# Brief self-evaluation summary form

**Please return the completed paper within six working days before the inspection.**

Please use this document to highlight key aspects of the school’s work as a starting point for discussion with the inspection team. You are asked to focus on the three key self-evaluation questions from [How good is our school? (4th edition)](https://education.gov.scot/improvement/self-evaluation/hgios4/) p.9 and [How good is our early learning and childcare?](https://education.gov.scot/improvement/self-evaluation/how-good-is-our-early-learning-and-childcare/) p.5 (where appropriate) and consider how you triangulate your evidence to ensure your evaluative judgments are robust.

Please ensure information provided is clear and concise, using bullet points to indicate high level evaluative messages. This can then be the focus of the discussion at the scoping meeting. The word count will help you complete the form and support you in providing high level messages.

Stakeholders should know the school’s strengths and areas for development from the school’s arrangements for self-evaluation. The self-evaluation summary paper should be shared with relevant stakeholders so that they are aware of what the school has submitted.

Self-evaluation for the school

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| --- | --- | --- | --- |
| **Self-evaluation summary for schools:**  **Click here to enter text., Click here to enter text.** | | | |
| **How well are you doing?**  **What’s working well for your learners?** | **How do you know?**  **What evidence do you have of positive impact on learners?** | **What are you going to do now?**  **What are your improvement priorities in this area?** | **How would you evaluate this QI using the HGIOS?4/HGIOELC? six‑point scale?** |
| **QI 1.3 Leadership of change (**Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous  improvement; Implementing improvement and change) | | | |
| Click here to insert text | Click here to insert text | Click here to insert text | Choose an item. |
| **QI 2.3 Learning, teaching and assessment (**Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring) | | | |
| Click here to insert text | Click here to insert text | Click here to insert text | Choose an item. |
| **QI 3.1 Ensuring wellbeing, equality and inclusion (**Wellbeing; Fulfilment of statutory duties; Inclusion and equality) | | | |
| Click here to insert text | Click here to insert text | Click here to insert text | Choose an item. |
| **QI 3.2 Raising attainment and achievement (**Attainment in literacy and numeracy; Attainment over time; Overall quality of learners’ achievement; Equity for all learners) | | | |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Choose an item. |
| **QI 2.2 Curriculum: theme 3 Learning pathways** | | | |
| Click here to insert text | Click here to insert text | Click here to insert text | Choose an item. |
| **QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)** | | | |
| Click here to insert text | Click here to insert text | Click here to insert text | Choose an item. |

Self-evaluation for the Nursery Class (only complete if there is a nursery class)

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| --- | --- | --- | --- |
| **Self-evaluation summary for primary schools and primary schools with a nursery class/early learning and childcare settings (ELC):**  **Click here to enter text., Click here to enter text.** | | | |
| **How well are you doing?**  **What’s working well for your learners?** | **How do you know?**  **What evidence do you have of positive impact on learners?** | **What are you going to do now?**  **What are your improvement priorities in this area?** | **How would you evaluate this QI using the HGIOS?4/HGIOELC? six‑point scale?** |
| **QI 1.3 Leadership of change (**Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous  improvement; Implementing improvement and change) | | | |
| Click here to insert text | Click here to insert text | Click here to insert text | Choose an item. |
| **QI 2.3 Learning, teaching and assessment (**Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring) | | | |
| Click here to insert text | Click here to insert text | Click here to insert text | Choose an item. |
| **QI 3.1 Ensuring wellbeing, equality and inclusion (**Wellbeing; Fulfilment of statutory duties; Inclusion and equality) | | | |
| Click here to insert text | Click here to insert text | Click here to insert text | Choose an item. |
| **QI 3.2 Securing children’s progress (**Progress in communication, early language, mathematics, health and wellbeing; Children’s progress over time; Overall quality of children’s achievement; Ensuring equity for all children) | | | |
| Click here to insert text | Click here to insert text | Click here to insert text | Choose an item. |
| **QI 2.2 Curriculum: theme 3 Learning pathways** | | | |
| Click here to insert text | Click here to insert text | Click here to insert text | Choose an item. |
| **QI 2.7 Partnerships: theme 3 Impact on children and families (parental engagement only)** | | | |
| Click here to insert text | Click here to insert text | Click here to insert text | Choose an item. |