear. They share what is to be learned and how children can achieve success. | |
| Questioning | Teacher questioning could be more challenging with the use of higher order thinking skills to extend learning. This would also support children in applying learning in new and unfamiliar situations. | In a minority of lessons, teachers demonstrate skilled use of questioning to support children to develop higher order thinking. This practice should be shared further across the school. | Most teachers use questioning very well to promote higher order thinking. | We use skilled questioning and engagement to promote curiosity, independence, and confidence and to regularly enable higher-order thinking skills in all learners. | |
| Purpose and relevance of learning | Whilst there are a few positive examples, children are still not completely clear about what they are learning in classes. They cannot yet clearly explain how they might achieve a positive outcome in a task. | All teachers should continue to ensure the purpose of learning is made explicit by relating it to skills for learning, life, and work. Tasks should focus on skill development or stimulating thinking and problem-solving in learners. | Most children understand the purpose of their daily tasks. A few older children can articulate well how their numeracy and literacy skills help them in real life situations. However, children are not yet confident to talk about skills for learning, life and work. | Children have an increasing number of opportunities to learn and apply new skills in a variety of real-life contexts. Pupils work individually, in pairs and collaborate well in groups. | |
| Differentiation of learning | Lessons need to be differentiated more effectively to ensure learning is appropriately challenging and meets individual needs. There are missed opportunities during lessons, where teachers could extend and develop the breadth and depth of children's learning. | In a few classes, the majority of learners' experiences are matched to their needs and interests. Improved differentiation is required to ensure appropriate levels of challenge and support are in place for all children. | In the majority of lessons, staff effectively plan differentiated activities and tasks, which meet the needs of all learners. Staff should consider how they plan for composite classes to ensure appropriate pace, challenge, and support. | We observe learners closely to inform appropriate and well-timed interventions and future learning. | |

| | | | | | |
|------------------------------|---|---|---|--|--|
| Feedback for learners | Most young people are not yet aware of their strengths and next steps in their learning. Feedback provided by teachers needs to focus more on what young people can do well and what they need to do to improve. | A few teachers provide a range of verbal and written feedback and where this is most effective it helps children understand their progress. | In the best examples of feedback, staff frame this well to support children to have a clear understanding of their next steps in learning. There are positive examples of children making use of targets and peer and self-assessment to take forward their learning. | Teachers provide support and challenge through a range of feedback strategies, both verbal and written. Across the school these include ongoing feedback and discussion with young people in class, as well as after homework exercises and assessments. | |
|------------------------------|---|---|---|--|--|

QI 2.3 Learning, Teaching & Assessment - Effective use of assessment

| | Weak | Satisfactory | Good | Very Good | Excellent |
|---|---|---|---|--|----------------|
| Summary statement | The school is at an early stage of gathering and using assessment information. It is important to develop a framework of assessment to make improved links with children's next steps in learning. | In key areas of the curriculum, assessment evidence is overly geared towards narrow requirements of a pre-defined check-up or written test. Much remains to be done to ensure that children are aware of their strengths and next steps in learning. | There is evidence of developing practice in the BGE where departments are revisiting their courses to reflect national standards. This, however, is not yet consistent. | Assessment is integral to our planning of learning and teaching. | Sector leading |
| Assessment Approaches | In a few lessons, teachers use effective questioning well to develop young people's thinking. This practice should be shared more widely across the school. The school should consider how to make planning more directly linked to children's needs, progress, and achievements. | Following guidance from the school's assessment position statement, teachers should use a range of formative and summative approaches, including standardised assessments, to assess children's progress in literacy and numeracy throughout the year. There is scope to develop the use of holistic assessments, where children apply their skills across a range of curricular areas, to demonstrate knowledge and understanding. | Across the curriculum, a range of assessment approaches are being used effectively to capture the progress being made by learners. In the BGE, this could be developed further to ensure assessment evidence is robust and reliable and demonstrates breadth, challenge, and application of learning. | We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes, and capabilities in different contexts across the curriculum. Children are able to effectively review how successful they have been. Teachers use questioning effectively to check understanding and build on prior learning. | |
| Impact of assessment on planning | Teachers now need to develop further their approaches to assessment across the curriculum. This will help provide accurate information on how well young people are progressing in all areas of their learning. | In a few classes, there is evidence of assessment information gathered being used to plan and adapt learning. Assessment information should now be used more effectively by teachers across the school to better plan and differentiate learning experiences and activities. | In the best practice, assessment is integral to teachers' planning of learning and teaching. The majority of teachers identify clear key assessment tasks at the outset of a teaching block to offer children appropriate experiences to apply their learning in meaningful contexts. Teachers should continue to develop a shared understanding of high-quality assessment and ensure consistency in implementing assessment approaches. | Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people. | |
| Moderation | Teachers are at the early stages of engaging in national benchmarks and moderation activities within the school. | A planned strategic approach to moderation in partnership with associated primary schools has been developed to support staff to agree standards in literacy and numeracy. This should be extended into all areas of the curriculum. | Teachers are developing their confidence in using National Benchmarks to support their professional judgement. They need to continue to engage in moderation activity with schools beyond the local area, in order to improve further their shared understanding of national standards and expectations. | Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum. | |

QI 2.3 Learning, Teaching & Assessment - Planning, tracking and monitoring

| | Weak | Satisfactory | Good | Very Good | Excellent |
|--|--|--|--|---|----------------|
| Planning for learning | The school has a variety of formats for teaching plans which are updated regularly. The plans make some links to resources and programmes for individual children and describe the learning to be covered. | Teachers plan using the experiences and outcomes for all curricular areas. A progression framework for numeracy and mathematics provides a clear pathway for learners. | Teachers plan appropriately to effectively meet the needs of children. Their termly plans clearly identify the planned learning and relevant assessments. Teachers plan collaboratively to ensure progression across experiences and outcomes. | Teachers plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum. | Sector leading |
| Planning with the learner | In a few lessons young people have the opportunity to lead their learning by deciding which topic they will learn about. Teachers need to develop further their approaches to planning to take increased account of what young people can do and what their interests and aspirations are. | Children are involved in the planning process through identifying what they would like to learn within a given context. | Most learners are involved in planning learning in most curricular areas. | Learners are fully involved in planning learning. | |
| Tracking and monitoring arrangements / processes | Arrangements for tracking and monitoring of young people's progress lacks rigour and provides little useful information. There is a need for senior leaders to develop an overview of children and young people's progress across the curriculum to ensure that appropriate and timely interventions can be planned to improve attainment. | Current arrangements for monitoring and tracking progress allow children who are off track to be identified and appropriate interventions to be put in place. There is a need for a whole school approach to how teachers monitor and track children's progress in line with national guidance. | Teachers have regular, planned opportunities to discuss with school leaders, individual children's progress, including those who face barriers and challenges. They use information and data effectively to plan next steps for most children. They now need to ensure that approaches to planning and assessment are used to support all children's learning, including those requiring additional challenge, across all areas of the curriculum. | As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas. Teachers have planned meetings with the Head Teacher to discuss the progress in learning, pastoral needs and next steps for individual children. This dialogue successfully supports the ongoing self-evaluation of the quality of learning and teaching within the school. | |
| Impact of tracking and monitoring, including those with additional challenges | Individualised programmes based on children's prior learning, with clearly defined targets will make learning more meaningful for children. This approach will also help with monitoring and tracking to ensure all children make appropriate progress in their learning. | Interventions in place are reviewed and any further action required to support children's learning is considered. This is helping teaching staff feel well supported by senior leaders to address any barriers to learning in their class. There is scope to ensure these meetings inform subsequent planning of learning, teaching and assessment more effectively to secure greater pace and challenge across the school. | Support staff and the support for learning teacher provide additional assistance for a number of children in each class. Children who face additional barriers to learning, particularly in literacy, are supported through a range of planned interventions. This is having a positive effect on improving children's progress in reading and spelling. | There are rigorous conversations between school staff focused on the progress of individual young people, as well as monitoring the progress of groups of young people facing additional challenges. Staff know children's strengths and needs very well. They use this knowledge very effectively to plan appropriate learning experiences. They meet children's needs well through suitably differentiated tasks and activities. | |

QI 3.1 Ensuring Wellbeing, Equality & Inclusion - Wellbeing

| | Weak | Satisfactory | Good | Very Good | Excellent |
|---|---|--|--|--|-----------------------|
| Summary statement | <p>Work is required to change structures and procedures across pastoral care and learning support. These are required to provide helpful clarity</p> <p>in aligning our work more closely with local and national priorities of wellbeing, inclusion, and equality.</p> | <p>Within our setting there is a welcoming and friendly ethos. Children and families are asked for their views. Parents' suggestions are sought and there</p> <p>is increased use of this feedback to help evaluate the service and to make improvements.</p> | <p>Everyone in the school community shares the responsibility for creating a positive ethos and a climate of respect and trust.</p> <p>All staff recognise that positive relationships and nurturing principles are central to developing a whole school approach to wellbeing.</p> | <p>As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people, and their families. Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.</p> | <p>Sector leading</p> |
| Wellbeing of all refer to Wellbeing indicators | <p>Currently, at all stages, young people's understanding of the wellbeing indicators is not well enough developed. We</p> <p>must now ensure that all young people have opportunities to self-assess and reflect on their own sense of wellbeing over time.</p> | <p>We are at the early stages of developing a shared understanding of wellbeing amongst young people and staff. Senior leaders recognise that there is scope to extend the use made of the wellbeing indicators across all aspects of school life. Young people need to be familiarised with these.</p> | <p>Almost all children know and understand the language of the wellbeing indicators and reflect regularly on their own wellbeing. They are confident teachers are sensitive and responsive to their needs. Children feel comfortable sharing concerns with an adult in school who knows them well.</p> | <p>We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>All staff and partners feel valued and supported.</p> | |
| Quality L&T for all | <p>We need to develop a coherent personal social health education programme that helps children and young people to understand equality and diversity. There is need to review the provision for delivering physical education to ensure this is, high quality.</p> | <p>We need to review our approach to providing universal support to ensure that all young people have regular opportunities to discuss their learning and development with a key adult.</p> | <p>Staff are using an increasing range of strategies, often out with the classroom environment, to enable children to access their learning. Teachers should continue to monitor closely the effectiveness of these strategies to ensure that all children benefit as intended.</p> | <p>Our learners' benefit from the high-quality education which we provide for all children and young people.</p> | |
| Relationships of all | <p>All staff need to work closely to ensure they maintain high expectations of children and young people and consistently promote positive behaviour across the school.</p> | <p>Caring and positive relationships are evident across the school, reflective of the revised school values which underpin the school's work.</p> | <p>Young people report that relationships on the whole are consistently respectful and trusting, with a growing sense of equality and fairness.</p> | <p>Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.</p> | |
| Children's individual needs and rights | <p>Currently, across classes and within learning areas designated for additional support, the school is not meeting the needs of all young people. At present, the learning experiences within the zones are too variable.</p> | <p>Staff have systems and processes for identifying young people's needs and their barriers to learning. This helps the majority of young people receive support; however these are</p> <p>not yet systematic or rigorous enough to ensure that all young people are provided with the support they require to attain and achieve.</p> | <p>The school has a strong commitment to acknowledging the rights and responsibilities of the individual and the importance of respect for others. Staff and young people in the Justice and Peace group are working to secure rights-based accreditation for the school.</p> | <p>We consider each child and young person as an individual with his/her own needs, risks, and rights. We ensure children and young people are active participants in discussions and decisions which may affect their lives.</p> | |

QI 3.1 Ensuring Wellbeing, Equality & Inclusion – Fulfilment of statutory duties

| | Weak | Satisfactory | Good | Very Good | Excellent |
|--|--|---|---|--|----------------|
| Statutory duties and requirements | Further work is required with all staff to ensure there is a clear understanding of statutory duties and to develop guidance which supports this area. | The senior leadership team are aware of their responsibilities to ensure that practices reflect national guidance and legislation. Arrangements are being developed to ensure that the rights of young people with protected characteristics are being met. | The headteacher has a good understanding of legislative requirements. She ensures that school staff comply with legislation and guidance relating to wellbeing, equality, and inclusion. She ensures all staff are aware of their responsibilities and have undertaken appropriate professional learning. | We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people. | Sector leading |

QI 3.1 Ensuring Wellbeing, Equality & Inclusion – Equality & Inclusion

| | Weak | Satisfactory | Good | Very Good | Excellent |
|---|--|--|---|---|----------------|
| Summary statement | Practice across the school is inconsistent regarding staff's role in 'getting it right for every child' and of understanding young people's barriers to learning. This results in a few young people's needs not being met sufficiently well. | Our learners are developing their understanding and acceptance of difference, e.g. through gender neutral approach to social dance, the provision of a gender-neutral toilet and the establishment of an LGBT+ group. We must continue to develop approaches to equalities, including all protected characteristics. | All staff have good awareness of individual children and their families. Most Staff promote equality and inclusion. We ensure that every individual has equal opportunities, to make the most of their talents and abilities. Knowledge of children's needs is having a positive impact on their wellbeing and inclusion. | We ensure inclusion and equality leads to improved outcomes for all learners. All learners are included, engaged and involved in the life of the school. | Sector leading |
| Inclusion and appropriate support | We should continue to develop strategic approaches to supporting all young people with barriers to learning, including those who are facing significant challenges in their lives. We will develop more collaborative approaches to supporting young people and providing clarity of roles and responsibilities for all staff. | Teachers are at the early stages of helping children to make the connections between learning conversations and individual learning plans. | Teachers identify promptly, children who have barriers to learning and require additional support. Children are supported effectively through individualised learning plans. | All children and young people feel very well supported to do their best. Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner. | |
| Equality including support and challenge of discrimination | As a result of an increase in reported incidences of prejudice-based bullying, staff recognised the need to address this and to promote a more inclusive approach for all across the school. Young people are beginning to discuss issues relating to protected characteristics in PSD lessons and this is leading to a reduction in the number of incidences. | Children are not confident in their ability to recognise and challenge discrimination, should they become aware of it. Teachers need to ensure that the curriculum offers sufficient, explicit opportunities for children to develop greater awareness of diversity and discrimination. | Children learn about the importance of respecting differences in a variety of ways. They are developing an understanding of equalities through the rights-based approach to learning. The majority of children feel that other children treat them fairly and with respect. | We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement. | |

QI 3.2 Raising Attainment & Achievement - Attainment in literacy and numeracy

| | Weak | Satisfactory | Good | Very Good | Excellent |
|--|--|---|---|--|----------------|
| Raising attainment over time across all curricular areas | Senior leaders have identified the need to urgently introduce a robust monitoring and tracking system. | Overall attainment across our school is satisfactory and is weak in some areas. Staff need to ensure children experience a broader curriculum to support wider attainment. | Our data demonstrates that attainment has fluctuated in some areas of the curriculum. However, overall, there is an improving pattern in levels of attainment across numeracy, reading and writing. | Across all curriculum areas we have raised attainment continuously over time and/or maintained consistently high standards of attainment for all learners. | Sector leading |
| Learners Progress from prior levels over time | At present, we cannot evidence progress over time for young people in the BGE. | Staff are at an early stage in using and analysing data to both support their judgement of achieving a level and to identify effective interventions to raise attainment. | We evaluate accurately children's progress from prior learning, and this is showing an improving picture. | Learners make very good progress from their prior levels of attainment. | |
| Effective and shared use of assessment to make judgements about learning | Staff have identified correctly the need to develop the approaches to assessment. There is a need to develop further moderation opportunities within and beyond the school to support staff make more reliable judgements. | In order to ensure greater consistency and reliability of staff professional judgement in achieving a CfE level, teachers should now engage further with a variety of moderation activities and National Benchmarks. | Analysis of the attainment of different cohorts of children, as they move through the school, is needed to provide additional useful information to support senior leaders and teachers to identify any patterns of attainment or gaps in learning for different groups of children | Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing. | |
| Tracking systems and interventions | Staff need support from the leadership team now to use collated data effectively to help them close identified gaps in learning to raise attainment. | Senior leaders have begun to track attainment in literacy and numeracy. This is not yet sufficiently systematic or robust to enable them to make full use of the information collected or to have an accurate overview of attainment over time. | We use a range of accurate data to monitor children's progress over time. Where we have taken steps to address practice, improvements have been made. We do not yet monitor and track children's attainment across other curricular areas. | A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition. | |
| Attainment of individuals and groups over time | Staff are unable to demonstrate the progress of children as they move through the school based on robust evidence. | The majority of learners are making satisfactory progress over time with a significant number making good progress in numeracy and reading in the middle of the school. | For children with additional barriers to their learning, robust evidence provided by the school shows that most are attaining appropriate to their individual level of needs and making good progress from prior levels of attainment. | The attainment of individuals and groups has improved consistently over time. | |

QI 3.2 Raising Attainment & Achievement - Attainment over time

| | Weak | Satisfactory | Good | Very Good | Excellent |
|--|--|--|---|--|----------------|
| Progress from prior levels | The school needs to focus more clearly on raising attainment, in particular for those children who are the most vulnerable. | A few children at the early level and at the beginning of the first level could be making better progress in their learning in literacy and numeracy. | A few learners across stages of our school exceed national standards in aspects of literacy and numeracy. A few learners could be attaining more. | Learners make very good progress from their prior levels of attainment in literacy and numeracy. | Sector leading |
| Raised attainment in literacy & numeracy | There is an urgent need to underpin teachers' judgements with robust and reliable assessment information. The analysis of data from tests, the SNSAs, holistic assessments and teacher's professional judgement have not yet been used to inform targeted interventions to raise attainment. | Overall attainment in reading and mathematics across our school is satisfactory and is weak in writing. However, attainment in writing for those learners in P5 who have achieved the first level is satisfactory. | Overall, children's attainment in literacy and numeracy is good. Children's attainment in reading is very good with most making very good progress. | We have raised attainment in literacy and numeracy for all learners. | |

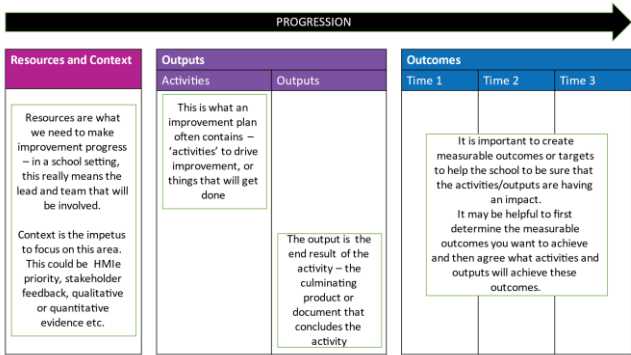
QI 3.2 Raising Attainment & Achievement - Overall quality of learners' achievement

| | Weak | Satisfactory | Good | Very Good | Excellent |
|---|--|--|--|--|----------------|
| Learner Achievements | There is scope to develop a more systematic approach to recognising and celebrating all young people's progress and contributions to school and community life. | The head teacher has taken positive action to provide increased opportunities for wider achievement for all children. | Children's achievements from within school are celebrated at assemblies and through displays. | Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. | Sector leading |
| Development of learner skills | Staff need to work with partners to extend the range of awards that young people gain. This will support further the recognition of their skills and achievements. | Learners are encouraged to complete learner profiles, and this is being established more fully across the school community. | All children are invited to nominate themselves for a committee role through a voting system. This process helps children to become aware of their own skills. Senior pupils are developing leadership skills through responsibilities. | Learners are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities. | |
| Learners taking ownership of individual learning pathways | An effective system of tracking and monitoring is required to assess progression in young people's skills. It would also support them in meeting the needs of those at risk of missing out and building on each individual's achievements. | The Head Teacher records children's wider achievements to ensure all have opportunities and do not miss out. We need to track wider achievements more rigorously to ensure they achieve a range of skills and attributes through a wide range of activities. | In order to help the children to fully recognise, celebrate and acknowledge their own successes and those of others, staff need to develop systems to track and record individual and collective achievements and share these in more consistent ways. | As learners move through their learning pathways, they take increasing responsibility for ensuring they continue to add value to their achievements | |

QI 3.2 Raising Attainment & Achievement - Equity for all learners

| | Weak | Satisfactory | Good | Very Good | Excellent |
|--|---|---|---|--|----------------|
| Systems which promote equity | The leadership team and staff demonstrate a good awareness of children who may face barriers in their learning due to socio-economic circumstances. However, their progress in learning requires to be tracked in a more robust and rigorous way. | Staff need to use and analyse the data available to class teachers further to help identify ways in which they can reduce such barriers to learning and raise attainment further. | The school needs to identify clearly any attainment gap and ensure that planned interventions are evaluated to show their effectiveness in raising attainment for targeted children. | We have effective systems in place to promote equity of success and achievement for all our children and young people. | Sector leading |
| Raised attainment of the most disadvantaged learners | Clear interventions need to be put in place for targeted children with the impact of these being monitored closely. | Staff within the school are committed to reducing any gap in attainment as a result of children's socio-economic circumstances. | The staff know the children and families very well and understand the socio-economic context of the local area. Using the school's allocation of PEF, targeted interventions are reducing barriers to children's attainment and achievement. | We have raised the attainment of all our learners and in particular our most disadvantaged children and young people. | |
| Positive Destinations | The percentage of young people leaving at the end of S4 for a positive destination has been significantly much lower than the virtual comparator school | there is a need to ensure that carefully considered plans are in place so that all young people leave school having attained literacy and numeracy at SCQF level 4 or better. | Senior leaders are committed to ensuring that no child misses out on learning experiences due to financial barriers. Initiatives, such as ensuring all children have access to excursions and PE kit, are leading to more children feeling included and involved. | All our learners consistently move into sustained positive destinations when they leave school. | |

Appendix D – Exemplar formats



| Resources and Context | Activities | Outputs | Outcomes - Impact |
|---|---|--|--|
| <p>Safeguarding Group (Q1 21)</p> <p>Hanna Beaton School Lead: Doug Watt School Team: Dawn Lynch, Lorraine Ritchie, LA Lead: Mark Jones</p> <p>Context (from HMIE)</p> <p>Areas for development have been agreed with the school and the education authority. It needs to be addressed as a matter of urgency.</p> <p>1. Ensure that arrangements for safeguarding, including child protection are secured and in place</p> <p>2. A specific and consistent focus to be maintained on those aspects identified by HMIE during their visit of concern and classroom safety, walkouts & attendance, and approaches to bullying.</p> <p>** aspects of interpretation included in italics**</p> | <ul style="list-style-type: none"> A team in place to support progress for Q1 21 Safeguarding and Child Protection A Central Team Officer will support the school on a daily basis for as long as needed (Mar 2023) Senior Leadership Team, Trade Union Reps and External Leadership team will agree and get arrangements for high expectations for all A robust process for reviewing, recording and identifying what walkouts from class will be introduced with fortnightly review. A review of the HMIE national questionnaires completed at school. As part of the self-evaluation calendar, include two HMIE questionnaires released per session for young people, two Shared Risk Questionnaires released per session for staff, and one HMIE questionnaire released per session for parents/carers. Create development and learning opportunities for young people and staff in safeguarding related activity. For young people, introduce a Mentors in Violence Prevention (MVP) programme. For staff, enhance staff competence and confidence in responding, and responding to safeguarding referrals through INSET activity, Faculty meetings, with content to include Competencies of Connected Classrooms (CCC), Restorative Practice etc. Also, a roll-out of appropriate C&M training and strategies (trauma, de-escalation, and physical interventions) will be introduced across the whole school based at Northfield Academy. | <p>With agreement from the staff team, the school-wide approach is implemented.</p> <p>Processes for ensuring safeguarding are implemented.</p> <p>Impact of strategies in place.</p> <p>Twice annually there is a stakeholder voice report shared with the school community.</p> <p>A programme of opportunities is in place for young people and staff to supplement learning and development in key safeguarding areas.</p> | <p>(2022-23) (2023-24) (2024-25)</p> <p>Over 65% of young people will report that they feel safe at Northfield Academy.</p> <p>Staff report that a</p> <p>Staff report that a</p> <p>Staff report that a</p> <p>Weekly referrals will show 0.32 referrals (young people per week based on roll) against the baseline measure.</p> <p>Weekly referrals will show 0.26 referrals (young people per week based on roll) against the baseline measure.</p> <p>Weekly referrals will show 0.20 referrals (young people per week based on roll) against the baseline measure. (There are fewer incidents around the school)</p> |

Your Logic Model may end up looking a bit like this.

Self-Evaluation & Improvement Plan 2023-24 | Section 1: School Content

School: Key Quality Indicators: Current Self-Evaluation:

Dashboard of Measurable Outcomes

| Measurable Outcome | Time 1 | Time 2 | Time 3 | Owner | Baseline | Time 1 | Time 2 | Time 3 | Owner |
|-----------------------|--------|--------|--------|-------|----------|--------|--------|--------|-------|
| Measurable Outcome 1 | | | | | | | | | |
| Measurable Outcome 2 | | | | | | | | | |
| Measurable Outcome 3 | | | | | | | | | |
| Measurable Outcome 4 | | | | | | | | | |
| Measurable Outcome 5 | | | | | | | | | |
| Measurable Outcome 6 | | | | | | | | | |
| Measurable Outcome 7 | | | | | | | | | |
| Measurable Outcome 8 | | | | | | | | | |
| Measurable Outcome 9 | | | | | | | | | |
| Measurable Outcome 10 | | | | | | | | | |
| Measurable Outcome 11 | | | | | | | | | |
| Measurable Outcome 12 | | | | | | | | | |

The Dashboard brings together the outcomes described in each of the logic model pages to form one page where measurable progress can be gathered and monitored. This example shows three outcomes per Q, although this isn't necessarily the number that will suit each school context.

Appendix E – Aberdeen City Safeguarding and Child Protection Standard

2.1 Safeguarding and Child Protection Standard

Arrangements for safeguarding, including child protection

- We have clear, appropriate, and up to date policies and procedures in place
- All staff take part in regular professional learning to ensure they can confidently respond to any child protection or safeguarding issue
- All staff partners, learners and parents know how to raise a child protection or safeguarding concern
- Approaches to safeguarding and child protection are an important part of our self-evaluation and improvement activities

Arrangements to ensure wellbeing

- The ethos and vision of the school strongly promotes equality
- All learners feel well supported to help themselves and are fully involved in decision making
- We have well embedded systems in place to promote wellbeing across all aspects of school life
- Through the curriculum we use approaches to promote resilience and responsible citizenship which are sensitive and responsive to the individual

National guidance and legislation

- All learners are safe and feel safe in school
- We ensure there are strong, robust, and proactive responses that reduce the risk of harm to learners
- All staff are confident in identifying indicators which may suggest that a child or young person is suffering or is at risk
- Staff can confidently implement ACC Policies and Guidance
- Senior Leaders comply with their child protection duties under legislation
- Our record keeping for all safeguarding matters is maintained to the highest standards

Proudly working together as one team to keep children, young people and communities safe, healthy and thriving.

Arrangements for safeguarding, including child protection

Arrangements to ensure wellbeing

National guidance and legislation

2.1 Safeguarding and Child Protection Standard

Arrangements for safeguarding, including child protection

We have clear, appropriate and up to date policies and procedures in place

- Our child protection and safeguarding arrangements are aligned to [National Guidance for Child Protection Scotland 2021](#) and [ACC Child Protection & Safeguarding Guidance. This page updates](#) and reviewed at least once a year
- School Business Continuity Plans are in place and address matters relating to emergencies and security incidents to ensure that pupils will be properly cared for and protected should they occur
- ACC Anti Bullying Policy and the Anti-Weapon Policy provide procedural and operational guidance for schools to follow to ensure a consistent approach
- Where necessary, a [Person-Centred Risk Assessment](#) is completed so that adequate measures are in place for staff to maintain the security of pupils who pose a higher risk to themselves and those around them
- Attendance monitoring procedures are in place and supported by various policies e.g. [Childs Missing From Education Policy](#), [Runaway Child Procedure](#)

Approaches to safeguarding and child protection are an important part of our self-evaluation and improvement activities

- Schools include safeguarding and child protection as part of the self-evaluation process, linking improvement activities to the relevant and appropriate Quality Indicators and looking for any trends in safeguarding data which indicates a need for improvement

Arrangements for safeguarding, including child protection

Arrangements to ensure wellbeing

National guidance and legislation

2.1 Safeguarding and Child Protection Standard

Arrangements to ensure wellbeing

The ethos and vision of the school strongly promotes equality

- We understand, value, and celebrate diversity and challenge discrimination
- In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement and we demonstrate this by engaging with e.g. [LGBT Youth Charter](#), [Supporting transgender young people in schools](#), [Promoting race equality and anti-racist education](#)

All learners feel well supported to help themselves and fully involved in decision making

- Learners are active participants in decision making that affects their learning
- All learners have access to a named person to help them with personal issues, whenever they need it
- Learners feel able to raise a complaint relating to their wellbeing, including where this relates to school practice and procedures
- Learners are confident their views will be taken seriously and acted upon

We have well embedded systems in place to promote wellbeing across all aspects of school life

- All staff are confident in their roles and responsibilities in supporting and delivering Health & Wellbeing across the curriculum
- Policies for pastoral care are clear, appropriate, and implemented
- Through the curriculum we use approaches to promote resilience and responsible citizenship which are sensitive and responsive to the individual
- Through our Health & Wellbeing Curriculum both discrete and across the wider life of the school, we promote opportunities to problem solve, build resilience, and strengthen interpersonal and personal skills
- Learners are provided opportunities to lead aspects of school life and develop responsibility e.g. Play Leaders, Young Ambassadors, Digital Leads
- Staff build learning opportunities which meet the needs of individual learners

Arrangements for safeguarding, including child protection

Arrangements to ensure wellbeing

National guidance and legislation

2.1 Safeguarding and Child Protection Standard

National guidance and legislation

All learners are safe and feel safe in school

- Learners have an opportunity to regularly reflect on the wellbeing indicators, receiving timely support when concerns are raised
- School security systems are in place and annual review of these are undertaken with HT and H&S colleagues e.g. Business Continuity Plans, Fire Safety Risk Assessments
- The [Anti-Weapon Policy](#) focuses on prevention, and includes training, promotion, and written agreements with pupils and parents
- All staff are confident in identifying indicators which may suggest that a child or young person is suffering or is at risk

We ensure there are strong, robust and proactive responses that reduce the risk of harm to learners

- We have a clear [Anti-bullying policy](#) that aligns with [relevant guidance](#) and [ACC Anti-Bullying policy](#)
- School Risk Assessments are clear, developed based on [ACC guidance](#), in partnership with all relevant staff, shared with all stakeholders and reviewed termly

Staff are confident implementing ACC Policies and Guidance to Safeguarding & Child Protection

- Appropriate recording of relevant information through SEEMIS wellbeing application
- All concerns about children and young people are taken seriously, responded to appropriately and acted upon immediately. All sensitive matters are treated with dignity and respect
- Senior Leaders comply with their child protection duties under legislation
- One aspect of the role of the Co-ordinator is to oversee the timely delivery of Child Protection training, ensuring accurate records are kept of this professional learning and evaluations of training are undertaken to ensure continuous improvement
- The Child Protection Co-ordinator should adhere to the principles of information sharing set out in the Data Protection Act 1998
- Safeguarding and Child Protection are the responsibility of all. However, in most cases the Child Protection Co-ordinator will receive concerns from children, staff, students, and volunteers and take action to safeguard children.

Arrangements for safeguarding, including child protection

Arrangements to ensure wellbeing

National guidance and legislation

Appendix F – Exemplar safeguarding form

QI Visit

This form is to be used when visiting schools to collate information linked to QI 2.1 Safeguarding and Child Protection & QI 3.1 Ensuring Wellbeing, Equality & Inclusion – Fulfillment of Statutory Duties. The form is to be completed in discussion with HT/SLT by QIO/QIM during school visit.

1. Name of School *

2. Please state which month/year your Relationships Policy was last updated. *

3. Child Protection & Safeguarding annual training has been completed by all staff. *

Yes
 No

4. Child Protection Coordinator signage is up to date and visible in all main areas of the school. *

Yes
 No

5. Child Protection & Safeguarding School Policy has been updated/reviewed this session. *

Yes
 No

6. Child Protection & Safeguarding School Policy - Appendix 2 'Child Protection & Safeguarding Checklist' has been updated this session. *

Yes, RAG rated termly.
 Yes, RAG rated annually.
 No, not updated yet for this session.

7. What are the arrangements regarding Child Protection and Safeguarding training for staff joining your setting throughout the year? *

8. How many learners are currently on the Child Protection Register? *

9. How many Looked After Children are current on roll? *

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10. How many learners have CSPs? *

11. How many learners have a Child's Plan? *

12. How many learners have an IEP? *

13. How often are Child's Plans/IEPs reviewed? *

14. Tracking system in place for attendance/lateness? *

Yes
 No

15. HT/SLT to share systems for tracking attendance. (HSLO involvement/ pupils currently being monitored through 'Managing Pupil Attendance Policy', Notes linked to ongoing attendance issues.) *

16. Number of learners who have received ATT3 this session? *

17. Number of learners who have received ATT4 this session? *

18. Number of learners who have received ATT5 or ATT6 this session? *

19. Number of exclusions this session to date? *

20. Please state when you last updated the school's Health & Safety Policy. *

21. Please state when you last updated the Business Continuity Plan. *

22. How often are workplace health & safety checks conducted? (See 'School Health & Safety Policy' exemplar on SharePoint) *

23. Fire Evacuation Record up to date. *

Yes
 No

24. Do you have an appropriate number of staff members first-aid trained? (Fewer than 25 employees = 1 first-aid trained; 25-50 = at least one first-aid trained, more than 50 = at least one first-aid trained for every 100 employed). *

25. Do you have a process in place to monitor first-aid training update requirements? *

26. Number of staff members first aid trained in ELC? *

27. Do staff follow the Administration of Medicines policy/procedures when managing medicines? *

Yes
 No

28. Describe the process. (Regular check of register/documents/dates/storage/training needs etc.) *

29. Number of learners currently accessing a flexible pathway? *

1
 2
 3
 4
 5
 8
 100

30. Do you have any learners in ELC who are currently accessing a flexible pathway? *

Yes
 No

31. ELC - How many notifications have you submitted to Care Inspectorate via the Eforms system? *

32. ELC - Have any of these notifications triggered the duty of candour? *

Yes
 No

33. What is your Care Inspectorate SAT score? *

Low
 Medium
 High

34. Do you have a system in place for recording compliments & complaints? *


Yes
 No

35. ELC - Do you have a system in place to ensure all ELC staff are SSSC registered (termly check) and all teaching staff have GTCS registration? *

Yes


Appendix G – Aberdeen City Learning, Teaching and Assessment Standard

Learning, Teaching and Assessment Standard




► Learning and Engagement

- We are ambitious for all our learners and strive to create a positive learning environment
 - Collaborative and inclusive relationships (online dialogue)
 - Positive relationships policy (guidance on online safety – [Safer Schools, CyberSafe Scotland, UK Safer Internet Centre](#))
 - Vision and Values
 - Learning environment (engaging, scaffolding, interesting...)
 - Balance of synchronous (real time) and asynchronous teaching and learning
- Our learners are engaged, resilient and highly motivated
 - Well-planned activities take account of prior learning
 - Well-planned activities take account of mental health and wellbeing (greater emphasis on [Crestlife, HRB and Expressive Arts](#))
 - Resilience, e.g. Growth Mindset, [BounceBacks, The Compassionate, Connected Classroom](#)
 - Learning is relevant
- We ensure learning is appropriately paced, challenging and enjoyable, and is matched to individual needs
 - Knowing our learners and understanding their home circumstances
 - Planned differentiation
 - Support and challenge
- We make appropriate use of a range of resources and supports - including digital technologies - to meet the needs and interests of all our learners
 - Effective use of support staff to support wellbeing
 - Quality questioning
 - Relevance
 - Support services and partner agencies
 - [Proportionate use of digital technologies](#)
 - Parent Partnerships
- We support all learners to develop strategies and skills which will enable them to take increasing responsibility for their learning
 - Planning
 - Learning conversations
 - Skills development, including [ACC Skills Framework, Developing the Young Workforce, SOS](#)
 - Family learning activities which focus on life skills, e.g. cooking, baking, gardening, making/DIY, budgeting (virtual shopping) etc.
- We plan opportunities for learners to take the initiative, apply critical thinking and demonstrate deep learning
 - [Higher order thinking skills](#)
 - Critical thinking, e.g. Philosophy for Children
 - Opportunities for learners to plan and organise their learning
- We create opportunities for all learners to contribute effectively to the life of our setting and wider community
 - Consider the context of the setting
 - Connections with other community members, e.g. businesses, church etc.
 - Awards and programmes
 - Extra-curricular activities
 - HOURS
 - Learning shared with families
 - Provide opportunities for learners to share achievements, linking to existing rewards or schemes where possible
 - Community connections, e.g. letters/let work to care home residents/elderly neighbours, FaceTime with family members/friends
- We seek, value and act upon the views of all our learners
 - Pupil participation groups
 - Pupil Voice
 - Learner conversations
 - Regular audits of wellbeing
 - Learner Participation in Educational Settings (3-18), National Improvement Hub




Learning, Teaching and Assessment Standard



► Quality of Teaching

- Our vision and values are shared with our school community
 - Created through collaboration with stakeholders
 - Relevant to school context
 - Reviewed regularly
 - Evident in the curriculum rationale and associated offer
- Our lessons are planned with explicit success criteria and as a result, learners understand the purpose of their learning and how to achieve success
 - Learning intentions and success criteria evident in every lesson and understood by learners
 - Learning intentions and success criteria should be explicit to provide clear focus for learners who will be working independently. This also allows learners flexibility in when they complete tasks.
 - Evidence of co-constructed success criteria
 - Planned and effective differentials
 - Appropriate pace and challenge
 - Timely interventions to support
 - Learning environment well organised and resources accessible to all
- We use a range of teaching approaches, including digital technologies, to ensure appropriate pace and challenge
 - Both teacher and learners know where learners are on their journey and can identify next steps
 - Account is taken of prior learning
 - Learning intentions and success criteria are shared and known
 - We give clear explanations and instruction and check that all learners understand
 - Teaching is relevant and timely to promote deeper learning
 - Learning is flexible and adaptive based on learners needs
 - Opportunities for pupil led activities
 - Co-operative learning opportunities are planned
 - Direct teaching in groups, whole class as appropriate
 - Scaffolding and modeling used to support learners
 - Digital technologies are used to add value to the learning
- We use skilled questioning to promote deeper understanding and to develop higher order thinking skills
 - Culture of trust within the learning environment
 - Questions are relevant and timely promoting deeper understanding
 - Learners are encouraged to question each other and the teacher
 - Teachers have the confidence to reflect and move on
 - Questioning is multi layered to maximise impact
- We use a range of feedback approaches to ensure learners know their strengths and next steps in learning
 - AFL is used to support future learning
 - Feedback is
 - routinely shared with learners throughout the lesson
 - used to inform the learning and next steps
 - of high quality and linked back to the learning intention and success criteria
 - supportive of learner progress
 - kind, specific and helpful
- We observe learners closely to inform future teaching
 - Observations are
 - targeted
 - purposeful
 - well timed
 - planned
 - used to inform future learning and ensure pace and challenge



Learning, Teaching and Assessment Standard




► Effective Use of Assessment

- Assessment is integral to our planning, Milestones, benchmarks and national standards are embedded in success criteria and in our classroom dialogue
 - Assessment is for Learning
 - Quality success criteria
 - [Learner friendly benchmarks](#)
 - Learning conversations
 - Assessment is ongoing and timely
- We assess learners' progress by engaging with learners and making interventions as required
 - Working the classroom: class, group, individual
 - Effective interventions e.g. Support for Learning, specialist resources, PSA deployment
- We use a variety of assessment approaches to allow learners to demonstrate breadth, depth and application of learning
 - High quality questioning
 - Approaches to assessment
- National standards are shared with and understood by our learners. They provide a focus for learning conversations so that our learners have an understanding of their progress and can identify next steps
 - Teacher : teacher, teacher : learner and learner : learner dialogue
 - HOURS (part 1) (part 2)
 - Learner friendly benchmarks
- We work with colleagues to share standards and build confidence in making professional judgements on CIE levels/SGA grades (moderation)
 - [Professional standards](#)
 - Moderation activities e.g. using Google Slides, Google Meet with school/ASGLA colleagues
 - [Progression frameworks](#)
- Our professional judgements are based on a range of assessment evidence, such as day-to-day learning, home learning and planned assessments
 - [Direct assessment](#)
 - Summative assessment
 - Formative assessment
 - Insight
 - [Self assessment](#)
 - [SNSA](#)
 - [Referenced milestones](#)
 - [Adapted curricula](#)
 - Alternative assessment methods
 - Intervention resources, e.g. TextHelp, ReadingWise etc.



Learning, Teaching and Assessment Standard



► Planning, Tracking and Monitoring

- We plan to meet the needs of all learners across all areas of the curriculum
 - We plan appropriate pathways based on learners' needs
 - We use all current pupil information to support planning for learners
 - tracking data
 - assessment evidence
 - wellbeing information
 - tracking system
 - IEP as necessary
 - We seek pupil views and involve them in reviewing and planning learning
- Tracking is used effectively to secure improved outcomes for all
 - All staff have access to and make effective use of the data available to improve outcomes for all learners
 - All teachers have well developed skills of data analysis which are focussed on improvement
 - Trackers are updated as part of regular tracking discussions and feature on the Quality Assurance calendar
 - Tracking data is used to measure progress and the impact of interventions
 - Trackers are accessed regularly to support meaningful learning conversations
 - We identify learners who are facing additional challenges and use tracking data to plan and evaluate interventions
- Evidence is used to monitor progress and inform next steps to secure improvement for all
 - Effectiveness of interventions is evaluated regularly through planned professional dialogue
 - All staff engage in classroom observations providing challenging, robust and honest evaluation of learning
 - Learner attainment is monitored regularly to ensure interventions are timely and appropriate
 - Through professional dialogue, all staff reflect on their practice

