

How good is OUR school?

A resource to support learner participation in self-evaluation and school improvement

Part One



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Chief Executive Officer's Foreword



2018 has been designated as Scotland's Year of Young People. We are celebrating and promoting opportunities that give our young people a stronger voice on matters that affect their lives. We want to challenge perceptions of what young people are capable of and empower them to use their ideas, skills and talents to achieve great things for themselves and with their peers and their communities. This is the heart of what highly-effective learner participation is all about.

I am delighted to introduce this addition to Education Scotland's suite of self-evaluation materials. How good is OUR school? (2018) has been produced in collaboration with schools, local authorities and organisations that represent children and young people across Scotland and importantly, with children and young people. They told us of the things that matter most to them about their schools and therefore the things that they feel they should have a say in. This new resource aims to support schools to engage children and young people in self-evaluation and school improvement in ways that enhance learning. It builds on the good practice that already exists in Scotland and supports you to take this aspect of your work to the next level. A strong, inclusive school ethos and a community that actively listens to children's and young people's views underpins effective learner participation. This resource is in two parts:

Part One: A guide for staff and partners working with children and young people will support self-evaluation of your current approaches to learner participation. It is intended to be used by school staff and partners working collaboratively with children and young people to evaluate what is working well and consider what would support increased learner participation.

Part Two: A self-evaluation framework for use by children and young people includes some suggested activities to support children and young people to evaluate the quality of relationships, learning and teaching, school and community, health and wellbeing and successes and achievements. We are sure that as their skills and confidence increase, children and young people will grow their self-evaluation activity in ways which work best for them in their own school context.

We have received very favourable feedback about this resource in the course of its development, in particular about its potential to support innovative approaches to learner participation for children and young people across Scotland. The resource has been created for Scotland's learners with Scotland's learners and educators. I am delighted to launch it for wider use and am confident that it will make a strong contribution to Scotland's Year of Young People.

A handwritten signature in blue ink that reads "Gayle Gorman".

Gayle Gorman

Part One

Guidance for school staff and partners working with children and young people

What this toolkit is for

This publication is intended to support improvement in learner participation in self-evaluation and school improvement. The resource is in two parts. It is important that schools engage with both parts. Part one is about establishing the right culture to support effective learner participation. Part two is about children and young people getting actively involved in self-evaluation.

Part one is mainly for school staff and partners working collaboratively with children and young people. It explains why children and young people should be actively involved in self-evaluation and school improvement and the importance of achieving the right culture and conditions for



this to be successful. It contains some features of highly-effective practice and challenge questions to support professional dialogue amongst staff and partners. It is really important that the culture and ethos of your school is one that ensures your school community is ready for this level of learner participation. If this sort of culture and ethos is not yet established, then schools should make it a priority to do some work which starts to achieve this. The aim of Part one is to support schools in evaluating the ethos and culture of the school against what is currently considered as strong practice in learner participation and children's rights.

Part two is primarily intended for use by children and young people, although in many cases staff will be working to support them in this. It provides a framework of five themes to support their evaluation of key aspects of the work and life of their school. Each theme includes some examples of what good practice might be and some ideas for gathering and analysing evidence about what is working well and what could be further improved in their school. The aim is that using the framework in groups or classes, children and young people can gather their own evidence and contribute to whole-school self-evaluation. Many of the suggestions can be used as contexts for learning across the curriculum. This is to support and encourage schools to ensure learner participation is broader than pupil councils or other pupil committees.



Schools can use the framework in a range of ways. Some may choose to work through all five themes over time. Others may select specific themes linked to school improvement priorities. Some schools may adapt the language of the themes for use with specific groups of children and young people. Some may use this toolkit as a starting point for creating a more bespoke version which better suits the needs of their

school community. For example, some schools may like to develop a digital version of the framework. All of these approaches are perfectly acceptable. There is no prescribed way of using the resource. Take from it what is good and right for your school community.

Why we have introduced this toolkit

The quality indicator framework How good is our school? (Fourth Edition, 2015) (HGIOS?4) supports school staff to work together and with their partners, to evaluate what is working well for their school community and what needs further improvement. It contains a clear message that children and young people should be actively involved in self-evaluation and school improvement. Consulting children and young people on aspects of school life that directly affect them is seen as key to improving our education system overall. Learner voice has been developing well across Scotland over recent years but in many schools there is scope to extend this further.

“Pupil participation is a strong feature of our approach to self-evaluation and continuous improvement... All stakeholders, including children and young people, have a shared ownership of this evidence and use it to plan continuous improvement.”

HGIOS?4 p.20 QI 1.1 Self-evaluation for self-improvement.



This resource has been developed to support learner participation in school self-evaluation. It has been produced as a result of engagement with groups of children and young people across Scotland. Through a workshop approach, these learners identified key aspects of school life over which they felt they should have some direct influence. Part two of the resource is therefore shaped around these key aspects as organisers

which are linked to the quality indicators in HGIOS?4. Using this framework, children and young people can take responsibility for leading aspects of self-evaluation and contribute evidence to support whole-school self-evaluation. This approach provides an opportunity for school staff, partners and learners to engage in meaningful dialogue and to work together in taking forward aspects of school improvement work.

Learner participation in self-evaluation and school improvement planning is fundamental to ensuring children’s rights within the school context. Article 12 of the UN Convention on the Rights of the Child states that children have the right to have their opinions considered when adults are making decisions about things that affect them. Since children and young people are the main recipients of all that our schools offer and deliver, they should be involved in discussions about the wider life of the school. This requires giving them access to the evidence they need to make judgements and express informed views. It also means supporting them to develop the skills required to analyse that evidence accurately.

UNCRC Article 12:

“Parties shall assure to the child who is capable of forming his or her own views the right to express these views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child”

(unicef.org.uk)

Education Scotland recently reported that rights-based learning is improving in Scottish schools. Children's and young people's understanding of equalities has increased in recent years. Particularly in primary schools, children feel that they have some good opportunities to contribute to school improvement through committees and groups. Of children's learning and achievement in primary schools we reported:

“Many schools were using rights-based learning approaches very effectively to provide an increased focus on equalities issues. Staff have become more aware of the importance of children's rights and most children reported that they felt positive about the ways in which they have a say in improving their school, including through pupil councils.”

Quality and Improvement in Scottish Education 2012-2016 p.14

There is scope to build on this good work by extending children's participation in school improvement. Learner participation is an area that requires further improvement particularly in secondary schools. Young people become more confident and enthusiastic when they see that their views are being taken seriously and acted upon. It is important to move beyond the work of pupil councils to ensure all learners have a strong voice in shaping their learning and the future development of their school.

With regard to secondary schools we reported:

“While most young people felt they are treated fairly and with respect in the secondary sector, inspectors found that some schools had a narrow view of young people's rights. Such schools need to consider new, creative ways of supporting all young people to express their views, and to take these into account.”

Quality and Improvement in Scottish Education 2012-2016 p.20.

Approaches which meaningfully include children and young people in self-evaluation are also an important part of realising the aspirations of Curriculum for Excellence. If children and young people are truly to become responsible citizens and effective contributors, school staff and partners must listen to and respond to learners' views in a spirit of partnership and collaboration. It is important that school staff and partners collaborate effectively to ensure this. This resource has been developed to support schools, working with their partners, to achieve these aims.



What we mean by learner participation

Recent research published by Scotland's Commissioner for Children and Young People, *How Young People's Participation in School Supports Attainment and Achievement*, SCCYP, 2015, highlighted a strong correlation between schools' approaches to learner participation and levels of achievement and attainment. Taking account of this and other research, within *Education Governance: Next Steps*, 2018, the Scottish Government has set out its aims to improve parental and community participation in school life and in learning outside of school. Through the *Education (Scotland) Bill*, 2018 the Scottish Government aims to strengthen the voice of children and young people by actively promoting and supporting their participation in discussions about their school and community.

“Ensuring that the views of children and young people are considered gives them an opportunity to participate in decisions and activities which influence policies or services that can impact on their lives. It contributes to their sense of belonging, helps communities to become stronger, and increases the likelihood that services will make a positive impact.”

Empowering Schools: A consultation on the provisions of the Education (Scotland) Bill. Scottish Government, 2017.

Education Scotland recently published a new definition of Learner Participation:

“Learner participation includes all of the ways in which children and young people engage in practices and dialogue with educational staff, parents, carers, and community members to create positive outcomes and changes.”

Learner Participation in educational settings. (Education Scotland, 2018)

Learner participation might be linked to whole-school initiatives. It might also be about improving learning and achievement within a class, stage or a specific curriculum area. Whatever the case, participation is an active process. In order to participate fully, children and young people require opportunities to develop attitudes and skills to support life-long learning. These aspects are necessary to ensure their evaluations are based on sound evidence and therefore should be accepted by the school community. Community learning and development (CLD) methods and ways of working are intended to be inclusive. CLD practitioners can therefore be a valuable source of professional learning for school staff. Effective learner participation requires a culture which supports the view that children and young people have the right to express their well-informed opinions on what is working well and what could be better. It means ensuring that children's and young people's views are taken into account when changes are being planned and implemented. Genuine respect for our children and young people must be at the heart of developing that culture. This is highlighted in HGIOS?4

“A passionate commitment to ensuring social justice, children's rights, learning for sustainability and equality are important pre-requisites for all who deliver Scottish education”

HGIOS?4 p.6



Creating the right culture for effective learner participation

“Scotland is fortunate to have a rich and vibrant civil society which does amazing work with and for children and young people. Their views and experience must inform the decisions we make today if we truly want to make a better Scotland for tomorrow”

Bruce Adamson, Children and Young People’s Commissioner Scotland, 2017. (What kind of Scotland? Children influencing Scotland’s future, Children’s Parliament, 2017)

Taking the time to develop a fully inclusive ethos and culture will ensure the principles of effective learner participation are embedded in the life and work of the school and its wider community. This will support all children and young people to feel confident that their views are valued and that their contribution can make a positive difference for themselves and for others. Appendix 2 includes links to a range of resources which can be used to develop a deeper understanding of learner participation. The following features of highly-effective practice and challenge questions can be used to support professional dialogue amongst staff and with stakeholders. They are intended to support reflection on the extent to which your school culture and conditions enable meaningful learner participation in self-evaluation and school improvement.

Creating the right culture for meaningful learner participation in self-evaluation and school improvement.

Features of highly-effective practice	Challenge questions
<ul style="list-style-type: none"> ✓ Across the school community, there is a shared understanding of the importance of children’s and young people’s rights in relation to wellbeing, equality and inclusion. ✓ All staff, partners, parents and pupils have a range of regular opportunities to deepen their knowledge and understanding of children’s and young people’s rights. ✓ Staff recognise that participation has a range of benefits for learners including improved attainment, enhanced learning and teaching, improved relationships and wider engagement of the life of the school. ✓ Our participation processes are inclusive and provide opportunities for all learners to participate in the life of the school and in the wider community. ✓ We have ensured that children’s and young people’s rights are embedded across all aspects of school life and work. This is evident within the ethos and climate of the school. ✓ Children and young people are confident their views are valued by all staff and partners. ✓ Children and young people are knowledgeable about what has been improved as a result of their opinions. ✓ Children and young people use effective communication skills to share their views. ✓ Staff, children and young people work together to evaluate a range of aspects of school life including teaching and learning. ✓ There is a culture of openness and transparency which enables children and young people to engage in discussions about data and other self-evaluation evidence. ✓ Children and young people lead evidence-gathering and reporting on aspects of the school’s work. 	<ul style="list-style-type: none"> ✓ How well do staff take account of the views of children and young people, particularly where decisions made may impact directly on them? ✓ To what extent does the school promote an ethos and culture of active participation by all learners? ✓ Does the programme for professional learning include sufficient focus on children’s and young people’s rights and learner participation? ✓ To what extent does the curriculum include a focus on children’s and young people’s rights, equality and inclusion? ✓ How effectively are all learners engaged in planning and evaluating learning across all contexts of the curriculum? ✓ To what extent do children and young people have information which supports their understanding of how well their school is doing? ✓ Does the school curriculum include appropriate opportunities for children and young people to develop the skills to enable effective engagement in self-evaluation and school decision making processes? ✓ How inclusive is our approach to pupil participation? To what extent are all children and young people equally engaged with? ✓ To what extent are children and young people able to lead aspects of self-evaluation without close adult supervision? ✓ How well does our school involve partners in developing approaches to learner participation?

Being able to achieve these features of highly-effective practice in your school depends very much on knowing your starting point and planning how you will develop the necessary positive culture of participation in partnership with your learners. Effective pupil participation should be a collaborative process. The features of highly-effective practice and the challenge questions are designed to support professional dialogue across your school community. When used with children and young people this approach can help to ensure your self-evaluation is accurate and robust.



For some school communities this sort of learner participation may seem a bit daunting. Some staff and/or partners may be anxious about children and young people having a say about how the school is organised and how the school can improve. School leaders should take time to explore this with staff and partners so that concerns can be raised and discussed openly and honestly. Effective joint planning across the school community will be crucial to ensure continued positive relationships between teachers and pupils and with partners and other adults supporting children and young people. Not everyone will feel instantly comfortable with the sorts of evidence-gathering activities suggested in part two of this resource. That's why creating the

right ethos and culture is highlighted here as the most important first stage.

Positive relationships and a focus on wellbeing to support all children's and young people's achievement and attainment is at the heart of effective learner participation. Across Scotland many schools have introduced nurturing approaches to support children's and young people's emotional and social development. Effective nurturing approaches support behaviour, wellbeing, achievement and attainment. Whole school nurturing approaches can help build a strong culture and ethos to support effective learner participation. Schools wishing to develop or improve nurturing approaches may find it helpful to look at recent advice and guidance on Applying Nurture as a Whole School Approach, 2017 published by Education Scotland in partnership with Glasgow City Glasgow.

"At the heart of nurture is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people."

Applying Nurture as a Whole School Approach – a framework to support self-evaluation, 2017



Getting your school ready to start using this resource

What if our school only identifies with a few of the features of highly-effective practice?

Highly-effective practice in this area relies on a shared understanding of and commitment to learner participation amongst all staff and partners. Establishing the right ethos and culture is an essential starting point to ensure effective learner participation. Achieving that shared understanding might be a necessary starting point for your school. You may think that your school community is not yet ready to use the children and young people's toolkit in Section Two of this resource. If so, you should be prioritising your plans to change this. Further professional learning on children's rights, and the importance of pupil participation, may be necessary. You may also need to review and amend aspects of the curriculum to strengthen learners' knowledge and skills.

Alongside the features of highly-effective practice and the challenge questions, you might find the participation mapping tool in Learner Participation in educational settings, Education Scotland, 2018 helpful. It is designed to support self-evaluation of the impact of your approaches to learner participation. Using the tool will help you to achieve a shared understanding of whether learner participation is emerging, consolidated or excellent. Additionally, the National Standards for Community Engagement, 2016 includes key principles that could be applied to support learner participation.

What if we have already done a lot of work on pupil participation and see our school largely reflected in many of these features of high-effective practice?

If you have already established effective approaches to pupil participation, you may find that many of the features described above are already evident in your school. If that is the case, you are ready to get going with the children's and young people's framework in Part two. It is important to ensure you introduce it through collaborative approaches. Work with children, young people, parents and partners to put in place arrangements for ongoing evaluation and feedback on how well use of the framework is supporting improvement in your school. Use the feedback to reflect on what needs to be changed if groups of staff, partners or learners are not entirely comfortable and feeling able to engage in this aspect of self-evaluation.

Triangulation of evidence

If children and young people are to be full participants in self-evaluation they:

- must be well supported to access and interpret a range evidence;
- need to develop skills that help them avoid making snap judgements or jumping to conclusions based on hearsay and limited evidence;
- need to understand that sometimes they have to set aside their own personal views and that it's their collective self-evaluation that is important;
- will require support to develop skills which enable them to weigh up the significance of the evidence gathered; and
- must understand what is involved in the process and have given agreement that they are happy to be involved.

Developing approaches using the triangulation methodology will be useful in helping to achieve these aims. This methodology will not only support a fair and balanced view of the school, but will also support children and young people to strengthen key skills such as communication, analysis and interpretation and presentation of evidence. Learner participation in self-evaluation should be appropriately challenging and lead to a deep understanding of what is happening for different groups of learners within a school community. If your approach is too superficial or narrow, then the evidence gathered will not be robust. Learner participation is most successful when schools provide children and young people with the right tools, the right skills and access to the right range of evidence.



Supporting learners to triangulate evidence



Learning Observations can take place in a range of contexts including learning which takes place outdoors, in a workplace, at college, involvement in local community projects and during excursions and residential experiences. As pupils in classrooms and during other learning experiences, children and young people continually observe learning and teaching all day every day. As the recipients of what teachers plan for them, they are well placed to evaluate the impact of the experience. They know what they think about the learning they experience and they know what works well for them and what could be improved to make their learning more successful. Teachers often ask children and young people for feedback on lessons or programmes of work. Many schools support children and young people to observe lessons and provide feedback to staff. Sometimes this is organised as a joint observation with one or two staff also. Sometimes the culture of the school is such that staff are comfortable being observed by children and young people working independently of staff. However, this is often a very sensitive aspect of self-evaluation. Getting it right means involving staff, parents, partners and pupils to agree what is appropriate and valuable for each setting.

People's Views can be gathered for example, through surveys, structured dialogue with focus groups, informal conversations during learning visits and through analysis of minutes of meetings. Children and young people can learn to do this very well indeed. When they are well supported and understand the purpose of their evidence-gathering, children and young people can have a powerful role in gathering the views of their peers. They can also be very helpful in gathering views from staff, parents and partners. They often know the right questions to ask and the best way of asking them. Many schools find, for example, that parents will happily stop and talk to pupils with a clipboard and answer a few questions during



a parents' information event. Schools often use this approach to get feedback on new initiatives and changes to school life. In a few schools, children and young people make creative use of digital technology to develop surveys or a digital tool through which they can gather views from a large number of people quickly and analyse it easily. Such approaches can widen the scope of evidence-gathering to ensure all members of the school community are able to contribute their views. Almost all schools have a number of pupil committees or groups through which children and young people can contribute to school improvement. In best practice, these groups are responsible for gathering views from across the wider school population about the difference they are making for all learners.

Quantitative Data is an important source of evidence about how well a school is doing. Much of the data held by schools already exists in the public domain and is reported in Standards and Quality reports and on school websites. However, children and young people are not often aware of this data and the story it tells. Successful learner participation depends on not excluding learners from engaging with this sort of evidence. Data can provide a story of what children and young people can be proud of in their school. It can also be a powerful source of information to engage learners in dialogue about school improvement priorities and the contribution they can make to these. Of course, children and young people cannot have access to data about individuals within their school community. They can though have greater involvement in discussing whole-school data, for example, about sanctions and rewards, attendance, achievements, attainment, destinations, some of which is already routinely shared through school assemblies and newsletters and other means. Where schools are confident in having such dialogue with learners, learners often provide unique and valuable insights into the story behind the data and contribute ideas on how things could improve further.



Two examples of how schools engage learners in self-evaluation

Working with their headteacher, a P7 class looked at their teacher's version of HGIOS?4 and decided to develop a few pupil friendly quality indicators. They chose to focus on five big questions:

- How do we know we are improving?
- How do we get it right for every child?
- What makes an excellent teacher?
- How does school prepare us for learning, life and work?
- What can learners expect?

For each indicator, the children outlined the evidence they would collect and developed their own templates for recording evidence. The range of evidence they gathered included, for example, how well worry boxes were used; focused conversations with other children with questions linked to the wellbeing indicators; data which showed how teachers used the school's systems for praise and reward; the school's programme for learning about the world of work; the range of visitors to each class; and listening to teachers giving feedback to other learners. Working in trios, the children held team meetings to discuss the evidence they had gathered and agreed key messages that they fed back to staff using two stars and a wish for each aspect. The most important principle for the children was to tell the truth. However, they also understood the need to be sensitive in delivering their messages. Initially, some staff and parents were sceptical about children being engaged in this work. However, the headteacher provided a strong rationale for learner participation which persuaded everyone to give it a go. The children's feedback provided a powerful message about some inconsistencies in practice across the school which led to further discussion amongst staff and a commitment to improve. The range of evidence-gathering also provided meaningful contexts through which children demonstrated and strengthened their literacy, numeracy and health and wellbeing.



A secondary school engaged senior pupils in self-evaluation through developing a programme of pupil/staff joint learning observations. The school had already engaged young people in developing shared criteria for a “good lesson” which had been rolled out the previous year. The school wanted to know about the impact of this work. Young people worked in trios, with a member of staff and two young people in each trio. Using the “good lesson” criteria they drew up an observation recording sheet and identified a sample of classes across the school to visit. The criteria for their sample were:

- different curriculum areas;
- different year groups; and
- teachers with different levels of experience.

The trios did not give feedback to individual teachers but rather decided on an anonymous whole-school summary of strengths and aspects for development. They focused on whether or not the use of the good lesson structure was leading to successful learning for all young people. It was agreed that the staff member in each trio would provide further information to individual teachers if they requested it. Following the observations, the evidence was collated, summarised and presented by one of the trios at a whole staff meeting and also at assemblies. The evidence showed that whilst most aspects of the good lesson were being consistently applied across the school, a few teachers had not really bought in to it and, as a result, young people felt that their lessons were less well structured and effective. The evidence provided a good base for further professional dialogue at faculty meetings.



Making time for learners to participate in self-evaluation

When children and young people plan and undertake evidence-gathering, they are applying skills which they learn and develop across the curriculum. These include effective collaboration, communication, data-analysis and synthesis, problem-solving and organisation. In addition, when children and young people are confident that their contribution is recognised as important, their self-esteem is raised. They feel valued and trusted by the adults around them. This is a crucial aspect of ensuring children's rights and active citizenship and supporting them to take responsibility for the aspects of life which affect them most. Children and young people should therefore also be involved in decisions about how the school plans its approach to learner participation in self-evaluation. Many schools already ensure time for children and young people to evaluate their learning experiences through surveys and focus groups. Others engage learners in evaluating specific aspects of school life using audit tools produced by other organisations such as Eco-schools Scotland. Moving these activities to the next level of learner participation can be achieved by giving pupils ownership of the design of the survey or allowing them to lead focus groups rather than staff doing so. Effective learner participation should be viewed as a valuable context for learning and not something which becomes a burden for schools. The importance of pupil voice has long been recognised in Scottish education. The approaches outlined in *How good is OUR school?* Part two are presented as ways of extending this to deepen the impact of pupil voice. In many schools promoting and supporting learner participation has become a valuable leadership opportunity for one or two members of staff. Staff who are passionate about children's rights and listening to children's and young people's views are most likely to be excited about working with groups of learners to take this aspect of school life to the next level. Partners working with the school such as youth workers and other community learning and development colleagues also have expertise in this sort of work and so can lead on this for the school.



The ethical issues that might impact on your approach to learner participation

Staff should be aware of the importance of ethical safeguards which should underpin learner participation in self-evaluation. In general this means ensuring that no evidence-gathering activity causes harm to anyone involved. Staff need to work with children and young people to ensure they understand this. The British Psychological Society (BPS) has published a set of guidelines around this which staff may wish to familiarise themselves with prior to any research activities being carried out by pupils. These can be found in the BPS Code of Human research Ethics, 2014. Staff should ensure that where children and young people are carrying out evidence-gathering that appropriate ground rules are discussed and agreed. This should not be overly complicated but it is important to protect confidentiality and the professional and personal reputation of individuals within the school community. Advice on this for learners is contained in part two. If in doubt, you may wish to consult with, for example, your local authority's Educational Psychology Service.



Appendix 1: Links to the Quality Indicators in How good is our school?, Fourth Edition (2015)

Our relationships

Quality Indicator	Theme
1.3	Developing a shared a vision, values and aims
2.1	Arrangements to ensure wellbeing
2.3	Learning and engagement
2.4	Universal Support
3.1	Wellbeing, inclusion and equality

Our learning and teaching

Quality Indicator	Theme
1.2	Children and young people leading their own learning
2.2	Learning pathways, skills for learning, work and life
2.3	Learning and engagement, quality of teaching, effective use of assessment
2.4	Removal of barriers to learning
2.6	Collaborative planning and delivery, Continuity and progression in learning

Our school and community

Quality Indicator	Theme
1.4	Building and sustaining a professional staff team
1.5	Management of resources and environment for learning
1.3	Developing a shared vision
2.7	Collaborative learning and improvement, impact on learners
3.3	Digital innovation

Our health and wellbeing

Quality Indicator	Theme
1.5	Management of finance for learning, management of resources and environment for learning
2.1	Arrangements to ensure wellbeing
2.3	Learning and engagement
2.5	Quality of family learning programmes
2.7	Development and promotion of partnerships
3.1	Wellbeing

Our successes and achievements

Quality Indicator	Theme
2.2	Skills for learning, life and work
2.7	Impact on learners
3.1	Inclusion and equality
3.2	Attainment and achievement
3.3	Creativity and employability

Appendix 2: Resources referred to in this publication

Education Scotland:

Applying Nurture as a Whole School Approach, 2017

How good is our school? Fourth Edition, 2015

Learner participation in educational settings, 2018

Quality Improvement in Scottish Education 2012-2016

Scottish Government:

Empowering Schools: A consultation on the provisions of the Education (Scotland) Bill, 2017

Education Governance: Next Steps, 2018

Others

BPS Code of Human Research Ethics, 2nd edition, British Psychological Society, 2014

How Young People's Participation in School Supports Attainment and Achievement, Children's and Young People's Commissioner Scotland, 2015

National Standards for Community Engagement, Scottish Community Development centre, 2016

United Nations Convention on the Rights of the Child, UN General Assembly, 1990

What kind of Scotland? Children influencing Scotland's future, Children's Parliament, 2017

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