

National Improvement Framework: Driving Excellence and Equity

Annual Reporting advice and support for schools, working with parents and other partners

Schools' annual reports should provide: *concise description of the context of the school; progress against improvement plan priorities; important data on attainment and wider achievement; and identification of next steps and priorities for the following year.* Reports should avoid jargon and be written in plain English, based on evidence which reflects the benefits of partnership working and recognises the legal duty to engage with parents and other partners. **Reports should state clearly the impact of the school's work to improve the attainment and achievements of children and young people affected by economic or social disadvantage.**

A single, well-designed report will minimise repetition and bureaucracy and fulfil a wide range of purposes, including reporting to parents; and should meet the new requirements arising from:

- **the National Improvement Framework (NIF);**
- **the Scottish Attainment Challenge (SAC);**
- **the Pupil Equity Fund (PEF); and**
- **the Statutory Guidance issued to local authorities in March 2017.**

Based on the fourth edition of ***How Good is Our School? (HGIOS?4)***, reports should provide a concise evaluation of the impact on outcomes for children and young people:

1. As defined by the four NIF strategic priorities:
 - *improvement in attainment, particularly in literacy and numeracy;*
 - *closing the attainment gap between the most- and least-deprived children;*
 - *improvement in children's and young people's health and wellbeing;*
 - *improvement in employability skills and sustained positive school leaver destinations for all young people; and*
2. Using the six point scale from HGIOS?4 to evaluate:
 - *QI 1.3 leadership of change;*
 - *QI 2.3 learning, teaching and assessment;*
 - *QI 3.1 ensuring wellbeing, equity and inclusion; and*
 - *QI 3.2 raising attainment and achievement.*

Reports should also include evaluative comment on attendance and exclusion data.

Schools should evaluate their work relating to the **Scottish Attainment Challenge**, and the impact of the **Pupil Equity Fund** on relevant children. Reports should evaluate the effectiveness of the school's **engagement with parents and other stakeholders** in reporting its performance, and in improvement planning, for which related advice is available on the National Improvement Hub.

Driving Excellence and Equity: Advice on School Improvement Planning 2018/19

<https://education.gov.scot/improvement/practice-exemplars/nifschoolimprovement>

National Improvement Framework: Improvement planning and reporting poster

<https://education.gov.scot/improvement/self-evaluation/National%20Improvement%20Framework:%20Improvement%20planning%20and%20reporting%20poster>

Schools may also wish to add further credibility to their reports through independent validation, endorsement or confidence statements, for example based on:

- *an inspection from HMI;*
- *an independent validated self-evaluation; and/or*
- *specific endorsements/confidence statements from pupil councils, parent councils or local community groups such as employer or partner groups.*

Your local authority will use data from your report to meet its obligations in terms of the Statutory Guidance issued in March 2017, contributing to national monitoring of progress with the National Improvement Framework.