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You will find *How good is our school? (4th edition)* at www.educationscotland.gov.uk/resources/h/hgios4/ where it will also be available in Gaelic. It is available in other languages upon request.

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How good is our school?

4th EDITION



Contents

Foreword	03
Introduction	05
The Framework	14
The Quality Indicators	15
Leadership and Management	19
Learning Provision	31
Successes and Achievements	47
Appendices	55



Chief Executive Officer's Foreword



I am delighted to be able to introduce this new, updated version of *How good is our school?*, now in its fourth edition. Since first appearing on the Scottish education scene, *How good is our school?* has transformed our approaches to self-evaluation and improvement. This new edition is the result of a wide-ranging consultation through which stakeholders have contributed to the development of a substantially new set of quality indicators and supporting toolkit.

How good is our school? is designed to promote effective self-evaluation as the first important stage in a process of achieving self-improvement. The introduction and the quality indicators are designed to reflect the rapidly developing context within which schools now operate. This new publication is focused explicitly on making a strong contribution to our national imperative to continue to improve attainment for all, whilst also making a decisive shift towards closing the gap in attainment and achievement between the most disadvantaged children and their peers. This means a strengthened focus on equality, wellbeing and skills for learning, life and work, all of which help ensure young people can secure the best possible post-school destination, and are well-equipped for a future characterised by continued lifelong learning. These are key aspects of Curriculum for Excellence and they are strong threads running throughout the new quality indicator framework.

The toolkit of illustrations, exemplar features of highly-effective practice and challenge questions are intended to be used by all types of practitioners at all levels, and with a wide variety of different roles and responsibilities. They can be adapted and used with learners, parents and partners across the school community to support collaborative enquiry and interrogative approaches to self-evaluation so that schools are able to identify their own features of effective practice, and develop a shared understanding of what to do next.

To support such collaborative approaches further, Education Scotland is also developing a new National Improvement Hub. This will bring together our extensive range of self-evaluation frameworks and improvement tools, including *How good is our school?* into one coherent and integrated digital resource – an education improvers' portal, if you like, which will make the best use of digital technology to promote nationwide collaboration and exchange of knowledge and expertise across the system. By bringing together these resources and networking opportunities, we aim to strengthen partnership working and evidence-based, system-wide improvement at all levels.

The publication of this edition of *How good is our school?* will be followed up with a programme of professional learning and support which all practitioners will be able to access. Please take up these opportunities. I am confident that, used well, this revised edition of *How good is our school?* can help you and your colleagues deliver new levels of excellence and equity for the people this is all ultimately about – Scotland's young learners.

Bill Maxwell

Bill Maxwell



Introduction

This edition of *How good is our school?* aims to support the growth of a culture of self-improvement across Scottish education. It builds on previous editions and continues the journey of moving Scottish education from being good overall to being great overall.

“Evidence on the current performance of Scotland’s education system suggests that we have a good education system, which is performing strongly in a number of respects. However, we are not yet at the level of achieving consistently excellent levels of performance which would match the world-leading ambition of our vision.”
Education Scotland Corporate Plan 2013-2016 (p.15).

Achieving this vision requires a sustained focus on improving educational outcomes for all children and young people and particularly for those who experience high levels of social, emotional and economic deprivation. We know that physical, social, emotional and economic wellbeing have a significant impact on children and young people’s success in school and beyond school. We also know that aspects of these factors are significant barriers to learning and achievement for a large proportion of our learners. Closing the gap in attainment, achievement and wellbeing between children and young people living in our most and least deprived areas is the key challenge for Scottish education. It is a challenge that requires strong collaborative approaches within schools, between schools and with colleges, universities, employers and other partners locally and nationally.

“ We know that physical, social, emotional and economic wellbeing have a significant impact on children and young people’s success in school and beyond school. We also know that aspects of these factors are significant barriers to learning and achievement for a large proportion of our learners. ”

Curriculum for Excellence clearly articulates our aspiration to be a nation of successful learners, responsible citizens, effective contributors and confident individuals so that everyone contributes to the sustainable economic growth of our country. Achieving this requires highly effective leadership at all levels which is grounded in the values of compassion, wisdom, justice and integrity.





A passionate commitment to ensuring social justice, children's rights, learning for sustainability and equality are important prerequisites for all who deliver Scottish education. The themes of leadership, partnership, shared values, wellbeing, social justice and equality are returned to in different ways throughout this edition of *How good is our school?*. They are the foundation stones of an excellent school and, as such, need to be firmly embedded within self-evaluation.

Context

Since the publication of *How good is our school?* (3rd edition) in 2007, the aspiration for all schools to be ambitious, excellent schools has continued to be driven forward through *Curriculum for Excellence* and other policy initiatives including *Getting it right for every child* (GIRFEC) and *Teaching Scotland's Future*. Partnership working between key organisations supporting Scottish education has strengthened and we are well-placed to strengthen partnerships further at school and community level, with a continued focus on collaboration to achieve improved outcomes for children, young people and families. The most recent *Programme for the Scottish Government* has identified some significant priorities for the next stage of our improvement journey including the development of a new *National Improvement Framework for Scottish Education* along with *Developing Scotland's Young Workforce* and the *Scottish Attainment Challenge*. This edition of *How good is our school?* aims to support your improvement within this significant agenda through a continued focus on learning and learner outcomes.

As a framework that underpins effective self-evaluation, *How good is our school?* (4th edition) will support practitioners and school leaders at all levels to:

- ensure educational outcomes for all learners are improving;
- address the impact of inequity on wellbeing, learning and achievement;
- consistently deliver high-quality learning experiences;
- embed progression in skills for learning, life and work from 3-18;
- further strengthen school leadership at all levels;
- improve the quality and impact of career-long professional learning;
- extend and deepen partnerships to improve outcomes for all learners;
- increase learning for sustainability; and
- tackle unnecessary bureaucracy.

Partnership, collaboration and self-improvement

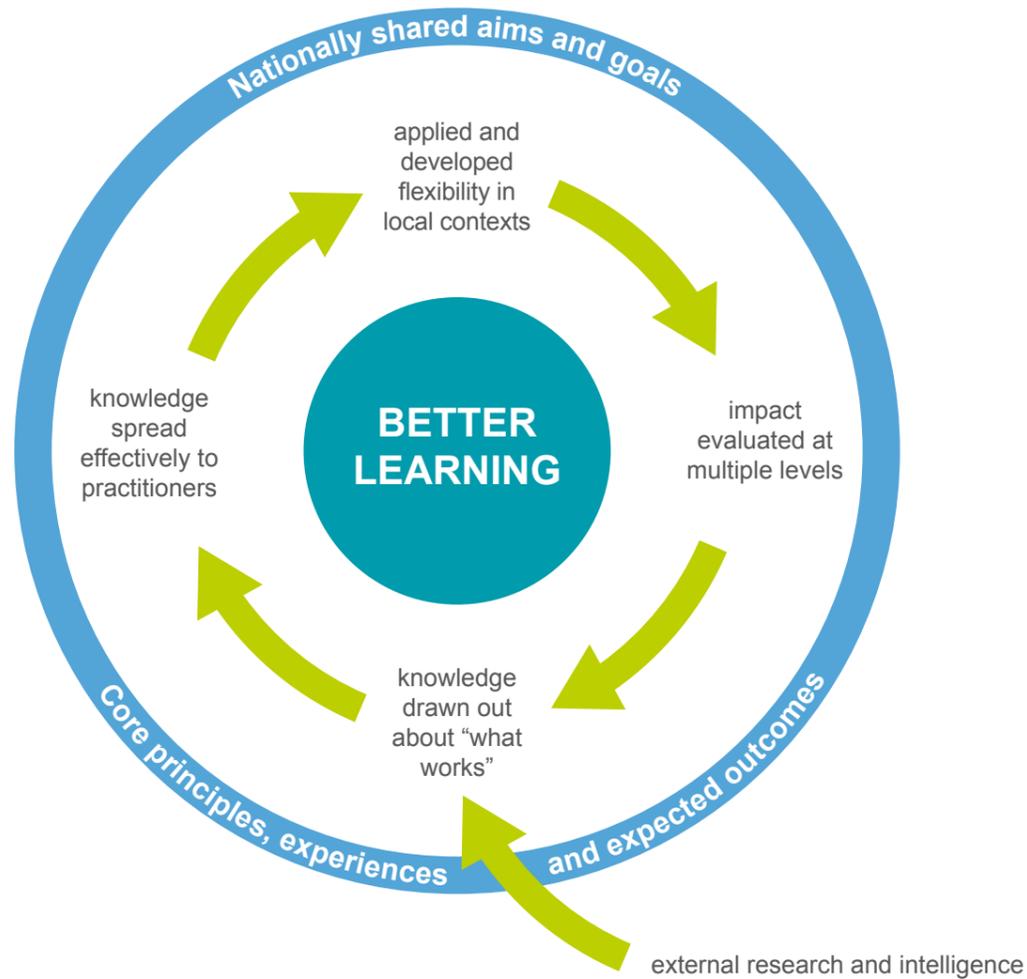
Meeting the wide-ranging needs of all children, young people and their families is the heart of what makes an excellent school. Schools cannot achieve this by themselves. As noted in the *Building the Curriculum* series, strong, effective partnerships at local and national level are the key to future improvement in Scottish education. This edition of *How good is our school?* supports you to evaluate the impact of your partnership-working and collaborative activity. You will have a range of partners such as the third sector, youth workers, community learning and development staff, colleges, universities and employers who work with you to deliver learning pathways to meet the needs of all children and young people. Other partners with specialist expertise in additional support needs will also work alongside you to remove barriers to learning and ensure all children and young people experience success in school and beyond school.

“ This new self-evaluation framework highlights partnership and collaboration as significant features of a highly-effective school and a high-performing learning system. ”

The virtuous cycle of improvement

The virtuous cycle of improvement (see Figure 1 below) illustrates the key features of evidence-based self-improvement at school and at system-wide levels. It shows how school and system leaders can empower practitioners to interpret nationally shared aims, such as the principles of Curriculum for Excellence, and apply them in their local contexts in ways which are most appropriate to them. This virtuous cycle is relevant to all sectors of education. Working with the virtuous cycle will help you to understand the importance of regular and rigorous evidence-based internal and external evaluation to inform further improvement.

Fig. 1: The virtuous cycle of improvement



How good is our school? is a toolkit for schools to use to engage in evidence-based analysis of what is working well and what needs to improve and have greater positive impact on learners. Use of the framework by staff in differing roles across your school and with partners including colleges, universities, employers, local authorities and Education Scotland will further strengthen your evaluative work. Excellent schools have robust internal approaches to self-evaluation and also value the objectivity which external partners can bring. Excellent schools understand that self-evaluation should be an ongoing process. They continually reflect and evaluate their work and use the evidence from these activities to plan future improvement. Thus, the direction for future improvement comes from the school and its partners. This is the definition of self-improvement.

Self-evaluation: looking inwards

The significant relationship between effective self-evaluation and school improvement can also be seen as an “inwards, outwards, forwards” approach to help you and your partners answer the questions which remain at the heart of self-evaluation:

- How are we doing?
- How do we know?
- What are we going to do now?

Through this approach, you will look inwards to analyse your work, look outwards to find out more about what is working well for others locally and nationally and look forwards to gauge what continuous improvement might look like in the longer term. *How good is our school?* is intended to support you and your partners in **looking inwards** to evaluate performance at every level and in using the information gathered to decide on what needs to be done to improve.

Fig. 2: Inwards, outwards, forwards



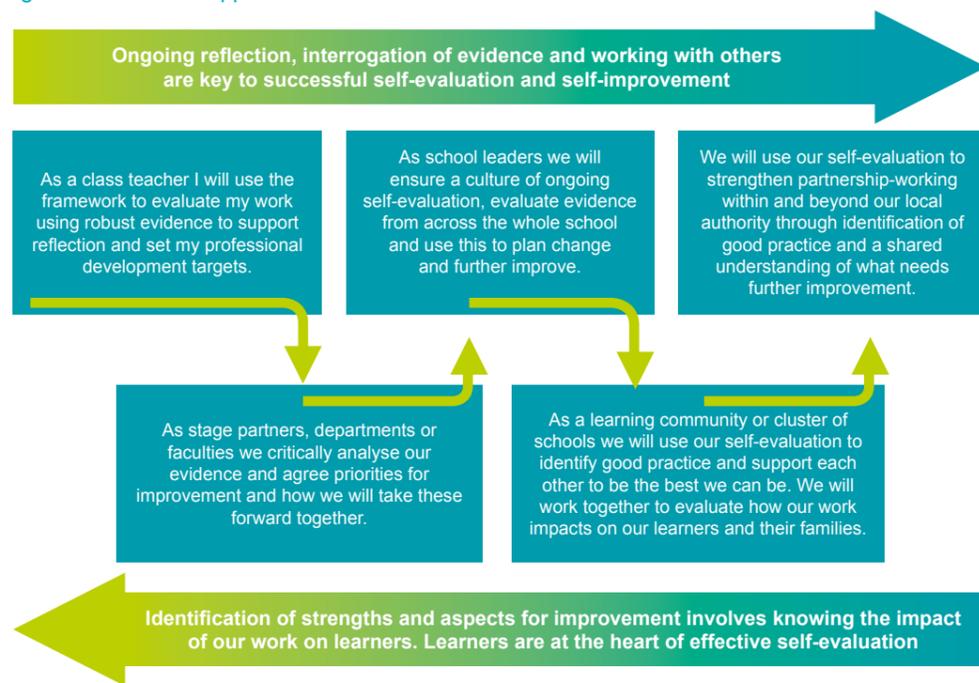
“ Making sound judgements about the impact on learners should be central to self-evaluation. ”

Effective self-evaluation involves a level of reflection and critical enquiry which is best achieved through a blend of internal and external analysis. Making sound judgements about the impact on learners should be central to self-evaluation. *How good is our school?* provides national guidance which your school and your partners can use when working together to evaluate your collective impact on improving outcomes for the learners in your local community.

The collaborative action research approaches which featured in the *School Improvement Partnership Programme* (<http://www.educationscotland.gov.uk/learningandteaching/partnerships/schoolimprovementpartnershipprogramme/intro.asp>) are a key means of increasing innovation and continuous improvement across classroom, school and local authority boundaries. Such approaches go beyond simply sharing good practice. Collaborative enquiry brings depth to practitioners' professional learning and leads to more accurate and honest self-evaluation.

Effective, ongoing self-evaluation provides a unique and valuable picture of what is having most and least impact on learners in a single class, at a stage, within a school or across a cluster or local authority. It should take place within an aspirational vision for continuous school improvement where all stakeholders consider, "How good can we be?" Once the quality of the impact on learners has been evaluated, then plans for improvement can be drawn up. Looking outwards, in other words learning from what happens elsewhere, and looking forwards, in other words exploring what the future might hold for today's learners, can support the improvement planning process. Looking outwards and forwards can provide the justification for moving things in a different direction, and the motivation and inspiration that underpin a school's vision to be the best it can be.

Fig. 3: Collaborative approaches to self-evaluation

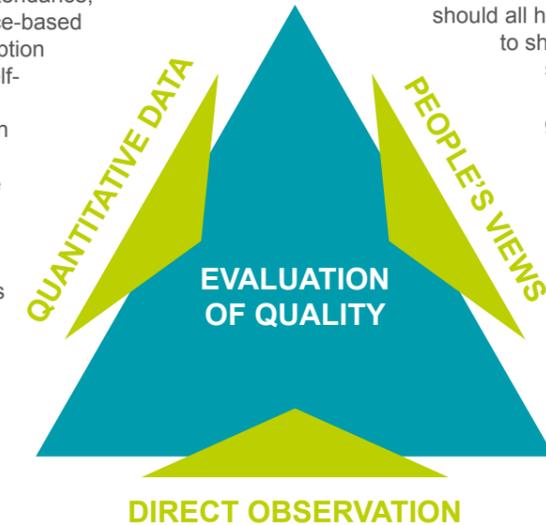


Triangulation of evidence

Triangulation is the process used to ensure evaluative statements about strengths and aspects for development are grounded in a robust evidence base. The triangulation of evidence-based information and data, people's views and direct observation of practice should involve all school staff, learners, partners and other stakeholders. This process leads to a shared assessment of risk and an understanding of your school's capacity for continuous improvement.

Fig. 4: Triangulation

Schools collect a wide range of **quantitative data** for example about attainment, attendance, bullying and prejudice-based discrimination and option choices. Effective self-evaluation includes rigorous interrogation of this data by staff who are data-literate and use the data to recognise emerging issues and when specific interventions are necessary.



Staff, pupils, parents/carers, partners and other stakeholders such as the local authority or governing body should all have regular opportunities to share their views about the school. Examples of how **people's views** can be gathered include through surveys, focus groups, ongoing professional dialogue, learning visits and minutes of team meetings.

Direct observations of practice can take place in a range of learning contexts including during learning which takes place outdoors, in a workplace, at college and during excursions and residential experiences. Observations should be linked to agreed criteria and a shared understanding of their purpose. All stakeholders including staff, learners, parents and partners can engage in these structured observations and give feedback to support self-evaluation.

Looking inwards through engaging with specific self-evaluation questions

The quality indicator framework is for use by all school staff regardless of their role. Other stakeholders should also see quality indicators and themes which relate to their role in the school and can use the framework to support evaluations of their work. The framework emphasises and supports collaborative self-evaluation within school, between schools and with the wider range of stakeholders who contribute to children and young people's learning and development. Children and young people's active participation in self-evaluation is an important factor. It is not always necessary to use a complete quality indicator or the entire framework for effective self-evaluation. However, over a three- to five-year period, it would be useful for you to demonstrate self-evaluation using all of the quality indicators. In this way you will build a complete picture of your school's work and its capacity for improvement over time and ensure no important aspects are overlooked.

Headteachers have overall responsibility for ensuring the school has a clearly communicated strategic plan for self-evaluation which is ongoing and evidence-based. However, all staff are responsible for ensuring active self-evaluation in partnership with all stakeholders is at the heart of school improvement. Self-evaluation should not be seen as an “add-on” or involve lots of additional time and bureaucracy. It should focus on the key work of your school – learning and teaching. Evidence gathered should arise from your ongoing work. The most important thing is being able to demonstrate impact in relation to improved outcomes for your learners. To achieve this you must continuously track and monitor children and young people’s successes and achievements and use your self-evaluation to identify where your school is performing well and where it could do better. Weaknesses in these outcomes are usually the result of weaknesses within the learning provision or leadership and management, and often in both. Where outcomes are either not improving or are deteriorating, you need to take swift action.

To support your self-evaluation strategy, individuals and teams of staff and partners across the school community will find the toolkit helps them to analyse the impact of their work on learners. Quality indicators or themes from different quality indicators can be bundled together to enable a focus on a particular area of work such as family learning, employability skills or ensuring equity. Developing more specific self-evaluation questions and identifying relevant partners can create a focused context for this type of self-evaluation. This approach can help you identify aspects of school life which need a greater focus through individual professional development or collegiate working. Similarly, partners can develop their own bespoke self-evaluation toolkit by bringing together quality indicators or themes from different self-evaluation frameworks.

Fig. 5: Self-evaluation – taking a closer look



Some examples of how this might work in practice can be found in Appendix 1.

The forthcoming National Improvement Hub aims to extend this approach by making it easier to access all our self-evaluation frameworks and to select what you need depending on the particular project or strand of work you want to evaluate.



The framework

The framework consists of a set of 15 quality indicators (QIs) designed to help you answer three questions linked to important aspects of the work and life of your school. The quality indicators are therefore divided into three categories:

- **Leadership and Management:** *How good is our leadership and approach to improvement?*
- **Learning Provision:** *How good is the quality of care and education we offer?*
- **Successes and Achievements:** *How good are we at ensuring the best possible outcomes for all our learners?*

When the evidence from quality indicators related to each of these categories is combined, it can create a unique and powerful story to answer the central key question: **What is our capacity for continuous improvement?** Or, in other words, **how good can we be?**

Fig. 6: How good are we now? How good can we be?



This diagram illustrates the strong relationship between each of the aspects and the central question about the school's capacity for improvement. A range of appropriate evidence of all three aspects is required to evaluate the school's overall performance. It is however possible to use a only a few of the quality indicators or even a cluster of themes across quality indicators to support self-evaluation related to very specific aspects of a school's life and work.

The quality indicators

There is a set of QIs within each of the three categories. These can support you to take a closer look at specific aspects of your work and can be applied at classroom, department, faculty, whole-school, cluster and local authority level.

Fig. 7: The quality indicators

What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability

The themes

Effective self-evaluation and “looking inwards” means taking a closer look at how well specific aspects of the school are working. The themes within each of the quality indicators support these activities.

Leadership and Management	
How good is our leadership and approach to improvement?	
Quality Indicator	Themes
1.1 Self-evaluation for self-improvement	<ul style="list-style-type: none"> Collaborative approaches to self-evaluation Analysis and evaluation of intelligence and data Ensuring impact on learners' successes and achievements
1.2 Leadership of learning	<ul style="list-style-type: none"> Professional engagement and collegiate working Impact of career-long professional learning Children and young people leading learning
1.3 Leadership of change	<ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change
1.4 Leadership and management of staff	<ul style="list-style-type: none"> Governance framework Building and sustaining a professional staff team Staff wellbeing and pastoral support
1.5 Management of resources to promote equity	<ul style="list-style-type: none"> Management of finance for learning Management of resources and environment for learning

Learning Provision	
How good is the quality of care and education we offer?	
Quality Indicator	Themes
2.1 Safeguarding and child protection	<ul style="list-style-type: none"> Arrangements for safeguarding, including child protection Arrangements to ensure wellbeing National guidance and legislation
2.2 Curriculum	<ul style="list-style-type: none"> Rationale and design Development of the curriculum Learning pathways Skills for learning, life and work
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring
2.4 Personalised support	<ul style="list-style-type: none"> Universal support Targeted support Removal of potential barriers to learning
2.5 Family learning	<ul style="list-style-type: none"> Engaging families in learning Early intervention and prevention Quality of family learning programmes
2.6 Transitions	<ul style="list-style-type: none"> Arrangements to support learners and their families Collaborative planning and delivery Continuity and progression in learning
2.7 Partnerships	<ul style="list-style-type: none"> The development and promotion of partnerships Collaborative learning and improvement Impact on learners

Successes and Achievements	
How good are we at improving outcomes for all our learners?	
Quality Indicator	Themes
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> ■ Wellbeing ■ Fulfilment of statutory duties ■ Inclusion and equality
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> ■ Attainment in literacy and numeracy ■ Attainment over time ■ Overall quality of learners' achievement ■ Equity for all learners
3.3 Increasing creativity and employability	<ul style="list-style-type: none"> ■ Creativity skills ■ Digital innovation ■ Digital literacy ■ Increasing employability skills

Level 5 Illustrations

For the purposes of national benchmarking, the six point scale (Appendix 3) remains an important aspect of *How good is our school?* For each quality indicator in the framework there is an illustration of what an evaluation of “very good” might look like. These illustrations are intended to support professional dialogue and critical reflection during ongoing self-evaluation. They are broad generic illustrations which should be able to be applied in any type of school.

Exemplar features of highly-effective practice

The features of highly-effective practice included alongside each quality indicator are there to help you identify the sorts of evidence which support self-evaluation. They are specific examples of practice that we have found to be successful in some schools but they are not a definitive list of the sorts of practice which might evidence each particular quality indicator. Amongst the examples you will find some that relate more to a particular sector or to particular groups of staff and stakeholders. They might not apply to your context. As part of your ongoing self-evaluation, rather than try to replicate these features of highly-effective practice, you should gather similar examples from your own setting to indicate the strengths of your work.

Challenge questions

Alongside each indicator there is also a starter set of “challenge questions” to support professional dialogue and point to aspects of practice which might require further improvement. Again, some of them are sector specific and they should not be regarded as the only questions that can be asked. They can be used by individual practitioners, but will lead to more meaningful reflection when used by groups of staff, partners and other stakeholders to support a shared understanding of the school's strengths and next steps.

Section 1 Leadership and Management

HOW GOOD IS OUR LEADERSHIP AND APPROACH TO IMPROVEMENT?

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity

1.1 SELF-EVALUATION FOR SELF-IMPROVEMENT

Themes:

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Impact on learners' successes and achievements

This indicator defines rigorous self-evaluation as a responsibility of all stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasizes the need for strong leadership and robust analysis of a range of intelligence and data as essential features of effective continuous self-improvement. A key factor in this indicator is demonstrating the impact of self-evaluation in relation to outcomes for all learners. Their active participation in self-evaluation is therefore essential.

Level 5 illustration:

■ Collaborative approaches to self-evaluation

All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement. We use a range of effective approaches to ensure all staff, partners, learners, and other stakeholders are actively involved in our ongoing self-evaluation activities. Leaders at all levels support reflection by individuals, groups of staff, and with partners across our learning community. Pupil participation is a strong feature of our approach to self-evaluation and continuous improvement. Through regular and effective collaboration our community has a shared understanding of the school's strengths and improvement needs. We have developed very effective mechanisms to consult with stakeholders and can show how their views inform change and improvement.

■ Analysis and evaluation of intelligence and data

Within our school and with our learning community, we engage regularly in effective quality improvement and moderation activities and have agreed standards and expectations. All staff analyse and use evidence very well to ensure a clear focus on those priorities which will have greatest impact. We have accurate intelligence about the quality of learning and teaching and the attainment and achievement of all learners. We gather a range of data and information to monitor and track progress for all learners. We regularly interrogate data, making use of digital technology to support this where relevant and appropriate. We have taken steps to ensure all planning, monitoring, tracking and evaluating is manageable and relevant for all involved. We use a wide range of local, national and international advice and research to reflect on current practice and evaluate any new initiatives, ideas and changes which have been introduced. We actively seek out and share good practice within and beyond the school and can demonstrate improvement as a result.

■ Impact on learners successes and achievements

Our self-evaluation focuses on key aspects of learners' successes and achievements. We can show clear evidence of improvement based on actions taken as a result of self-evaluation. We can demonstrate the impact of improvement arising from self-evaluation on learning and teaching and the attainment, achievement and wellbeing of all learners. All stakeholders, including children and young people, have shared ownership of this evidence and use it to plan continuous improvement.

Features of highly-effective practice:

- ✓ Self-evaluation is integral to how we work within our community and is an ongoing feature of school life.
- ✓ All staff, pupils, parents and partners are fully involved in improving the life and work of the school.
- ✓ The whole school community has a shared understanding of the strengths and improvement needs of the school.
- ✓ Across the year, there is focused attention on monitoring and evaluating learning and teaching and children's achievements, and to taking improvements forward.
- ✓ Staff work effectively as a team. There is a strong ethos of sharing practice, and of peer support and challenge.
- ✓ A range of stakeholders take lead roles in aspects of school improvement. This includes children and young people, parents and partners.
- ✓ Documentation is sufficiently detailed, evaluative and has a clear purpose.
- ✓ Professional learning activities for all staff are clearly linked to the results of self-evaluation and identified areas for improvement.
- ✓ All staff understand the need to be outward and forward-looking in their evaluation and improvement activities.
- ✓ Staff make effective use of up-to-date research/data from Scotland and beyond to inform their learning and developments.
- ✓ Teachers use a range of different assessments to measure children's progress across the curriculum. They work effectively with colleagues across the learning community to moderate standards.
- ✓ There is evidence that children and young people are confidently engaged in reviewing their own learning and the work of the school.
- ✓ Parents have regular opportunities to support improvement by participating in a range of formal and informal activities.

Challenge questions:

- ✓ How well do all staff understand their responsibility in improvement through self-evaluation?
- ✓ How well do all staff know and understand the key tools to be used in self-evaluation activities including the General Teaching Council Scotland (GTCS) Standards and other QI frameworks?
- ✓ How well do we use digital solutions to support the interrogation of data?
- ✓ How do we ensure improvement for the learner is central to all self-evaluation activity?
- ✓ Do all staff have sufficiently high aspirations and expectations for all children and young people?
- ✓ Do all staff and partners have up-to-date knowledge about the local community and understand circumstances affecting children's lives and learning?
- ✓ How well do we take action to remove barriers to success?
- ✓ How well have we identified our whole-school, departmental and individual strengths and areas for improvement through self-evaluation?
- ✓ How well do we involve all stakeholders (children, staff, parents and carers, families and partners) in self-evaluation and planning for improvement?
- ✓ How well do we provide opportunities for staff to be involved in and lead aspects of school improvement?
- ✓ How well do we encourage staff to reflect on and share their own practice?
- ✓ How effective are we at ensuring an inward, outward and forward focus in our evaluation and improvement activities?
- ✓ How do we know that the changes we have made have improved outcomes for children?
- ✓ How well is evidence from self-evaluation being used to drive forward change?

1.2 LEADERSHIP OF LEARNING

Themes:

- Professional engagement and collegiate working
- Impact of career-long professional learning
- Children and young people leading learning

This indicator relates to leadership of improvements in learning and teaching. It highlights the importance of professional commitment to improving pedagogy through a range of approaches to career-long professional learning including collegiate working. It focuses on leadership which improves outcomes for learners through enabling them to lead their own learning.

Level 5 illustration:

■ Professional engagement and collegiate working

Across our school, an ethos of professional engagement and collegiate working is evident. This leads to continuous improvement in learning and teaching and improved outcomes for our learners. There is evidence of strong leadership of learning by staff at all levels and in a range of contexts. We build and maintain constructive relationships, within our setting and beyond, which foster collective responsibility and mutual support. All staff undertake lead roles to motivate, support and inspire others. Our school has a collegiate learning culture demonstrated through, for example, collaborative practitioner enquiry, peer learning, constructive feedback, professional dialogue and debate. All staff work collaboratively with colleagues, learners, partners and parents to take forward improvement priorities and learn with and from each other.

■ Impact of career-long professional learning

All staff routinely engage in career-long professional learning (CLPL) and develop enquiring and coherent approaches which build and sustain our practice. The model of professional learning is understood and used by all staff. Individually and collectively, we plan and evaluate our professional learning directly on the quality of impact on learning and can evidence improvements for learners. We develop and use knowledge from literature, research and policy sources to support the process of leading and developing learning. We are proactive in extending and deepening our knowledge and understanding of curriculum areas to ensure our subject knowledge is up-to-date. We support staff to access high-quality professional learning linked to cross-cutting themes such as sustainable development education, global citizenship, outdoor learning and international education. We are improving our approaches to digital learning and teaching. We critically reflect on individual and collective professional learning. We work collaboratively to enhance teaching which leads to high-quality learning experiences for our learners. Our staff maintain effective records of their professional learning and development and create a clear professional learning action plan. We can evidence the impact our professional learning has had on our work and the progress, achievement and attainment of learners over time.

■ Children and young people leading learning

We provide a wide range of opportunities and support to ensure children and young people can take responsibility for their own learning, successes and achievements. Our learners are developing the necessary resilience and confidence to enable them to make decisions about their own learning and to lead others' learning. They demonstrate this in a range of learning contexts within the school and community. Children and young people value the professional advice and expertise of school staff and others who support their learning and decision-making. They actively engage in communication and discussions about their next steps and contribute to planning learning pathways which meet their needs and aspirations.

Features of highly-effective practice:

- ✓ Head teachers empower staff and take steps to develop leadership at all levels to improve the overall capacity of the school.
- ✓ Senior leaders create the conditions for effective leadership at all levels and as a result all staff undertake leadership roles which focus on leading learning.
- ✓ All staff participate in individual and collective professional learning which improves outcomes for learners.
- ✓ Staff engage regularly in professional dialogue to develop collective understanding. For example, shared understanding of standards, pedagogy, assessment and strategies for raising attainment.
- ✓ The school has a range of effective systems and structures to facilitate regular collegiate working to maximise opportunities for staff learning within and beyond the school.
- ✓ Senior leaders facilitate a range of approaches to professional learning to enable staff to learn with and from each other. Where appropriate, this includes learning with colleagues across sectors and with partner agencies.
- ✓ Senior leaders build on the skills and talents of individuals to build leadership capacity.
- ✓ There is a very strong focus on improving learning among staff across the school.
- ✓ There is evidence of clear and measurable impact of professional learning on outcomes for learners.
- ✓ Staff work collaboratively to strengthen their understanding and implementation of key national policies including the *Scottish Attainment Challenge*, *Developing Scotland's Young Workforce* and *Learning for Sustainability*.
- ✓ Staff are confident in discussing how they have improved their practice as a result of their professional learning activities.
- ✓ There is evidence of a range of strategies in use to support children and young people to take responsibility for their own learning and progress. These are enabling children and young people to have greater confidence and skills in leading their own learning and that of others.
- ✓ Learners regularly engage in challenging dialogue with others about their learning and progress and use this to set themselves clear targets in learning.

Challenge questions:

- ✓ How effectively do we create a learning culture within our school?
- ✓ To what extent are all staff involved in leading learning across and beyond our school?
- ✓ How well do we support staff to make use of the Framework for Educational Leadership and Scottish College for Educational Leadership (SCEL) to support their learning and development?
- ✓ To what extent is our professional learning based on the values and actions within the GTCS professional standards?
- ✓ To what extent do our quality improvement processes lead to improvements in learning and teaching?
- ✓ How effective are our approaches to collegiate learning? Are we using an appropriate range of approaches which enable us to learn with and from each other?
- ✓ How effective are we at building on individual skills and talents to lead improvements?
- ✓ How effectively do we share our individual and collective learning across the school?
- ✓ To what extent do we critically engage with research, policy sources and developments in learning and teaching?
- ✓ How do we know that our professional learning is improving outcomes for learners?
- ✓ How reliable is our evidence of impact on pupil learning?
- ✓ To what extent do we support children and young people to take responsibility for their own learning and progress?
- ✓ What strategies are we using to develop resilience and confidence in our learners to lead their own and others learning?
- ✓ How effectively are we supporting learners to initiate questions about their own learning and progress?
- ✓ To what extent are our approaches improving learning for all?

1.3 LEADERSHIP OF CHANGE

Themes:

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

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.

Level 5 illustration:

■ Developing a shared vision, values and aims relevant to the school and its community

We are committed to ensuring that we achieve the highest possible standards and success for all learners. All staff show commitment to shared educational values and professional standards. 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. 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. 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. Through effective leadership at all levels, our school community works together to turn the shared vision into a sustainable reality.

■ Strategic planning for continuous improvement

Senior leaders create conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change. We ensure proposed changes demonstrate the interconnectedness of the school and community in improving learning and outcomes for children and young people. Senior leaders effectively guide and manage the strategic direction and pace of change. They take good account of assessment of risk to ensure we follow through on strategies for achieving change. 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.

■ Implementing improvement and change

Staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work. Senior leaders in our school community promote and support innovation, creativity and practitioner enquiry which lead to positive change. They work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners. We continually reflect on and develop our practice taking account of our self-evaluation and vision for continuous improvement. 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. Practitioner enquiry and creative approaches are integral to the thinking and practice of staff, pupils and partners. We have effective strategies in place to monitor and evaluate the impact of changes on outcomes for learners and the work of our school.

Features of highly-effective practice:

- ✓ All staff have consistently high expectations of all learners.
- ✓ Pupils, parents, partners and staff are all involved in the creation and ongoing review of the vision, aims and values of the school.
- ✓ All staff have a very clear understanding of the social, economic and cultural context of the local community of current educational policy. They use this knowledge well to shape the vision for the school.
- ✓ The vision of the school is ambitious and focuses on improvements in outcomes for all.
- ✓ Learners are supported to understand the vision aims and values through the four contexts for learning.
- ✓ Leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through daily actions.
- ✓ All teaching staff regularly reflect on, and show commitment to, the shared values as embedded in the GTCS standards.
- ✓ All staff are committed to change which results in improvements for learners.
- ✓ All staff are clear on the schools strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements.
- ✓ Senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. Careful consideration is given to how best to take forward priorities (e.g. use of a range of improvement methodologies).
- ✓ All staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career-long professional learning.
- ✓ Senior leaders create conditions to support creativity, innovation and enquiry.
- ✓ Opportunities for learners and staff to regularly engage in critical and creative thinking are embedded.
- ✓ Practitioner enquiry forms a regular feature of approaches to continuous improvement.
- ✓ Practitioners have systematic opportunities to review and refresh their pedagogical practice.

Challenge questions:

- ✓ To what extent does our school community have ownership of our vision, aims and values?
- ✓ What range of data and information do we utilise to understand the social, economic and cultural context of the local community?
- ✓ How effective are our processes for involving the whole school community in the ongoing review of our vision, aims and values?
- ✓ What strategies do we employ to translate our vision, values and aims into daily practice within our school? How effective are these?
- ✓ How well do we use our vision, aims and values when making decisions about future improvement priorities?
- ✓ How effective are we at nurturing creativity and innovation?
- ✓ Does everyone in the school have a clear understanding of our collective strengths and areas for development? Are conclusions about these drawn from a wide range of data and evidence?
- ✓ What strategies do we use to guide the strategic direction and pace of change? Is this carefully planned to ensure sufficient time for embedding improvements?
- ✓ How well do we create collaborative conditions for staff to learn with and from others through critical enquiry? Are we maximising all opportunities available to support peer collaborative learning?
- ✓ How effective are our approaches to evaluating and monitoring the impact and sustainability of our professional learning?
- ✓ How effective are our approaches to planning for continuous improvement? How do we ensure a continued focus on improvements in outcomes for learners?
- ✓ To what extent are our tools for change impacting positively on staff and improving outcomes for all learners?

1.4 LEADERSHIP AND MANAGEMENT OF STAFF

Themes:

- Governance framework
- Building and sustaining a professional staff team
- Staff wellbeing and pastoral support

This indicator highlights the importance of sound governance and fair and proper recruitment and selection of staff. It focuses on accountability, responsibility and shared values as important features of building and sustaining a highly-professional staff team. Effective empowerment of staff and partners with due regard to wellbeing and positive relationships is a key feature of a successful professional team.

Level 5 illustration:

■ Governance framework

Leadership of our school is clearly founded on the key governance principles of high-quality learning, learner engagement and quality culture. The roles and responsibilities of groups and individuals are defined through our clear framework of governance. The governing body monitors the school's actions rigorously and ensures a prompt response to stakeholders' concerns and suggestions. The governing body works in close partnership with the school. There are clear lines of accountability for the school's performance and quality, including young people's progress and achievements. Strategic leadership leads to high-quality outcomes for children and young people.

■ Building and sustaining a professional staff team

Our school uses effective and transparent recruitment, selection and performance management procedures consistent with current legislation and local and national agreements. Safeguarding procedures are clearly understood and implemented by managers with responsibilities for the recruitment of staff. Our appointment procedures give due regard to the skills, aptitudes and experience required for the post. We have supportive induction policies and procedures for all staff. A coaching and mentoring approach to professional review and development is used effectively by all staff to reflect on their professional knowledge and skills. Staff actively engage in professional learning activities to improve their effectiveness. Staff capability, capacity and leadership are well developed to support the culture of learning. Staff development and career-long professional learning is well coordinated and provides meaningful opportunities to learn from each other as well as with others out with school. Development of staff has a direct and positive impact on outcomes for children and young people.

■ Staff wellbeing and pastoral support

Clear policies and procedures are in place to ensure pastoral support and wellbeing of staff. These are shared with staff and well understood. The culture and ethos of our school is positive and focused on the needs of all staff, partners and learners. We actively promote equalities for all, so staff feel confident in the workplace. Our staff feel empowered and motivated to take decisions and lead aspects of school improvement. The school has clear guidance for setting high professional standards of conduct as outlined by national policy and local agreements. All staff take responsibility for ensuring our approaches to communication are wide, varied and effective. Opportunities to consult, share information and raise concerns are well established and understood by all staff. Lines of accountability are clear. All staff share information effectively, listen to others and respond positively to ideas and issues raised with them.

Features of highly-effective practice:

- ✓ A governance framework clearly outlines the roles and responsibilities of all staff and governing bodies.
- ✓ The vision and values of the school are modelled by all relevant groups and individuals.
- ✓ Senior leaders are approachable and operate an open-door policy for staff.
- ✓ All staff make effective use of digital communication and balance this well with opportunities for face-to-face discussions and collegiate time.
- ✓ The school monitors its responses to the range of complaints it receives.
- ✓ Recruitment arrangements are outlined clearly in policy and procedures documents. They take appropriate account of parental involvement legislation.
- ✓ Equalities legislation is adhered to and explicit in recruitment practices.
- ✓ The school community is proactive in tackling prejudice-based discrimination so all staff feel able to be themselves in the workplace.
- ✓ All staff have current membership of the Protecting Vulnerable Groups (PVG) Scheme.
- ✓ Teachers are confident in their application of the GTCS standards and their professional learning leading to Professional Update.
- ✓ Arrangements for PRD are in line with national guidance.
- ✓ Student teachers and newly qualified teachers are well supported to increase their confidence and develop sound pedagogies.
- ✓ Supply teachers have equal access to PRD and professional learning opportunities.
- ✓ Local policies and procedures to manage staff discipline, attendance/absence and grievance are clear and implemented appropriately.
- ✓ A "dignity at work" policy is in place and shared with all staff.

Challenge questions:

- ✓ To what extent do our governance arrangements promote a quality culture?
- ✓ How well do all accountable groups and individuals contribute to high-quality outcomes for learners?
- ✓ How well do we seek feedback about the effectiveness of our communications and take account of staff views?
- ✓ How well can we demonstrate that we learn from complaints?
- ✓ How well does our implementation of recruitment and selection policies result in the best candidate for the post?
- ✓ How effectively do we monitor and track PVG Scheme membership including retrospective checking?
- ✓ How well do we involve parents and ensure they have had recent training and confidence to contribute on appointment panels?
- ✓ To what extent are our approaches to induction and mentoring supporting recently appointed staff?
- ✓ How well do line managers know their responsibility within Professional Update with the GTCS?
- ✓ How well do PRD and school improvement planning bring about improved outcomes for children and young people?
- ✓ How well do we keep staff informed and reminded of expectations of their conduct?
- ✓ How well do we promote staff rights and responsibilities?
- ✓ How well does the staff handbook serve new staff?
- ✓ Do our temporary and short-term staff feel well enough supported?
- ✓ Are our health and safety and risk assessment procedures appropriate and implemented systematically?

1.5 MANAGEMENT OF RESOURCES TO PROMOTE EQUITY

Themes:

- Management of finance for learning
- Management of resources and environment for learning

This indicator highlights the importance of sound risk assessment which puts the needs of learners at the centre of decisions about financial and other resource management. The promotion of equity is a shared responsibility held by all staff, partners and stakeholders. The school's management of resources should result in building a more sustainable and equitable future for all.

Level 5 illustration:

■ Management of finance for learning

We have effective systems for financial stewardship and management to ensure best value and sustainability. We make innovative use of the finances available to allocate resources to take forward our improvement priorities and planned developments. Our available budget is used very effectively to meet the needs of all learners. Staff, pupils, parents, partners and other stakeholders understand their responsibilities for effective financial management. We are pro-active in seeking funding from a range of sources to support specific aspects of our work. We work together to ensure transparency and equity in the use of our financial resources. We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate. Financial expenditure is carefully planned to improve the quality of learning and teaching and increase attainment and achievement for all learners. We systematically monitor and can evidence the extent to which our use of financial resources leads to improved outcomes for learners.

■ Management of resources and environment for learning

We make the best use of available resources, including digital technologies, to create, sustain and enhance a motivating environment for effective learning. The learning environments across the school are seen as a resource to fully support learning, teaching and inclusion. We have a wide range of appropriate resources to support and challenge learners at all levels of their learning. We encourage our learners to make independent and responsible use of a range of resources. We ensure sustainable, transparent and equitable allocation and use of resources to support the learning needs of all. We manage allocated resources proactively and efficiently to meet planned learning and development priorities. In consultation with relevant stakeholders, resources are sourced, allocated and used efficiently and effectively to meet organisational, local and national priorities and the needs of the people we work with. We use data and evaluations of the impact of previous planning priorities and learning programmes to inform future resourcing decisions. We diligently implement relevant health and safety legislation and are vigilant in ensuring the security and safety of all users and visitors. As a result, our buildings are secure and any health and safety issues are identified and addressed promptly.

Features of highly-effective practice:

- ✓ Pro-active approaches to financial stewardship and management ensure finances are available and used most effectively for both short- and long-term priorities.
- ✓ Senior leaders ensure the use of financial resources are transparent and ensure equity for all.
- ✓ Expenditure decisions are made in line with the school's aims and vision to achieve planned priorities.
- ✓ Senior leaders and admin staff develop effective systems and procedures to enable budgets to be easily monitored and prioritised.
- ✓ Procedures for accessing support from those with financial expertise are in place and used effectively.
- ✓ There is clear and measurable impact of financial expenditure on improving outcomes for all learners.
- ✓ Staff have a shared understanding of what impacts on child poverty and make effective use current available data on levels of child poverty apply this to ensure equity.
- ✓ The school can evidence that decisions about expenditure have resulted in increased attainment and achievement.
- ✓ The impact of new resources are carefully monitored and evaluated to ensure a positive impact on learning. Evidence is used to support future resourcing.
- ✓ When planning future resource acquisition, consideration is given to ensuring best value and sustainability of improvement.
- ✓ All available resources, including digital technologies and outdoor spaces, are used effectively to create and sustain effective learning environments. These are used well to support learning.
- ✓ Teachers make effective use of a range of resources, including digital technologies, to provide appropriate support and challenge for learners.
- ✓ Resources across the school are well maintained and organised to enable effective and efficient use.
- ✓ Learners select from a wide range of resources and use these responsibly and flexibly to meet their individual needs.
- ✓ School facilities are safe and secure for all.

Challenge questions:

- ✓ How effective and efficient are our approaches to financial management?
- ✓ What procedures do we employ to ensure transparency and equity in the use of our financial resources?
- ✓ How effective are our systems for managing shared budgets to ensure a clear focus on promoting equity (e.g. cluster or Parent Council budgets)?
- ✓ How effectively do we allocate resources to sustain improvement priorities?
- ✓ To what extent do our approaches to resource acquisition and allocation improve outcomes for all learners?
- ✓ To what extent is financial expenditure focused on improving the quality of learning and teaching?
- ✓ How well are our buildings and grounds being used to deliver learning experiences and to support learner, staff and community wellbeing?
- ✓ How effectively do we monitor the use and impact of available resources on learning and teaching?
- ✓ How well do we work collegiately with pupils, parents and partners to inform appropriate resourcing decisions?
- ✓ How effectively do we use our resources to meet the learning needs of all and ensure equity?
- ✓ How effectively are learners using a range of resources including outdoor spaces and community resources to support their learning?
- ✓ How effective are our health and safety procedures and are they proportionate and enabling?
- ✓ How rigorous are our auditing processes to enable us to effectively plan, monitor and manage our resources?

Section 2

Learning Provision

LEARNING, TEACHING AND ASSESSMENT

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Teaching, learning and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships



2.1 SAFEGUARDING AND CHILD PROTECTION

Themes:

- Arrangements for safeguarding, including child protection
- Arrangements to ensure wellbeing
- National guidance and legislation

This indicator focuses on the wide range of duties required of all staff and partners to ensure that all children and young people are safe, well cared for and enabled to flourish. This indicator looks to how the school takes account of statutory requirements in relation to child protection to ensure the needs of all learners are met. Safeguarding all children and young people requires strong partnerships to be established between the school and its local community. This includes well-planned progressive learning opportunities so that children and young people can become more resilient and develop a sound understanding of how they can keep themselves safe.

Level 5 illustration:

■ Arrangements for safeguarding, including child protection

We have clear, appropriate and up-to-date policies and procedures in place to ensure the safeguarding of children and young people including child protection. All staff take part in regular professional learning and are confident in responding to any child protection or safeguarding issue, including e-safeguarding, child sexual exploitation and extremism. Arrangements for making a safeguarding or child protection concern are well-publicised and understood by all staff, partners, learners and parents. Senior leaders have been trained in safeguarding matters to a high level and demonstrate sound knowledge and understanding, acting as models of best practice for staff and the wider school community. 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, challenging all forms of discrimination. Children tell us that they have been able to build up positive relationships with consistent adults whom they trust enough to talk to when they need help. They have access to a named person to help them who they can discuss personal issues with, whenever they want to. They feel that they are supported well to help themselves and are fully involved in decision-making. Our policies for pastoral care are clear, appropriate and implemented. We have well-embedded systems in place to promote wellbeing across all aspects of the life of the school. These include highly-effective systems to support learners to make a complaint. We use learning and teaching approaches and the curriculum to promote resilience, and responsible citizenship. These approaches are highly sensitive and responsive to the wellbeing of each child and young person.

■ National guidance and legislation

Children are safe and feel safe in school. There is a strong, robust and proactive response from adults that reduces the risk of harm to children. Adults working with them know and understand the indicators that may suggest that a child/young person is suffering or is at risk of suffering harm. They take the appropriate and necessary action in accordance with local procedures and statutory guidance. Staff are aware of emerging issues within society such as radicalisation and child sexual exploitation. Senior leaders and governing bodies, where appropriate, ensure that they comply with their child protection duties under legislation. Our record keeping for all safeguarding matters is maintained to the highest standards.

Features of highly-effective practice: Challenge questions:

- ✓ Senior leaders responsible for safeguarding are clear about the expectations of their role, and provide good support and direction for staff.
 - ✓ Robust arrangements are in place to ensure that all staff (including volunteers and partners) are aware of their responsibilities in relation to child protection and equality policies and procedures.
 - ✓ Safeguarding is an important thread running through the school's self-evaluation.
 - ✓ Effective systems provide a systematic and strategic overview of the number and nature of cause for concerns raised, initial referral discussions, child protection case conferences, and child protection registrations.
 - ✓ The curriculum effectively promotes safeguarding and wellbeing across all stages, taking good account of the context of the school.
 - ✓ Children feel able to make a complaint against school practice and procedures, and are confident their views will be taken seriously and acted upon.
 - ✓ Unexplained, regular or long-term absence is supported through a range of approaches and strategies.
 - ✓ Child protection and safeguarding policies and procedures reflect current legislation and guidance. All policies and procedures are reviewed on a regular basis.
 - ✓ All child protection records are stored safely and securely ensuring all sensitive information is only accessible to relevant staff members.
- ✓ Are approaches to child protection and safeguarding known and understood by all across the school community?
 - ✓ How good is the leadership in driving forward this important area of practice, and how do we know?
 - ✓ How effective are the recording and planning processes in delivering positive outcomes for children and young people where there are child protection or safeguarding concerns?
 - ✓ Are safeguarding arrangements regularly reviewed as an integral part of our self-evaluation processes?
 - ✓ How do we ensure that staff are kept up-to-date with safeguarding practice including, for example, e-safety, extremism, female genital mutilation and child sexual exploitation?
 - ✓ How well are children and young people supported following a safeguarding or child protection concern?
 - ✓ How effectively are incidents related to equalities acted upon to prevent future occurrences?
 - ✓ How well do staff take account of the views and experiences of children and young people, particularly where decisions are to be made that may impact on life choices?
 - ✓ How effective are our approaches to support wellbeing (e.g. buddies, mentors, safe areas)? How do you measure the impact of these approaches?
 - ✓ Does the school promote an ethos and culture of positive engagement and participation with its pupils and parents?

2.2 CURRICULUM

Themes:

- Rationale and design
- Development of the curriculum
- Learning pathways
- Skills for learning, life and work

This indicator highlights the importance of placing the needs of learners at the centre of curriculum design and development. The structure and delivery of the curriculum should take good account of local and national circumstances. The curriculum is the totality of learning experiences across the four contexts as delivered by the school and its partners. An effective curriculum results in strong outcomes for all learners.

Level 5 illustration:

■ Rationale and design

We work together as a school community to develop, promote and sustain an aspirational vision for our curriculum. The curriculum has a clear vision and rationale shaped by the shared values of the school and its community. Our curriculum is grounded in our commitment to securing children's rights and wellbeing. It takes account of learners' entitlements and the four capacities and reflects the uniqueness of our setting. There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum. The structure of the curriculum provides equity of opportunity to maximise the successes and achievements of all our learners. We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement. Our creative and innovative approaches to curriculum design support positive outcomes for learners.

■ Development of the curriculum

Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community. We work well with partners to ensure creative and innovative approaches to curriculum development are encouraged and support positive outcomes for learners. The development of our curriculum is underpinned by a coherent whole school approach to learning for sustainability.

■ Learning pathways

The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning. All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.

■ Skills for learning, life and work

All staff and partners provide very good opportunities to develop children and young people's skills for learning, life and work in motivating contexts for learning. We pay particular attention to ensure children and young people experience increasing levels of challenge as they develop skills for learning, life and work. Our staff and partners provide well-planned opportunities for learners to develop an awareness of the world of work. We emphasise enterprise and creativity across all areas of learning.

Features of highly-effective practice: Challenge questions:

- ✓ All stakeholders contribute to the rationale, design and ongoing development of the curriculum. Everyone understands what the school is trying to achieve through its curriculum.
 - ✓ All stakeholders are able to talk about how the unique features of the school community inform the design of the curriculum.
 - ✓ All staff and partners are ambitious and expect high levels of attainment and achievement for all learners.
 - ✓ Time is protected for professional learning and collegiate working to develop the curriculum and consider its impact on children and young people.
 - ✓ Very good use is made of information and support materials drawn from a range of local, national and international resources to support informed debate on curriculum development.
 - ✓ School leaders provide clear direction through a manageable and ambitious long-term plan for the ongoing development of the curriculum.
 - ✓ Planning for progression in children and young people's learning is in place for the four contexts and shows how knowledge, understanding and skills are built over time.
 - ✓ Outdoor learning is a regular, progressive curriculum-led experience for all learners.
 - ✓ There is a clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills in a progressive way across the curriculum.
 - ✓ Learning for sustainability is embedded across our curriculum.
 - ✓ Our curriculum has a strong focus on developing the skills our young people need in the world of work.
 - ✓ We make our children and young people aware of a range of careers and the skills required for them. We challenge gender stereotypes within careers.
- ✓ How much account is taken of local and national policy and guidance when agreeing the rationale and design for our curriculum?
 - ✓ To what extent do we take account of all the factors that make our school unique?
 - ✓ Does the curriculum experienced by our learners reflect our rationale? How do we know?
 - ✓ To what extent do we make effective use of available support materials and information to inform the development of our curriculum?
 - ✓ To what extent does our curriculum promote equity and raise attainment for all children and young people?
 - ✓ How effective is the leadership of curriculum development at all levels?
 - ✓ How well are children and young people involved in planning and identifying opportunities for personalisation and choice?
 - ✓ Is the level of personalisation and choice improving outcomes for children?
 - ✓ Do we have a shared understanding of what progression looks like?
 - ✓ To what extent does our school team have a shared understanding of interdisciplinary learning and how to develop it as an important context for learning?
 - ✓ How effective is our whole school overview in ensuring children's knowledge and skills are built appropriately over time?
 - ✓ How well do our approaches to profiling develop children's and young people's awareness of themselves as learners and support them to recognise the skills for learning, life and work they are developing to inform the planning of future learning?
 - ✓ Do we make best use of our partners, including international partners, to provide opportunities for young people to develop skills and achieve?
 - ✓ How knowledgeable and up-to-date is our school team about career and employability prospects?
 - ✓ Is the entitlement of learners to Learning for Sustainability being met?

2.3 LEARNING, TEACHING AND ASSESSMENT

Themes:

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

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

Level 5 illustration:

■ Learning and engagement

The ethos and culture of our school reflects a commitment to children's rights and positive relationships. Our children and young people are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities. Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. They understand the purpose of their learning and have opportunities to lead the learning. Our learners are successful, confident and responsible. They 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.

■ Quality of teaching

Our teaching is underpinned by our shared school vision and values. We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies. Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners. We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.

■ Effective use of assessment

Assessment is integral to our planning of learning and teaching. 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. 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. 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.

■ Planning, tracking and monitoring

We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum. Learners are fully involved in planning learning. As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas. This includes for those facing additional challenges, for example young carers, looked after children and those living with financial hardship. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners.

Features of highly-effective practice: Challenge questions:

- ✓ The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.
 - ✓ Learners' achievements in and out of school are recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work.
 - ✓ Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning.
 - ✓ Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.
 - ✓ Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve.
 - ✓ Staff access and apply relevant findings from educational research to improve learning and teaching.
 - ✓ Planning is proportionate and manageable and clearly identifies what is to be learned and assessed.
 - ✓ Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning.
 - ✓ A quality body of evidence is used to support assessment judgements and decisions about next steps.
 - ✓ Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching.
 - ✓ Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after.
 - ✓ All teachers have well-developed skills of data analysis which are focused on improvement.
- ✓ How well are learners enabled to select and make use of high-quality resources and equipment including digital technologies?
 - ✓ How well do we use our community and spaces to deliver high-quality outdoor learning?
 - ✓ How well do we motivate and engage all learners in all aspects of school life?
 - ✓ How well are we enabling learners to become independent learners and develop the four capacities?
 - ✓ How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?
 - ✓ How well do we communicate the purpose of learning and give effective explanations for all learners?
 - ✓ How well do our questioning strategies enhance the learners' experience and enable higher-order thinking skills?
 - ✓ How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies?
 - ✓ How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?
 - ✓ How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning?
 - ✓ How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?
 - ✓ How effectively do we involve learners and parents in planning and evaluating learning?
 - ✓ How well do we enable all children and young people to engage in self- and peer-assessment to improve their learning? How do we know this benefits learning?

2.4 PERSONALISED SUPPORT

Themes:

- Universal support
- Targeted support
- Removal of barriers to learning

This indicator focuses on the provision of high-quality support that enables all children and young people to achieve success. It highlights the importance of wellbeing and involving children and young people in decisions about how their needs should be met. Strong partnerships with parents and other partners who support children and young people are essential. Monitoring the impact of interventions and making timely adjustments to practice are key to providing highly-effective universal and targeted support.

Level 5 illustration:

■ Universal support

All children and young people are benefitting from high-quality universal support. We have an effective strategy for securing positive relationships and behaviour which all staff and partners take responsibility for implementing. Children and young people are at the centre of all planning, as active participants in their learning and development. Our children and young people have frequent opportunities to discuss their learning with a key adult who knows them well, helping them to set appropriate next steps. This enables them to review their own learning and plan for next steps, gain access to learning activities which will meet their needs, work with a range of partners, and prepares and supports them through changes and choices. Learning targets are in place specific to individual learners, built on prior learning and reviewed and evaluated systematically with next steps based on their progress. All staff know and respond very well to the individual needs of children and young people and promote and support their wellbeing. Tasks, activities and resources are effectively differentiated to ensure appropriate pace and challenge for all learners. Our staff and partners work effectively together to increase their ability to meet the needs of our diverse learners through effective use of professional learning, support and specialist resources.

■ Targeted support

Our targeted support builds on robust, embedded universal support. Learners' needs are identified early through reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist input where required. We fully adhere to legislative requirements and provide all children with additional support needs with high-quality targeted support, including highly-able children. We recognise the important role of parents and partners with specific expertise in supporting children and young people. Children, parents and partners are fully involved in decisions about learning and support. Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.

■ Removal of barriers to learning

Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised. Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty. All children with a disability, health issue or social and emotional needs benefit from high-quality targeted support. The school works with key partners to remove barriers to learning and provide an inclusive learning environment.

Features of highly-effective practice: Challenge questions:

- ✓ Both universal and targeted learning and support is embedded and is having a positive impact on children's progression with their learning.
 - ✓ There are high expectations for all learners across the school.
 - ✓ Children requiring additional support have high-quality individualised and meaningful progression pathways.
 - ✓ Learners' needs are identified through robust assessment information including specialist input where required.
 - ✓ Staff make effective use of staged intervention processes and the named person service to ensure children and young people's needs are met.
 - ✓ Relevant support staff are involved in planning and reviewing support for individuals and groups of learners.
 - ✓ Children and young people and their parents/carers are fully involved in decisions about how their needs will be met.
 - ✓ Tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for all learners.
 - ✓ Effective partnership approaches are embedded within planned programmes and support processes.
 - ✓ There is a strong ethos across the school to minimise the impact of potential barriers to learning.
 - ✓ Staff reflect on their own practice and work collaboratively with others, including stakeholders, to build their capacity to meet the needs of all learners.
 - ✓ The school reviews the progress of all children effectively, including those with additional support needs. They can provide reliable and valid evidence to support this process.
- ✓ How well do staff know learners as individuals?
 - ✓ Does the school have effective assessment systems in place to identify the ever-increasing diverse needs of children?
 - ✓ Are there robust arrangements in place to ensure all learners have regular communication and discussions with a key adult to review their learning and plan next steps?
 - ✓ How effective are profiling processes across the school?
 - ✓ Do staff consider whether their learning and teaching and assessment approaches meet the needs of diverse learners?
 - ✓ Are staff able to access effective levels of support and training to build their capacity to engage with the needs of diverse learners?
 - ✓ How good is our understanding of differentiation? Do staff and partners use a range of approaches that meet the needs of all learners?
 - ✓ How well does our curriculum planning meet the needs of different groups of learners?
 - ✓ How effectively do we involve parents and partner agencies to ensure learners benefit from the right support at the right time including next steps in learning, changes and choices?
 - ✓ How do we know if personalised support is having the desired impact of improving outcomes for learners?
 - ✓ To what extent is our school an inclusive learning environment?

2.5 FAMILY LEARNING

Themes:

- Engaging families in learning
- Early intervention and prevention
- Quality of family learning programmes

This indicator focuses on increasing the positive impact of working with families to improve learning and achievement. The emphasis is on schools working in partnership with others in the community to support families to secure better outcomes through programmes which enable them to improve literacy, numeracy and health and wellbeing.

Level 5 illustration:

■ Engaging families in learning

Families receive high-quality universal and targeted support that enables them to access learning activities which meet their needs. Universal support is open to all families. Targeted support is offered to those families who have been identified as having singular or multiple needs that are having an impact on their health and wellbeing, development and/or learning. Families have regular opportunities to discuss their learning with staff and set appropriate targets for the next stages. Families are well supported to plan opportunities for personal achievement. Learning targets are in place specific to the family as a whole and as individual learners, built on prior learning and reviewed and evaluated. Families are at the centre of this planning, as active participants in their learning and development. Parents and carers are supported to actively and meaningfully engage in their children's learning and life at school. Staff work with parents and carers to reduce potential barriers to engagement and are responsive to the family circumstances such as families affected by imprisonment, English as an additional language and mental health issues.

■ Early intervention and prevention

Our staff and partners use available data, analysis and intelligence gathering to inform their understanding of community and individual family's needs and to ensure appropriate timely interventions. Our staff are aware of the factors causing child poverty within our community. We work with parents and other agencies to help parents minimise the effect of poverty on our children. Needs are identified and reviewed in consultation with families, partners and stakeholders. Our staff has an informed understanding of local demographics that informs more targeted support when appropriate. Strong partnership approaches facilitate sustainability and a more robust service for families. Families benefit from our strong collaboration with colleagues from other sectors which supports referrals to and from services and enables tracking and builds trust. Families are consulted in a meaningful way when staff are looking at progression from their service. We work well with other services to ensure continued strong support for families.

■ Quality of family learning programmes

Our courses are stimulating, challenging, relevant and enjoyable. Families are fully engaged and participate in designing and delivering content. We consult with families to ensure we are meeting their needs in relation to literacy, numeracy, health and wellbeing and wider family learning outcomes. Learning outcomes support families through changes and choices. We actively promote lifelong learning, both in families, and as individual learners. As a result of our family learning classes, families have increased aspirations as individuals and as a family. They have a sense of achievement and successes are recorded and celebrated.

Features of highly-effective practice: Challenge questions:

- ✓ Creative approaches are used to engage families.
 - ✓ Almost all those engaged in family learning courses are highly-motivated and actively involved in their own learning and development.
 - ✓ Almost all the children and their parents are included, participating, achieving and progressing very well in their learning.
 - ✓ There is clear evidence that the life chances of those families experiencing particular challenges are being improved as a result of their engagement in family learning.
 - ✓ Almost all learners report improvement in their health and/or wellbeing.
 - ✓ Family learning is responsive to identified needs.
 - ✓ Staff have an appropriate shared understanding of *Getting it Right for Every Child* (GIRFEC) and use these approaches to meet the needs of families.
 - ✓ Family learning promotes equality, fairness and diversity.
 - ✓ There is evidence that family learning is supporting families to minimise the impact of poverty on learning and achievement.
 - ✓ Participation in family learning courses are monitored robustly to highlight trends and support effective early intervention strategies.
 - ✓ Families are matched into the right programme which is negotiated and addresses identified needs.
 - ✓ Families know that whatever their needs they will be able to access the right support that will enable them to reach their full potential as individuals and as a family.
 - ✓ Family learning is leading to stronger home-school links which are improving outcomes for learners.
- ✓ To what extent are we sure of what meaningful engagement with families looks like?
 - ✓ What evidence do we have that family learning is improving the life chances of the families involved?
 - ✓ Are outcomes for children improving as a result of their participation in family learning? How do we know?
 - ✓ How is family learning improving their capacity to learn?
 - ✓ How can we demonstrate that families are feeling included and that they are participating, achieving and progressing?
 - ✓ How is our family learning helping promote the wellbeing indicators? How do we know?
 - ✓ How are we ensuring that provision is responsive to the needs of families?
 - ✓ How effectively do we use current available data about levels of poverty in our community to help us target interventions?
 - ✓ How are we actively promoting equality, fairness and diversity?
 - ✓ How effectively do we monitor participation?
 - ✓ How well do we match the right programme to the right families?
 - ✓ To what extent do all staff understand GIRFEC, the wellbeing indicators and how these can have a positive impact on children and their families?
 - ✓ How well are families supported in developing strategies which lead to positive relationships, better learning and better behaviour?

2.6 TRANSITIONS

Themes:

- Arrangements to support learners and their families
- Collaborative planning and delivery
- Continuity and progression in learning

This indicator focuses on the need for children and young people to be well supported as they move into school, through school and beyond school. Effective partnership working, tracking of progress and robust record keeping are essential to support continuity in learning at points of transition. That continuity is crucial to maximising children and young people's successes and ensuring the most appropriate post-school destination.

Level 5 illustration:

■ Arrangements to support learners and their families

Children, young people and their parents and carers are actively engaged in transitions at all stages of learning. Children and young people's mental, emotional, social and physical needs are taken very good account of when we are planning transitions, including during any shared activities and experiences. There are effective arrangements in place to involve families and relevant agencies in designing transitions for those requiring additional support. We take account of what makes for effective transitions into, during and beyond any stage of our children and young people's learning. This includes, where appropriate, shared placements and arrangements for interrupted learners where there are particular transition considerations. There is also a strong focus on ensuring a high level of social and emotional support for all children and young people. Children and young people demonstrate high levels of resilience and confidence during transitions and continue to make progress. They are supported and enabled to make informed choices about their next phase of learning, including preparation for further and higher education and the world of work and future careers.

■ Collaborative planning and delivery

There is a comprehensive, well-planned programme of transition arrangements in place. We plan and work with partners and other agencies to ensure transition arrangements are effective for all learners, including those requiring additional support and in line with legislative requirements. These plans take account of transitions for cohorts of learners as well as individuals. We work collaboratively across our learning community to ensure effective information sharing about learners' progress and needs. We have sound arrangements for transferring information from one named person to another to ensure continuity of plans such as a Child's Plan or coordinated support plan. We have agreed shared approaches to record keeping and passing on of information using digital technology to support this as appropriate.

■ Continuity and progression in learning

There is continuity and progression in learning across all curriculum areas at all stages of learning. We plan collaboratively to develop a shared understanding of progress both within our establishment and with others. We make very good use of tracking and monitoring, profiling and personal learning planning to help children and young people identify strengths and next steps in learning. As a result, our children and young people continue to build their knowledge, skills and attributes and maintain an appropriate pace of progress. Working with partners we effectively support all young people into sustained positive post-school destinations.

Features of highly-effective practice: Challenge questions:

- ✓ Transition arrangements ensure children and young people's wellbeing and raise attainment.
 - ✓ There are planned opportunities for staff to come together to develop a shared understanding of progress across levels and into the senior phase.
 - ✓ There are clear, shared processes in place for the transfer of information about all children and young people's learning and achievements across the curriculum.
 - ✓ Information about children and young people's learning and achievements is used effectively to ensure continuity in learning across the curriculum for all children and young people.
 - ✓ Profiling, including the P7 and S3 profiles, is used to inform and improve future learning. They are used with children and young people to discuss their progress to support continuity in learning at transitions.
 - ✓ Children and young people are able to articulate their progress to key adults as they make the transition from one stage of learning to another.
 - ✓ Children, young people and their parents and carers are actively involved in planning transitions.
 - ✓ Children and young people are supported to make informed choices about the next phase of their learning, this includes: preparation for further and higher education; and the world of work and future careers.
- ✓ To what extent are all children and young people supported so that both their learning and social and emotional needs are addressed?
 - ✓ How effective are our transition arrangements in raising the attainment of children and young people?
 - ✓ How effectively do we use transition information to plan progressive learning pathways for all children and young people?
 - ✓ To what extent do staff have opportunities to develop a shared understanding of: progress in learning across levels and into the senior phase; and effective approaches to learning and teaching?
 - ✓ How effective are the opportunities we provide for children and young people to discuss their progress with key adults in supporting continuity in learning at transitions?
 - ✓ To what extent are we using information from profiling and personal learning planning to ensure continuity in learning for all children and young people?
 - ✓ To what extent do our processes for: involving children and young people; parents, carers and families; and partners and other agencies ensure effective transitions for all learners?
 - ✓ To what extent does our curriculum provide opportunities for support and induction into the next phase of learning?
 - ✓ To what extent do transition arrangements offer children and young people opportunities to learn about change in a positive way?
 - ✓ How effectively are we ensuring learners achieve sustained positive destinations when they leave school?

2.7 PARTNERSHIPS

Themes:

- The development and promotion of partnerships
- Collaborative learning and improvement
- Impact on learners

This indicator aims to capture the school's success in developing and maintaining strong partnership approaches which improve outcomes for learners and continued self-improvement for the school and community. All partnerships are based on mutual trust and respect for the particular contribution each partner brings. Partnerships are integral to the way a highly-effective school works.

Level 5 illustration:

■ The development and promotion of partnerships

Our partnerships are firmly based on a shared vision, values and aims which put the needs of all learners at the core of our partnership working. Partners understand and appreciate the different contexts in which we work and value the range of expertise our learners can benefit from. All partners invest significant time and energy to establish and build positive sustainable relationships. Engagement and communication between partners is regular, structured, supportive and efficient. We have a clear strategy for growing our existing partnerships and for establishing new partnerships. We are clear about the purpose of our partnerships. All partners are clear about their roles, responsibilities and contributions. Our partnership agreements set a framework within which our joint working and shared learning can thrive. All partners demonstrate high levels of commitment to improving outcomes for all learners.

■ Collaborative learning and improvement

Our partnerships include structured opportunities for collaboration. We work together effectively to plan, deliver, monitor and evaluate joint work. Partners jointly participate in action research and practitioner enquiry. We undertake joint professional learning and share expertise so that we learn with each other and from each other. Together we evaluate the impact of our professional learning on learners, our school and community. Our partnership working is strengthening leadership at all levels within our school and for our partners.

■ Impact on learners

Through effective partnership working we have improved our learning provision and secured positive impacts for children, young people and families in our community. Our partnerships have increased parental engagement in their children's learning. Their involvement has a positive impact on raising attainment and achievement particularly in literacy and numeracy. As a result of our effective partnerships all our learners have access to an extended range of learning pathways through which they are developing skills for learning, work and life and securing sustainable positive destinations.

Features of highly-effective practice: Challenge questions:

- ✓ Partnership work with stakeholders, including parents and carers, the local community, third sector, public sector and business organisations, is based on mutual trust and respect.
 - ✓ The school consistently involves parents and carers in shaping policy and services to improve impacts.
 - ✓ Staff support parents/carers to actively engage in their children's learning, attainment and achievement.
 - ✓ All parents/carers are fairly represented by the Parent Council and any views or complaints are acted upon in an effective and timely manner.
 - ✓ The school's learning pathways take account of key features of the local community.
 - ✓ The school understands and plays a significant role in the life of the local community.
 - ✓ Partnerships have clear agreements where the purpose, aims, roles and responsibilities are clear and understood by all involved.
 - ✓ The school jointly plans and evaluates shared projects with partners.
 - ✓ The school and partners share skills, knowledge and experience and take part in joint professional learning opportunities. They learn from effective partnership practice elsewhere.
 - ✓ Feedback from partner organisations indicates strong and effective relationships with the school.
 - ✓ The school engages effectively with partners to promote a coherent whole school approach to learning for sustainability.
 - ✓ The school can demonstrate the impact of partnerships through improved outcomes for learners.
- ✓ How do we ensure that relationships with parents, carers and families, the local community and partners are characterised by trust and respect?
 - ✓ How well do we enable parents, carers and families and the local community to contribute to the life of the school and be involved in school improvement?
 - ✓ How effectively do we support parents and carers to participate in, contribute to and understand their child's learning? How effectively do we communicate about progress, attainment and achievement?
 - ✓ Is our Parent Council representative of all the parents and carers in the school and their social, economic and cultural backgrounds? If not, what are we doing to address this?
 - ✓ How well do we understand our local community? Are the key features of the local community reflected in our learning pathways?
 - ✓ How well do we seek out and respond positively to potential partnerships which will lead to better outcomes for the children and young people we work with?
 - ✓ How clear are the partnership agreements we enter into? Do we involve partners at the earliest stages of planning?
 - ✓ How well do we identify priorities, communicate, plan, monitor and evaluate our work with partners? Are we clear what added value each partnership brings?
 - ✓ How well do we share skills, information, knowledge and experience across partners and partnerships? How well do we learn from successful partnerships? Do we engage in shared professional learning opportunities with partners?
 - ✓ What opportunities do our learners and staff have to work with others to contribute effectively to their communities as active citizens?

Section 3

Successes and Achievements

HOW GOOD ARE WE AT ENSURING THE BEST POSSIBLE OUTCOMES FOR ALL OUR LEARNERS?

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability



3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

Themes:

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's 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.

Level 5 illustration:

■ Wellbeing

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. We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. All staff and partners feel valued and supported. Our learners benefit from the high-quality education which we provide for all children and young people. 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. 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.

■ Fulfilment of statutory duties

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.

■ Inclusion and equality

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. 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. 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. We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.

Features of highly-effective practice:

- ✓ The whole learning community has a shared understanding of wellbeing and the children's rights.
- ✓ All stakeholders promote a climate where children and young people feel safe and secure
- ✓ All staff and partners model behaviour which promotes and supports the wellbeing of all.
- ✓ All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.
- ✓ Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life.
- ✓ Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.
- ✓ All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion.
- ✓ All staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people.
- ✓ The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.
- ✓ Children and young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it.
- ✓ Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing.

Challenge questions:

- ✓ How well do all staff know and understand GIRFEC, the wellbeing indicators, and the United Nations Convention on the Rights of the Child?
- ✓ How well do all staff understand their role and responsibility in supporting learners' health and wellbeing?
- ✓ How well do we know and take account of local and national documents and guidance?
- ✓ How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included?
- ✓ How well do children and young people show consideration for others and demonstrate positive behaviour and relationships?
- ✓ How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future?
- ✓ How well do we ensure that all staff undertake regular professional learning around legislation, statutory requirements and codes of practice?
- ✓ Can we be sure that all staff guidance is fully relevant and up-to-date?
- ✓ How well do we communicate with parents, partners and learning across these key themes?
- ✓ How well do we know the steps we have taken have improved outcomes for children?
- ✓ How well can we demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty?
- ✓ Have we successfully established an inclusive learning environment? How do we know?
- ✓ To what extent does our school celebrate diversity?
- ✓ How well does our school ensure that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination?
- ✓ How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?

3.2 RAISING ATTAINMENT AND ACHIEVEMENT

Themes:

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

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.

Level 5 illustration:

■ Attainment in literacy and numeracy

Learners make very good progress from their prior levels of attainment in literacy and numeracy. We have raised attainment in literacy and numeracy for all learners.

■ Attainment over time

Across all curriculum areas we have raised attainment continuously over time and/or maintained consistently high standards of attainment for all learners. Learners make very good progress from their prior levels of attainment. 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. 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. The attainment of individuals and groups has improved consistently over time.

■ Overall quality of learners' achievement

Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities. As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.

■ Equity for all learners

We have effective systems in place to promote equity of success and achievement for all our children and young people. We have raised the attainment of all our learners and in particular our most disadvantaged children and young people. All our learners consistently move into sustained positive destinations when they leave school.

Features of highly-effective practice:

- ✓ Almost all children and young people are attaining appropriate levels and a few have exceeded these.
- ✓ Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment.
- ✓ Very good progress is demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages.
- ✓ The school's data demonstrates our current learners are making very good progress.
- ✓ Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.
- ✓ All young people are successful in moving on to a sustained positive destination on leaving school.
- ✓ Children and young people are fully engaged in their learning and participate in decision-making about their learning pathways and future career aspirations.
- ✓ The school empowers children and young people to have a say in the quality of their learning experiences and how to improve.
- ✓ Attendance levels are high and improving. Exclusion rates are low and inclusion is successful for all.
- ✓ There is evidence that children and young people are applying and increasing their achievements through active participation in their local community.

Challenge questions:

- ✓ How well are our approaches to raising attainment improving outcomes for children and young people?
- ✓ How well is our focus on literacy and numeracy leading to raising attainment across the curriculum?
- ✓ How well do we use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition?
- ✓ How well is assessment evidence used to inform teacher judgements?
- ✓ How well do we recognise and value the personal achievements of all learners?
- ✓ How well do we track and recognise achievements?
- ✓ How well does our work with partners and businesses ensure positive outcomes for our young people?
- ✓ What progress and achievement do children and young people gain from our outdoor learning experiences?
- ✓ How well are we removing barriers to learning and ensuring equity for all?
- ✓ How well do we utilise accreditation where appropriate, to recognise and celebrate achievement?
- ✓ How well are we capturing the impact of children and young people's achievements on our community?

3.3 INCREASING CREATIVITY AND EMPLOYABILITY

Themes:

- Creativity skills
- Digital innovation
- Digital literacy
- Increasing employability skills

This indicator focuses on a range of significant skills for learning, life and work which children and young people should increasingly be able to demonstrate as they move through their learning pathways. A key feature is learners' ability to apply their skills in a range of contexts, including in unfamiliar settings. Learners understand the importance of these skills to their future lives and to local, national and global economies.

Level 5 illustration:

■ Creativity skills

Creativity, entrepreneurship and innovation is increasingly embedded across learning. Children and young people benefit from learning and teaching through partnerships with education, employers, creative industries and cultural sectors. Learners are confident and ambitious with high levels of self-esteem. They are motivated to explore and challenge assumptions. Children and young people take ownership of their own learning and thinking. They are imaginative, open-minded, confident risk-takers, and appreciate issues from different perspectives. They can ask questions, make connections across disciplines, envisage what might be possible and not possible, explore ideas, identify problems and seek and justify solutions.

■ Digital innovation

Children and young people work individually and in teams creating both digital and non-digital solutions. As their digital literacy becomes more sophisticated they embed computation to solve problems. Increasingly they apply the core principles underpinning digital technologies to develop their own ideas. Their skills are up-to-date with technological advances informed by a range of sources including the expertise of the young people themselves.

■ Digital literacy

Children and young people are innovative, confident and responsible in the use of technologies and staying safe online. They critically examine and make informed choices about the use of digital technology to enhance and personalise learning in school and where appropriate, beyond the school day. They anticipate and respond to new opportunities and threats caused by developments now and in the future.

■ Increasing employability skills

Our young people are ambitious and better prepared for the world of work through progressive learning that connects them more directly to employment. They are resilient, adaptable and understand the value of the skills they are acquiring. They feel supported to make suitable, realistic and informed choices based on their skills, strengths and preferences. They are supported to develop an international mind-set equipping them for the rapidly changing and increasingly globalised world.

Features of highly-effective practice: Challenge questions:

- ✓ Creativity skills are recognised, articulated and valued by practitioners and learners.
 - ✓ Creativity is practically applied as a higher-order thinking skill.
 - ✓ Partnerships are used effectively to deliver highly-engaging creative learning.
 - ✓ Learners are able to demonstrate their ability to transfer creativity skills to new contexts.
 - ✓ Learners are able to challenge the status quo constructively and generate ideas, including, if appropriate digital solutions to improve it.
 - ✓ All children and young people have the opportunity to develop and apply more sophisticated computational thinking skills.
 - ✓ Young people make informed choices about the way digital technology can and should be used.
 - ✓ The school is proactive in addressing gender imbalances across the curriculum and challenging any prejudice-based choices about future careers and learning pathways.
 - ✓ The development of digital skills enables children and young people to be creative and use digital technologies to meet a personal or social need.
 - ✓ Young people understand the importance of developing their own digital skills for learning, life and work.
 - ✓ The school audits practice using the entitlements and expectations in the Career Education Standard.
 - ✓ Young people experience rich work-based learning. This enables them to make informed career choices.
 - ✓ There are clear expectations for young people, employers, schools, local authority, parents and carers before, during and after work placements.
- ✓ Do learners and practitioners engage in dialogue about the development of creativity skills?
 - ✓ Are opportunities to develop creativity skills evident across all areas of the curriculum?
 - ✓ Are learners transferring their creativity skills to new contexts?
 - ✓ How well do we support learners to demonstrate and apply their creativity in international contexts?
 - ✓ How well are learners' creative endeavours at home and in the community acknowledged and celebrated?
 - ✓ Does the use of digital technologies enhance learning and give young people the skills to understand, apply and create new digital solutions of their own?
 - ✓ Is the development of digital skills underpinned by computing science, enabling children to be skilled users and creators?
 - ✓ Do young people develop an understanding of the general principles that underpin all digital technology?
 - ✓ Are digital technologies used to support and improve communication and collaboration with others to achieve a common goal?
 - ✓ How well are we working with learners, parents and carers, employers, colleges and other partners to develop an effective approach to careers education which supports them into sustained positive destinations?
 - ✓ How well do we support learners with additional support needs and those leaving care to access sustained positive destinations.
 - ✓ Do young people make effective use of relevant digital and online resources to help them make informed decisions about future pathways?
 - ✓ Are young people aware of choices to work where they want to live through remote working opportunities available using digital technologies?

Appendices



Appendix 1: Using the Toolkit to engage with specific self-evaluation questions

Who is leading this self-evaluation activity?	What is the question we want to explore?	Which quality indicators or themes will support our work?	Who can provide evidence for this self-evaluation?
Class teacher	Why has the progress of my most able learners slowed down this year?	<p>1.2 Leadership of learning</p> <p>2.3 Learning, teaching and assessment</p>	<ul style="list-style-type: none"> ■ Children and their parents/carers ■ Classroom assistants ■ Partners working with these children ■ Peer observers ■ Staff who worked with these learners last year
Equalities working group	How well embedded is our school's policy on equalities?	<p>1.2 Leadership of learning</p> <p>1.3 Developing a shared vision, values and aims relevant to the school and its community</p> <p>1.4 Staff wellbeing and pastoral support</p> <p>1.5 Management of resources to ensure equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.3 Curriculum</p> <p>2.4 Personalised support</p> <p>2.5 Engaging families in learning</p> <p>2.6 Arrangements to support learners and their families</p> <p>3.1 Inclusion and equality</p> <p>3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> ■ All staff, children and parents ■ Staff responsible for the log on bullying and prejudice-based discrimination ■ Partners who work with children and young people in a range of contexts in and beyond school
Parent Council	How well does the school support children and young people to become independent learners?	<p>1.2 Leadership of learning</p> <p>2.3 Learning, teaching and assessment</p> <p>3.3 Improving creativity and employability</p>	<ul style="list-style-type: none"> ■ Sample groups of parents and pupils at different stages ■ Class teachers ■ Partners who work with children and young people in a range of contexts in and beyond school

Who is leading this self-evaluation activity?	What is the question we want to explore?	Which quality indicators or themes will support our work?	Who can provide evidence for this self-evaluation?
Employability partnership group	How well do our partnerships support young people in the senior phase to secure positive sustained destinations?	<p>1.1 Self-evaluation for self-improvement</p> <p>1.4 Leadership and management of staff</p> <p>2.3 Curriculum</p> <p>2.7 Partnerships</p> <p>3.1 Raising attainment and achievement</p> <p>3.3 Improving creativity and employability</p>	<ul style="list-style-type: none"> ■ Learners in the senior phase ■ Teaching and pupil support staff ■ All partners
Faculty head	Why is there so much variability in subject uptake across my faculty?	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>3.1 Improving wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> ■ All learners within the faculty ■ Teaching staff ■ Staff who have observed lessons in the faculty ■ Partners who work with teachers in the faculty ■ Parents

Appendix 2: Glossary of Terms

Within the context of this publication, the terms we have used mean:

Attainment refers to the measurable progress which children and young people make as they progress through and beyond school. This progress is in relation to curriculum areas and in the development of skills for learning, life and work.

Achievement refers to the totality of skills and attributes embedded within the four capacities of *Curriculum for Excellence* and developed across the curriculum in school and through learning in other contexts.

Creativity is a process which generates ideas that have value to the individual. It involves looking at familiar things with a fresh eye, examining problems with an open mind, making connections, learning from mistakes and using imagination to explore new possibilities.

Career-long professional learning (CLPL) is a continuous process through which teachers take responsibility for their own learning and development, exercising increasing professional autonomy enabling them to embrace change and better meet the needs of children and young people.

Child's Plan refers to single plan of action drawn up for a child where evidence suggests that one or more targeted interventions are required to meet the child's wellbeing needs. This is managed and reviewed through a single meeting structure even if the child is involved in several processes.

Child Protection is protecting a child from child abuse or neglect. Abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a likelihood or risk of significant harm from abuse or neglect.

Child Protection Plan is a multi-agency plan for children who are believed to be at risk of significant harm. This plan will be incorporated into the Child's Plan.

Child Protection Register is a central register of all children who are the subject of a multi-agency Child Protection Plan.

Closing the gap refers to the gap in progress, attainment and achievement between those living in Scotland's least and most disadvantaged homes. Many children and young people from lower-income households do significantly worse at all levels of the education system than those from better-off homes. This is often referred to as the "attainment gap".

Collaborative practitioner enquiry means working together with others to develop knowledge, skills, dispositions and understanding about learning and teaching. An example of this would be engaging in professional learning communities to undertake a piece of action research.

Data are facts and statistics collected together for reference or analysis.

Digital learning is learning which is supported and enhanced by a range of digital technology and approaches. It can focus on one or more particular technologies. It may focus on classroom use or anywhere-anytime access. It may include features and approaches that are used to develop independent learners.

Digital literacy encompasses the capabilities required for living, learning and working in a digital society. It includes the skills, knowledge, capabilities and attributes around the use of digital technology which enable individuals to develop to their full potential in relation to learning, life and work. It encompasses the skills to use technology to engage in learning through managing information, communicating and collaborating, problem-solving and being creative, and the appropriate and responsible use of technology.

Digital technology is the term used to describe those digital applications, services and resources which are used to find, analyse, create, communicate, and use information in a digital context.

Digital teaching means educators providing and supporting enhanced learning opportunities through use of digital technologies.

Employability is the combination of factors and processes which enable people to progress towards employment, to stay in employment and to move on in the workplace.

Equity means treating people fairly, but not necessarily treating people the same. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential and that all our young people are well supported to secure wellbeing, skills for learning, life and work and the best possible post-school destination.

Equality is the removal of barriers and the widening of opportunities for those for whom access is limited. Where equality is embedded in practice, there will be no prejudice-based discrimination.

Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage.

Governance framework is what defines levels of accountability in relation to leadership and management of the school. It supports strategic leadership and ensures all stakeholders know who is responsible for the school's performance.

Inclusion means taking positive action and intervening in order to enable achievement for all by building and fulfilling the potential of every child, young person and adult.

Key adult refers to the entitlement of all children and young people to have frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stage in learning.

Learning community means the cluster of neighbouring schools and other partners delivering learning for the children, young people and their families.

Learning for Sustainability (LFS) is an approach to life and learning which enables learners, educators, schools and their wider communities to build a socially-just, sustainable and equitable society. An effective whole school and community approach to LFS weaves together global citizenship, sustainable development education, outdoor learning and children's rights to create coherent, rewarding and transformative learning experiences.

Named person is a single point of contact who can work with a child and his/her family to sort out any additional help, advice or support if they need it. The Getting it right approach includes making a named person available for every child, from birth until their 18th birthday (or beyond, if they are still in school). Depending on the age of the child or young person, a health visitor or senior teacher, already known to the family, usually takes the role of named person.

Outdoor learning is an approach to learning embedded within the curriculum. It takes place in a range of contexts such as the school grounds, local areas, on day excursions or field trips and residential experiences. Its purposes include developing environmental understanding, encouraging physical activity, health and wellbeing and personal and social development.

Partners include all individuals or organisations that deliver learning and contribute to the life and work of the school. These may include CLD services, colleges, universities, employers, third sector, community organisations, and libraries.

Personalised support means learning, teaching and assessment are planned to meet the needs of learners as individuals. It includes ensuring that all learners have regular opportunities to discuss their learning and progress and can influence decisions about what and how they learn.

Practitioner enquiry means developing knowledge, skills, dispositions and understanding required to become the kind of professionals who are able to question, challenge, understand and know deeply about teaching and learning. It means continually asking critical questions about your own practice.

Protected characteristics is the term used in the The Equality Act 2010 to describe who is protected by law. Protection varies depending on whether a person is at work or using a service. There are eight protected characteristics of people who use services. These are: disability; sex (gender); gender reassignment; pregnancy and maternity; race; religion or belief; sexual orientation; and age.

Risk is the likelihood or probability of a particular outcome given the presence of factors in a child or young person's life. What is critical with respect to child protection is the risk of significant harm from abuse or neglect.

Safeguarding is a much wider concept than child protection and refers to promoting the welfare of children. It encompasses: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children and young people to have the best outcome. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

School community refers to all children and young people, staff, parents/carers, families and partners who are connected to the school.

Senior leaders refers to all staff in formal leadership roles, for example, head teachers, depute head teachers, principal teachers, curriculum faculty heads etc. This can also be used to refer to those aspiring to be in senior leadership posts and those working towards the standards for leadership and management.

Stakeholders are all those who are affected by the work and life of the school.

Targeted support refers to additional or targeted support, tailored to children and young people's individual circumstances. This could be at any point of their learning journey or, for some, throughout the journey. It encompasses children and young people requiring more choices and more chances to achieve positive, sustained post-school destinations. This "targeted" support is usually, but not exclusively, delivered by staff with additional training and expertise.

Transitions are times of change within children and young people's learning journey. Transitions can have a major impact on learners since they usually include new people, new learning environments and new circumstances. All children and young people experience points of transition when they move into school, through school and beyond school.

Universal support is the responsibility of all practitioners and partners within their own teaching environments. It includes children and young people's entitlement to conversations about learning, reviewing progress and planning next steps as part of effective personal learning planning. It means ensuring planned opportunities for achievement which focus on the learning and progress made through activities across the full range of contexts and settings in which the curriculum is experienced.



Appendix 3: The six-point scale

The six-point scale is a tool for grading the quality indicators. It is mainly used by Education Scotland, local authorities and other governing bodies for the purpose of national and/or local benchmarking across a number of establishments. It is not necessary for individual schools to measure themselves against the six-point scale although they may choose to do so. It should be noted that, when a grading is applied, it is for the whole quality indicator. Individual themes should not be graded. In education, an evaluation can be arrived at in a range of contexts. We need to bear in mind that awarding levels using a quality scale will always be more of a professional skill than a technical process. However, the following general guidelines should be consistently applied.

Excellent	An evaluation of excellent means that this aspect of the school's work is outstanding and sector-leading. The experiences and achievements of all children and young people are of a very high quality. An evaluation of excellent represents an outstanding standard of provision which exemplifies very best practice, based on achieving equity and inclusion and a deep professional understanding which is being shared beyond the school to support system-wide improvement. It implies that very high levels of performance are sustainable and will be maintained.
Very good	An evaluation of very good means that there are major strengths in this aspect of the school's work. There are very few areas for improvement and any that do exist do not significantly diminish learners' experiences. An evaluation of very good represents a high standard of provision for all children and young people and is a standard that should be achievable by all. There is an expectation that the school will make continued use of self-evaluation to plan further improvements and will work towards improving provision and performance to excellent.
Good	An evaluation of good means that there are important strengths within the school's work yet there remains some aspects which require improvement. The strengths have a significantly positive impact on almost all children and young people. The quality of learners' experiences is diminished in some way by aspects in which improvement is required. It implies that the school should seek to improve further the areas of important strength, and also take action to address the areas for improvement.

Satisfactory	An evaluation of satisfactory means that the strengths within this aspect of the school's work just outweigh the weaknesses. It indicates that learners have access to a basic level of provision. It represents a standard where the strengths have a positive impact on learners' experiences. While the weaknesses are not important enough to have a substantially adverse impact, they do constrain the overall quality of learners' experiences. The school needs to take action to address areas of weakness by building on its strengths.
Weak	An evaluation of weak means that there are important weaknesses within this aspect of the school's work. While there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the school.
Unsatisfactory	An evaluation of unsatisfactory means there are major weaknesses within this aspect of the school's work which require immediate remedial action. Learners' experiences are at risk in significant respects. In almost all cases, this will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This will usually involve working alongside staff in other schools or agencies.



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Appendix 5: How does this framework reflect the European Framework for Quality Management (EFQM)?

This quality framework has been developed to reflect the nine criteria set out in the EFQM excellence model. It focuses on high-quality leadership and provision as the enablers which can secure excellent results in terms of positive outcomes for all children and young people. Use of the framework alongside other Education Scotland frameworks will support collaborative self-evaluation and partnership working focused on improvement across services for children and families. In this edition of *How good is our school?*, the EFQM criteria have been embedded within the framework so that each criterion is reflected in a number of quality indicators. The EFQM framework places a high priority on the perception of people in judging whether an organisation is excellent or not. For schools this means that perceptions of children, young people, staff, parents/carers and families and other stakeholders is a key measure of how good a school is. This is embedded across *How good is our school?*

EFQM criterion	How is this reflected in <i>How good is our school?</i> (4th edition)
1. Leadership	The quality indicators within leadership and management clearly define expectations for high quality leadership at all levels. Collaboration and effective partnership working are highlighted as being key to excellent leadership.
2. Strategy	The framework includes a strong focus on learner outcomes as the heart of the life and work of the school. Across leadership and management and learning provision, there is an emphasis on the unique context of the school and its community and meeting the needs of its diverse stakeholders. Effective self-evaluation is presented as the necessary foundation for planning change and improvement.
3. People	Leadership and management of staff highlight the importance of sound approaches to building and sustaining an effective staff team. Highly effective leadership should ensure a collegiate culture through shared professional standards, high-quality professional review and development and blended approaches to career long professional learning underpinned by strong care and welfare and equality as illustrated in the framework.

<p>4. Partnerships and resources</p>	<p>There is an expectation that schools develop and maintain a range of partnerships based on mutual respect and a shared vision, aims and values. Management of resources to promote equity illustrates the importance of decisions that ensure continuous improvement and provide high quality learning for all children and young people. Effective use of digital technology to manage information and support innovation is highlighted in a range of quality indicators.</p>
<p>5. Processes, products and services</p>	<p>The learning provision quality indicators illustrate the highest quality of care and education. Learner voice and participation in development and evaluation activities which improve the provision is a significant feature of highly effective practice. In best practice, children, young people and their families are recognised and valued as key service users of education and the school community puts meeting their needs at the core of their work.</p>
<p>6. Customer results</p>	<p>Evidence for any quality indicator should include the views of all stakeholders and partners. The quality indicator <i>Ensuring wellbeing, equality and inclusion</i> focuses on the impact of approaches to ensure learners feel safe, healthy, achieving, nurtured, active, respected, responsible and included. It is a significant indicator in relation to children's and young people's perceptions of their school and the quality of care and education provided by the school. Raising attainment and achievement and increasing creativity and employability are significant performance measures for schools.</p>
<p>7. People results</p>	<p>Key sources of evidence include the impact of processes such as professional review and development and career long professional learning. The impact should be evidenced through high-quality learning provision and outcomes for learners. The extent of staff engagement in self-evaluation and leading change, innovation and improvement are significant performance indicators.</p>
<p>8. Society results</p>	<p>Parental engagement, effective partnership working and impact on the wider community are key indicators of the school's performance in this area. The school's performance in relation to safeguarding, wellbeing, meeting the requirements of legislation and the management of finances and other resources will have significant impact on how the school is perceived by others.</p>

<p>9. Business results</p>	<p>The school's capacity for continuous improvement. This is evaluated through the impact of leadership and management and learning provision on the successes and achievements which encapsulate the outcomes expected for all children and young people. As a tool for effective self-evaluation, the framework supports schools to evaluate their performance at any point in time and how well they have improved over time. This includes how successfully the school has managed its finances and other resources.</p>
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