# Education Scotland
## Foghlam Alba

# School inspection findings

## School inspection findings

In Scotland, scrutiny activity is a crucial tool which supports improvement, as well as providing assurance and public accountability. The scope of our inspection activities at a local level gives us a unique evidence base drawn from observing practice at first hand across the country. HM Inspectors of Education inspect quality and improvement of education across Scotland's schools using the quality indicators (QIs) and the six-point scale as set out in How good is our school? (4th edition) (HGIOS4) quality improvement framework. Evaluations of the quality

indicators across a sample of schools feed directly into the evidence base for the National Improvement Framework (NIF).

This series of inspection findings briefings is based on evidence gathered from our total sample of 252 schools across primary, secondary and special school provision over 2018-19 and is designed to promote improvement at a local and national level. The evidence for QI 1.3 and QI 3.1 is based on the NIF sample of 122 schools. The evidence for QI 2.3 and QI 3.2 is based on the total sample of of 252 schools.

This briefing also contains evidence from the pre-inspection questionnaires which children and young people completed in 2018-19[1]. Gathering the views of children and young people is an important aspect of inspection. This supports learner participation as underpinned by the United Nations Convention on the Rights of the Child (UNCRC).

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1. In 2018-19, 34,942 children and young people completed the pre-inspection questionnaires for the 252 schools which were inspected between August 2018 and June 2019. This figure includes local authority schools, grant-aided schools and independent schools.

## QI 1.3 Leadership of change[2]

### Key messages

◊ Effective school leadership is ensuring the need for change is well understood with a strong emphasis on raising attainment and addressing the poverty-related attainment gap.

◊ Through effective collaboration and participation in career-long professional learning, staff have a clearer understanding of the social, economic and cultural context of the school community. This is increasingly being used well to guide and inform school improvement and change.

◊ Evidence from self-evaluation is being used more effectively to identify changes required. Staff now need to gather and take account of a range of data and evidence to monitor and evaluate impact of change and improvement on outcomes for learners.

◊ Schools are continuing to develop approaches to empower staff, children and young people to lead change in aspects of school improvement. Stakeholders should be more fully involved in contributing to and evaluating school improvement.

2. The evidence for this QI is based on the inspection of the NIF sample of 122 schools across primary, secondary and special provision which were inspected between August 2018 and June 2019.

## Summary findings

Overall, effective school leadership is ensuring the need for change is well understood across the school community. Senior leaders ensure that changes are sustainable and are having a positive impact on raising attainment and addressing the poverty-related attainment gap. In special schools and in the Gaelic sector, staff need to address the level of variability in the quality of leadership. In these sectors, clearer strategic direction and an improved pace of continuous improvement is required.

In most schools, staff have a clearer understanding of the social, economic and cultural context of the school community. They are increasingly using this understanding well to guide and inform school improvement and change. In secondary schools, staff need to ensure that this understanding informs their vision, values and aims more effectively.

Children and young people, parents, partners and staff are increasingly involved in developing a shared vision, values and aims, which are relevant to the school community. Stakeholders should be more fully involved in agreeing and evaluating school improvement priorities on an ongoing basis. This would help empower them to engage in collaboration for improvement based on collective goals and aspirations.

In most primary and secondary schools, staff use school improvement planning to prioritise key areas of improvement well. These are increasingly aligned well to the needs of the school and to national and local priorities. In most schools, staff are increasingly making more effective use of evidence through self-evaluation to identify changes required.

Further work is required to ensure effective strategies are in place to monitor and evaluate the impact of changes on outcomes for learners.

In most schools, a culture of collegiate working exists where staff feel empowered to recognise the need for change and take responsibility for leading aspects of change. Staff at all levels are becoming more confident in leading and contributing to change in a way that capitalises on their strengths, interests and improvement priorities for the school.
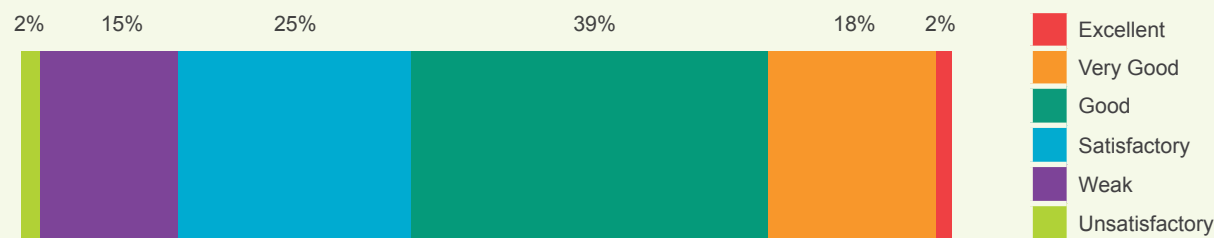
Staff participation in career-long professional learning is resulting in positive outcomes in most schools. While teachers are increasingly participating in collaborative practitioner enquiry, this should become an integral feature of professional learning. This should support teachers in gathering evidence of impact of changes on classroom practice linked to school improvement priorities.

Schools are continuing to develop approaches to empower children and young people to lead change in aspects of school improvement. Whilst an improving picture, children and young people should have further opportunities to be more involved in relevant and meaningful leadership experiences.

### Evaluations of 1.3 Leadership of change (2018-2019)
122 schools

| 2% | 15% | 25% | 39% | 18% | 2% |

Legend:
- Excellent
- Very Good
- Good
- Satisfactory
- Weak
- Unsatisfactory

Schools work well with partners to plan their contributions to the work of the school. Further improvement is needed to involve partners in the evaluation of their contributions to review and prioritise their impact on change and improving outcomes for learners.

The pace of the development and implementation of the priorities of Developing the Young Workforce: Scotland's Youth Employment Strategy (2014) (DYW) across sectors continues to be too slow and early implementation is not yet consistent across schools.

In almost all cases, staff demonstrate a strong commitment to working collaboratively in developing and promoting Gaelic Medium Education (GME) and Gaelic Learner Education (GLE). The recognised shortage of teachers of GME present challenges in delivering the curriculum through Gaelic and in securing specialist senior leaders of GME.

The school listens to my views[3]

**69%**

**Strongly agree/agree**

The school takes my views into account

**58%**

**Strongly agree/agree**

## QI 1.3 Challenge questions to support improvement

- How do we use our understanding of the social, economic and cultural context of our school to inform and shape planning for improvement?

- In what ways do we gather and take account of a range of evidence from self-evaluation to monitor and evaluate impact of change and improvement, including priorities related to the use of Attainment Scotland Fund?

- How effective is our use of evidence and data to prioritise improvements to address any attainment gaps including the poverty-related attainment gap, or gaps related to additional support needs or protected characteristics?

- How effective are our approaches to empowering staff, children and young people, parents and partners to contribute to and evaluate school improvement?

- How are we taking account of priorities of Developing the Young Workforce in our planning for continuous improvement?

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3. The views of children and young people are provided throughout this briefing. These are based on the pre-inspection questionnaires completed by 34,942 children and young people for the 252 schools which were inspected between August 2018 and June 2019.

## QI 2.3 Learning, teaching and assessment[4]

### Key messages

◊ The culture and ethos across most school communities, with very positive relationships between learners and staff, continues to be a strength.

◊ Staff provide a wide range of motivating learning environments which support children and young people to engage well and to apply and reinforce their learning.

◊ Most schools are focusing on improving the consistency of the quality of learning and teaching across classes in order to improve outcomes for children and young people. This is an area requiring further improvement.

◊ While teachers are using digital technologies to enhance learning and teaching, improving learners' quality of use remains an area for further development.

◊ The quality of oral feedback to children and young people is improving but more needs to be done to ensure they are clear about their next steps in learning.

◊ Staff now use a wider range of assessment information and engage in a range of moderation approaches within and beyond schools. They need to build on this work to continue to improve the reliability and validity of teachers' judgements of children's and young people's progress and achievement across all learning.



◊ Staff use data more effectively to target support and to put in place suitable interventions within literacy and numeracy to address gaps in attainment and achievement.

◊ The sharing of effective practice in the use of tracking and monitoring in all areas of the curriculum in the broad general education (BGE) across all school sectors is needed.

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4. The evidence for this QI is based on the inspection of 252 schools across primary, secondary and special provision which were inspected between August 2018 and June 2019. This figure includes local authority schools, grant-aided schools and independent schools.

## Summary findings

**Learning and teaching**
The ethos and culture across most school communities reflect very positive relationships between learners and staff. Schools have an increasing emphasis on developing learners' understanding of their rights and the rights of others through, for example, work on the UNCRC.

In primary and secondary schools, most teachers plan lessons well, they share the purpose of learning, and give clear explanations and instructions. This provides good opportunities for children and young people to progress in their learning. In the majority of lessons in primary and secondary schools, teachers build well on children's and young people's prior knowledge. Learners are clear about what they need to do to be successful.

In the majority of lessons, staff effectively support children and young people in their learning through good use of questioning and a well-planned range of activities to motivate and engage them. Teachers are increasingly using skilled questioning to challenge children's and young people's thinking and develop a deeper understanding of their learning. Further development of these approaches is needed to extend children's and young people's high-order thinking skills.

Schools provide a wide range of motivating learning environments. This is a particular feature of learning in primary and special schools. More children are accessing play at the early stages of primary. Staff need to continue to develop their understanding of play as an effective pedagogy for learning at the early stages of primary. This would ensure children learn in ways appropriate to their stage of development and support better progression in learning across early level. In primary schools, children need to have more opportunities to apply their learning in real-life contexts.
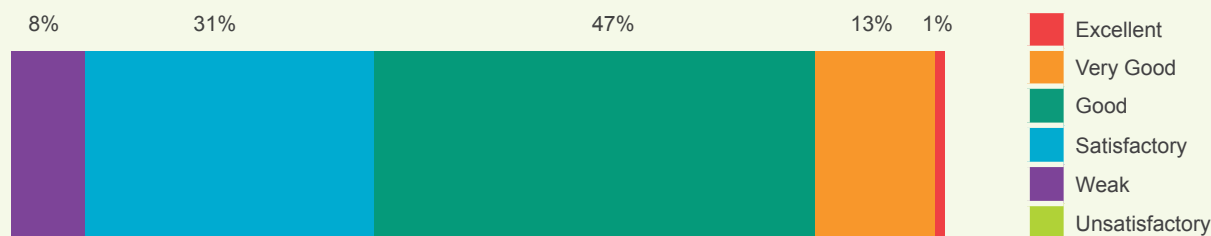
In a few schools, effective partnerships with local business and industry links help develop children's and young people's skills and knowledge about the world of work. This continues to be an area requiring further improvement across all sectors. Staff also need to develop a range of ways to enable learners to articulate their developing skills and value these in terms of future learning and career pathways.

Achieving consistently high-quality learning and teaching across all sectors remains an identified priority for improvement. Most schools are focusing on improving the consistency of the quality of learning and teaching across classes in order to improve outcomes for children and young people. Senior staff are prioritising developing teachers' shared understanding of pedagogy and what they want children and young people to achieve much more. Increasingly in secondary schools, the use of agreed effective learning and teaching policies, underpinned by schools' vision and values, is leading to greater consistency in well-planned and structured lessons.

### Evaluations of 2.3 Learning, teaching and assessment (2018-2019)
252 schools

| 8% | 31% | 47% | 13% | 1% |
|---|---|---|---|---|

- Excellent
- Very Good
- Good
- Satisfactory
- Weak
- Unsatisfactory

In the Gaelic sector, teachers and practitioners have an improved understanding of approaches to immersion. These improved approaches should be developed further. In secondary schools, young people having a sufficient proportion of immersion learning remains an area for development.

Across all sectors, teachers use high-quality learning resources, including digital technologies to support children and young people with their learning. In the majority of primary schools, digital technologies do enhance learning and teaching. Teachers typically create quality resources for use with interactive whiteboards to enhance teaching and engage children and young people. Although most learners have increased access to digital technology the quality of use remains an area for further development.

In a few examples,the improved use of digital technology in GME is enhancing learners' experiences and supporting the development of skills for life. This includes the use of the digital platform e-Sgoil and national competitions such as Film-G.

Learner participation continues to develop through a range of opportunities for children and young people to express their views and influence decision making through pupil councils, focus groups and committees. Further

**I am happy with the quality of teaching in my school**

**78%**
All or some of the time

**My teachers ask me about what things I want to learn in school (Primary)**

**77%**
All or some of the time

**I am given the opportunity to influence what and how I learn (Secondary)**

**71%**
All or some of the time

opportunities are required to empower children and young people to lead and take increasing responsibility for their own learning.

In primary and secondary schools, the quality of oral feedback to children and young people is improving. Increasingly, high-quality learner conversations encourage rich dialogue between teachers and children and young people. This dialogue helps children and young people to understand and evaluate progress and agree areas for development. Written formative feedback in primary schools is evident mostly on children's writing tasks, learning journals and reporting to parents. Further work is required to build on these positive improvements across all schools.

Staff are increasingly engaging in collaborative approaches with peers in and across schools, to improve the quality of learning and teaching. They are increasingly making use of research, as well as their own professional enquiry, to identify evidence of success and inform improvements in classroom practice.

**Assessment**
Staff across primary and secondary schools now use a wider range of assessment information which is improving the validity of professional judgements of learners' progress and achievement.

Staff engage in a range of moderation approaches within and beyond schools to use the National Benchmarks and create a shared understanding of national standards. In the primary sector staff use of National Benchmarks is better developed within the context of literacy and numeracy and less so across the other areas of the curriculum. Further work is required to continue to improve the reliability and validity of teachers' judgements of children's and young people's progress and achievement across all learning.

Primary schools have in place better arrangements for assessing and tracking children's progress. The majority of teachers and senior leadership teams use data more effectively to target support.

## Staff help me to understand how I am progressing in my school work
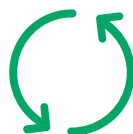
Primary

## 87%

Agree

Secondary

## 83%

All or some of the time

Approaches to the identification of children with barriers to learning and suitable interventions within literacy and numeracy are effective. This includes interventions to address gaps in attainment and achievement between the least and most disadvantaged children arising through socio-economic barriers.

**Planning, tracking and monitoring**
Too often planned learning is not differentiated well enough and does not sufficiently involve learners in planning learning. The focus of whole-class approaches to learning is not implemented effectively to take account of the range of learning needs. Teachers need to be more responsive to how well children progress in their learning by adapting plans to ensure appropriate support and challenge.

In the majority of primary schools staff use data about progress in literacy and numeracy well to plan next steps in learning for children. This includes planning for children who require additional support and children living in areas of deprivation.

Overall, planning, tracking and monitoring across secondary schools continues to be an area under development. Sharing and building on this work across all schools will help schools evaluate the impact of interventions and ensure learners make appropriate progress in their learning across all areas of the curriculum.

In a minority of cases, literacy through Gaelic is not sufficiently monitored as separate to literacy and English.

## QI 2.3 Challenge questions to support improvement

- What actions are we taking to ensure that learning and teaching is of a consistently high-quality?

- How do we plan learning to effectively meet all learners' needs and to ensure appropriate pace and challenge in learning?

- How well do we enable learners to articulate their developing skills and value these in terms of future learning and career pathways?

- How effective are our planned opportunities for learners to discuss and reflect on their learning to empower them to lead and take increasing responsibility for their own learning?

- How effectively do we actively involve learners in planning and leading their own learning?

- How effective is our use of digital technologies to enhance learning and develop skills for learning, life and work?

- How are our approaches to moderation and use of National Benchmarks improving validity and reliability of professional judgements of learners' progress and attainment?

- How effective are our approaches to monitoring and tracking across all curriculum areas in using data to:
  - » set learning targets with children and young people;
  - » evaluate their progress; and
  - » put in place appropriate interventions to raise attainment and close any gaps?

- To what extent do we use assessment information in the planning of learning and teaching?

## QI 3.1 Ensuring wellbeing, equality and inclusion[5]

### Key messages

◊ Supporting and improving children's and young people's wellbeing is a high priority. An increasing focus is given to developing children's and young people's emotional and mental wellbeing and resilience.

5. The evidence for this QI is based on the inspection of the NIF sample of 122 schools across primary, secondary and special provision which were inspected between August 2018 and June 2019.



◊ Children and young people who require additional support for learning have their needs identified well in most schools. Contributions from a range of partners including health professionals effectively support the wellbeing of individuals and groups of learners and their progress in learning.

◊ More children, young people and staff are aware of the rights of children as stated in the UNCRC. Increasingly children and young people benefit from opportunities to express their views and influence decision-making.

◊ Across sectors, established systems and processes are in place to support staff in delivering their statutory duties in relation to wellbeing, inclusion and equality and developing their practices in line with codes of practice. However, planning approaches are not always reviewed regularly enough and children's and young people's views do not sufficiently inform planning.

◊ Across sectors, staff are developing children's and young people's understanding and awareness of diversity and equality based on their local context. Improvements are required to further develop children's understanding of diversity so they are more able to challenge stereotypes and discrimination.
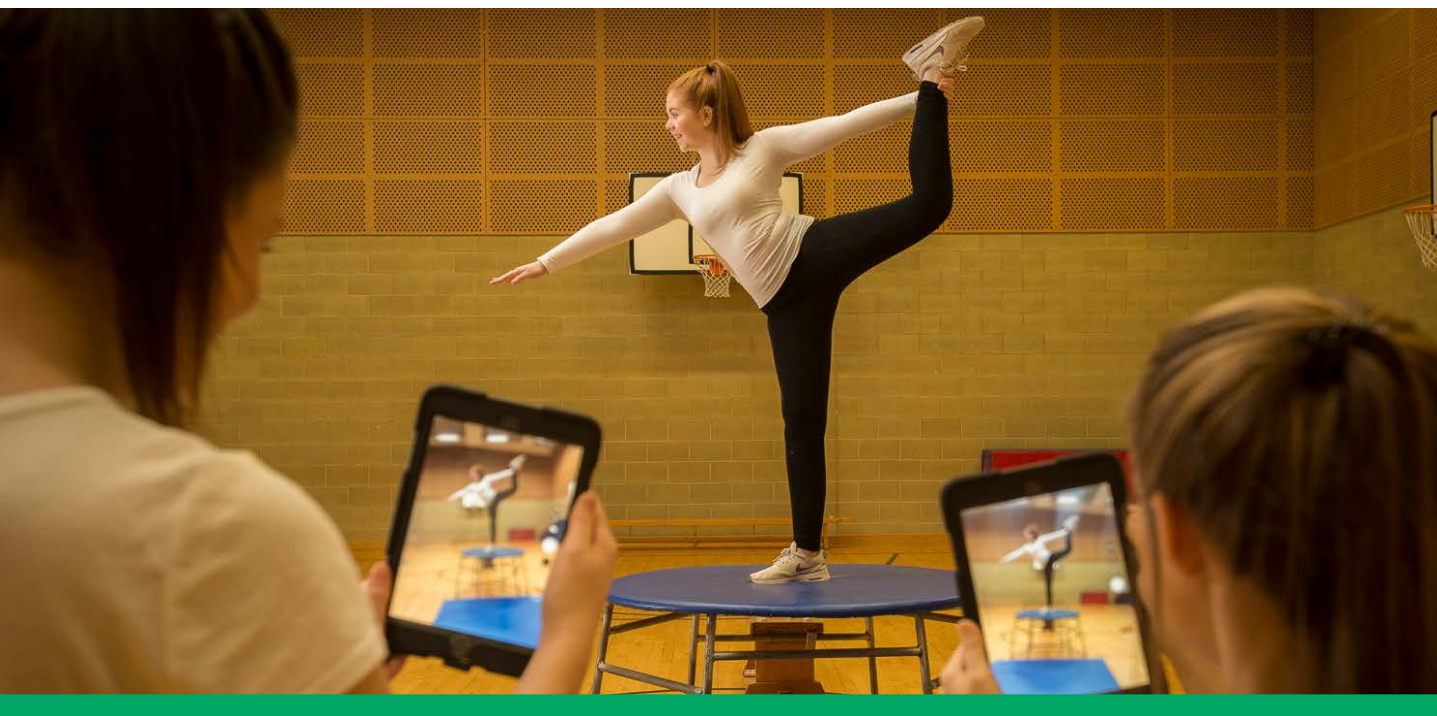
## Summary findings

Relationships between learners and staff in most schools are very positive, caring and nurturing. The resulting culture of mutual respect enables most children and young people to demonstrate the shared values of their school. Staff understanding and use of nurturing approaches is developing and having a positive impact on children's and young people's engagement and behaviour.

Supporting and improving children's and young people's wellbeing is a high priority in most schools. They are becoming more confident in taking responsibility for their own wellbeing and learning. This is less effective in special schools. An increasing focus is given to developing children's and young people's emotional and mental wellbeing and resilience.

Senior leaders in secondary schools need to be clearer about their whole-school approach to delivering the personal support entitlement to all young people. This should include reviewing the effectiveness of tutor groups and personal support periods. In the Gaelic sector, many secondary schools are using personal support time to have regular conversations with young people about their learning and progress. These conversations need to be specific to young people learning Gaelic, and through Gaelic.

Children and young people who require additional support for learning have their needs identified well in most schools. Staff are improving their understanding of the barriers to learning faced by some learners and are increasingly focused on supporting them to overcome these. Effective professional learning in inclusive practices is leading to young people in secondary schools feeling included, respected and valued.

Contributions from a range of partners including health professionals effectively provide targeted support for individuals and groups of learners. These help support their wellbeing and progress in learning.
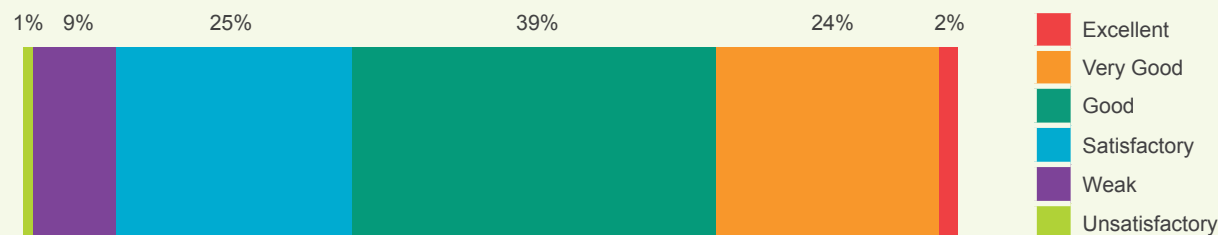
Across sectors, established systems and processes are in place to support staff in delivering their statutory duties in relation to wellbeing, inclusion and equality and developing their practices in line with codes of practice.

Overall, educators are not yet making sufficient use of the Statutory Guidance on Gaelic Education, 2017. In some cases, the lack of resources impacts on headteachers' ability to implement this Guidance. On other occasions, the Guidance is not being considered as part of the school's arrangements for self-evaluation and improvement.

Across sectors, planning approaches, such as individual plans and targets, are not always relevant. They do not always lead to improved outcomes for learners because they are not sufficiently related to the needs of individual children and young people and how they need to be supported to make progress. In a few schools, plans are not reviewed regularly enough and children's and young people's views do not sufficiently inform planning.

### Evaluations of 3.1 Ensuring wellbeing, equality and inclusion (2018-2019)
122 schools

| 1% | 9% | 25% | 39% | 24% | 2% |
|---|---|---|---|---|---|

Legend:
- Excellent
- Very Good
- Good
- Satisfactory
- Weak
- Unsatisfactory

**Staff treat me fairly and with respect**

**82%** Strongly agree/agree

**Other children treat me fairly and with respect**

**68%** Strongly agree/agree

**I have someone in my school I can speak to if I am upset or worried**

**86%** Strongly agree/agree

More effective use of data is required to analyse trends and monitor the effectiveness of interventions in place to support young people including those requiring additional support, those from protected characteristic groups and those facing challenges. This would support regular review of the effectiveness of interventions in improving outcomes for children and young people.

As a result of the increase in schools developing their approach to rights-based learning, more children, young people and staff are aware of the rights of children as stated in the UNCRC. Increasingly children and young people benefit from opportunities to express their views and influence decision making.
In a few special schools, the lack of focus on children's rights is detrimental to promoting wellbeing and inclusion.

Across sectors, staff are developing children's and young people's understanding and awareness of diversity and equality based on their local context. Primary schools, in particular, need to develop approaches across the curriculum to increase children's understanding of diversity and to be more able to challenge stereotypes and discrimination.

Whilst schools have an increased awareness the role of staff as corporate parents, this continues to be an area requiring further improvement.

## QI 3.1 Challenge questions to support improvement

- How effective are our overall approaches to supporting children's and young people's wellbeing?

- What evidence of progress in wellbeing do we collect and evaluate to demonstrate impact on improving outcomes for all learners?

- How do we evidence progress in the wellbeing of learners facing challenging circumstances, those requiring additional support, and those from protected characteristic groups?

- How well do we ensure that planned strategies to support learners requiring additional support are implemented effectively across the school to enable children and young people to achieve and attain well?

- How do we support our children and young people to learn about all aspects of equality and diversity in a progressive and relevant way?

- What do we do to support care-experienced children and young people to attain well?

# QI 3.2 Raising attainment and achievement[6]



## Key messages

◊ Overall, in primary schools children's attainment in literacy and English and numeracy and mathematics, including the attainment of children with additional support needs is improving.

◊ The percentage of young people attaining at SCQF level 4 or better in literacy and numeracy by the time of leaving school is improving.

◊ Schools continue to improve the reliability of their data on attainment of Curriculum for Excellence (CfE) levels in literacy and numeracy during the BGE. However, most schools do not yet have reliable data on children's and young people's progress and achievement of CfE levels across other curriculum areas across the BGE.

◊ Staff in almost all schools continue to increase their confidence in the use and analysis of data to plan for improvements and put in place targeted interventions.

◊ Almost all primary and secondary schools are now tracking the attainment of children and young people in literacy and numeracy during the BGE. Tracking attainment across the curriculum during the BGE remains an area requiring further work.

◊ Schools promote and celebrate well children's and young people's achievements in and outwith school. The development of approaches to tracking of the skills that are being gained would help learners take increasing responsibility for ensuring they continue to add value to their achievements.

◊ Schools have gained confidence and knowledge in identifying the poverty-related attainment gap in their local context.

◊ Emerging evidence indicates that these targeted interventions are leading to improved outcomes for children and young people with barriers to their learning. This includes improved attainment in literacy and numeracy and progress in health and wellbeing.

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6. The evidence for this QI is based on the inspection of 252 schools across primary, secondary and special provision which were inspected between August 2018 and June 2019. This figure includes local authority schools, grant-aided schools and independent schools.

## Summary findings

**Attainment in literacy and numeracy**

Overall, in primary schools children's attainment in literacy and English and numeracy and mathematics, including the attainment of children with additional support needs is improving. In a few schools, linking literacy and numeracy to real-life contexts is an improving picture.

In the majority of primary schools, most children are making good or very good progress in literacy and English and numeracy and mathematics. Most children at early level are achieving expected national standards. This progress is not always sustained as children move through the school. The majority of children at P4 and at P7 achieve expected national standards. To improve attainment further children need to have greater opportunities to demonstrate and apply their literacy and numeracy skills in new and unfamiliar situations.

As a result of the high priority placed, by schools, on improving children's reading skills, children at the primary stages demonstrate greater enjoyment in reading for pleasure at all levels. To improve children's skills in literacy and English further there is a need to implement a planned progressive approach to develop children's listening and talking skills; and ensure children become more experienced in developing and applying their writing skills across the curriculum and in real-life settings.

Where attainment in numeracy and mathematics is below national expectations in primary schools this can be due to children not experiencing the breadth of the numeracy and mathematics curriculum or revisiting concepts to consolidate learning.

Most young people are achieving third level or better in literacy and numeracy by the end of S3. The majority are attaining fourth level in reading, writing, listening and talking and in numeracy.
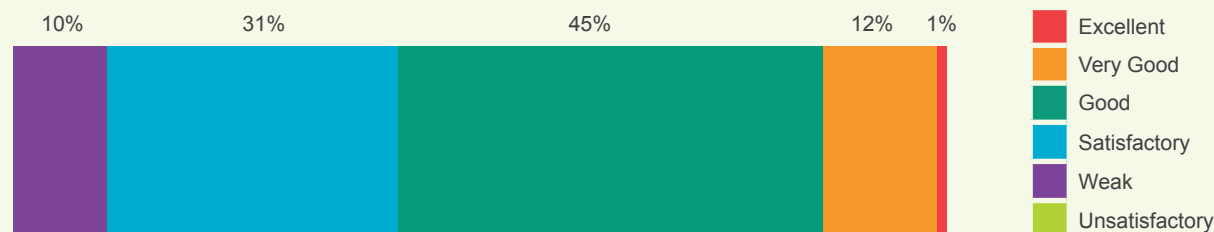
Overall, within special schools, children and young people are progressing slightly better in literacy and English compared to numeracy and mathematics. In most schools, children and young people are making satisfactory progress or better in literacy and numeracy.

Overall, at the primary stages, most children are making good progress in developing their fluency in speaking Gaelic. At P4 and P7, children's attainment in writing needs to be stronger. By S3, most young people attain well in literacy and Gàidhlig. Their fluency needs to be strengthened by having more of their learning through Gaelic.

**Attainment over time**

Primary and secondary schools continue to improve the reliability of their data on attainment of CfE levels in literacy and numeracy during the BGE. Teacher judgements are supported well by an increased understanding of National Benchmarks, information from Scottish National Standardised Assessments and use of a suitable range of assessments in the classroom.

### Evaluations of 3.2 Raising attainment and achievement (2018-2019)
252 schools

| 10% | 31% | 45% | 12% | 1% |
|-----|-----|-----|-----|-----|

- Excellent
- Very Good
- Good
- Satisfactory
- Weak
- Unsatisfactory

**Based on Insight data:**

- The percentage of young people attaining at SCQF level 4 or better in literacy and numeracy by the time of leaving school is improving.

- Attainment in Gàidhlig in the senior phase is strong. Most young people entered for National Qualifications from SCQF level 5 to SCQF level 7 for Gàidhlig attained a pass at A-C. Too few young people are doing National Qualifications and awards through the medium of Gaelic, and in Gaelic (Learners) and Gàidhlig.

- Almost all young people leave school for an initial positive destination. Schools are not aware of trends for Gaelic destinations.
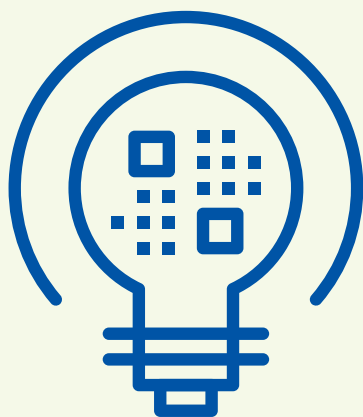
Teachers are continuing to build their confidence and understanding of standards in relation to the achievement of CfE levels across other areas of the curriculum.

Almost all primary and secondary schools are now tracking the attainment of children and young people in literacy and numeracy during the BGE. Staff in a majority of special schools are making positive improvements to their use of data to track and monitor children's and young people's progress. Tracking attainment across the curriculum during the BGE remains an area requiring further work. This is required to ensure children and young people are progressing and attaining across all aspects of their learning in order to support progression through and from the BGE into the senior phase.

Staff in almost all schools continue to increase their confidence in the use and analysis of data to plan for improvements. Generally at the secondary stages, headteachers are not tracking young people in GME as a group of learners. As such, they are not confidently able to speak about whether young people are making the best possible progress.

The use of Insight in secondary schools is allowing staff to identify the attainment of different groups of learners, including those residing in SIMD 1 and 2, the highest and lowest attaining and young people requiring additional support. This is supporting the planning of improvement and interventions to close any gaps between groups and raise their attainment. Staff across sectors recognise the importance of knowing the circumstances of individual pupils and overcoming any barriers to their progress in learning.

**Quality of learners' achievement**

Almost all primary schools promote and celebrate children's achievements in and outwith school. Children participate in a range of sporting and cultural activities provided by the school and community. A few schools support children to gain accreditation for their achievements, for example the John Muir Award.

In almost all secondary schools, young people are gaining formal accreditation for the development of a range of skills and attributes. The Duke of Edinburgh's Award along with Sports Leaders Awards are examples of accreditation evidenced in almost all schools.

In the majority of schools, established systems that records young people's achievements gained through participating in activities in and outwith school are in place.

**Equity for all learners**

Overall, schools have gained confidence and knowledge in identifying the poverty-related attainment gap in their local context. Almost all schools have planned interventions in place using Attainment Scotland Funding.

Emerging evidence indicates that these targeted interventions are leading to improved outcomes for children and young people with barriers to their learning. This includes improved attainment in literacy and numeracy and progress in health and wellbeing.

In effective cases, this enables schools to identify and engage with those children and young people who do not participate in opportunities for personal achievements or indeed identify specific groups of children and young people who may be missing out or at risk of doing so.

The systematic tracking of the skills that are being gained remains an important next step for schools. Only a few schools are doing this effectively. Young people need to develop a better understanding of the skills they acquire through their participation in activities in and beyond the classroom. This would support them to make informed choices to progress those skills for learning, life and work which are most appropriate for them.

## QI 3.2 Challenge questions to support improvement

- What are our approaches to raising attainment and closing the poverty-related attainment gap across all areas of the curriculum?

- How valid and reliable are our teachers' judgements about learner's progress and achievement of CfE levels across all areas of the curriculum?

- How effective are our approaches to monitoring and tracking of progress and attainment over time across all areas of the curriculum to analyse trends, identify any under attainment and to put in place appropriate interventions to support improvements?

- How effective are our strategies and interventions to reduce the impact of any barriers to learning and to raise attainment

of learners requiring additional support or those from protected characteristic groups?

- How well are we developing staff confidence and skills in the use of data to identify and implement approaches to raise attainment for all learners?

- How well do we record and track children's and young people's achievement of the skills they acquire through participation in activities in and beyond the classroom?

- How do we ensure learners have achieved a range of skills and attributes?

- How do we know if learners are making good progress from prior levels of attainment?

# Education Scotland
## Foghlam Alba

During inspections, HM Inspectors routinely identify highly effective practice to be shared more widely to promote improvement. Many examples are developed as sketchnotes and accompanied by a blog from the establishment describing their practice. These can be found here, or by searching for sketchnotes on the National Improvement Hub.

## Sketchnotes

- Outstanding learning and teaching, Lochaline Primary School, The Highland Council

- Leadership of learning - Cairns Primary School, South Lanarkshire Council

- Implementation of playful pedagogy - Wellshot Primary School, Glasgow City Council

- Digital learning - New Deer Primary School, Aberdeenshire Council

- Numeracy - East Fulton Primary School, Renfrewshire Council

- Consistent standards and practice , Kinross Primary School, Perth and Kinross Council

- Professional learning improving learning and teaching - St Francis Xavier's Primary School, Falkirk Council

- A focus on wellbeing - Amisfield Primary School, Dumfries and Galloway Council

- Ethos and relationships - Johnstonebridge Primary School, Dumfries and Galloway Council

- Skills for learning, life and work - St Matthew's Academy, North Ayrshire Council

- Skills for learning, life and work - St Catherine's Primary School, Renfrewshire Council

- Opportunities for learning achievement - Castlemilk High School, Glasgow City Council

- Increasing children's participation - Crossgates Primary School, Fife Council

- Transition processes at all stages - Green Acres Private Nursery, Glasgow City Council

- Developing vision, values and aims – Innerwick Primary School, East Lothian

- Parental engagement - St David's High School, Midlothian

- Using data to ensure progress, Riccarton Early Childhood Centre, East Ayrshire Council

- Tracking of attainment and achievement - Our Lady of the Missions Primary School, East Renfrewshire Council

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