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| School Improvement Plan 2020-2021 |
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| **Eddleston Primary School** |

Introduction - School Improvement Planning 2020/21

This document outlines our identified priorities for Session 2020/21 which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2019/20. For more information on our performance for 2019/20 please see our ‘School Improvement Report 2019/20’.

National Improvement Framework and SBC Priorities

# The four key priorities of the NIF

* Improvement in attainment, particularly in literacy and numeracy.
* Closing the attainment gap between the most and least disadvantaged children.
* Improvement in children's and young people’s health and wellbeing.
* Improvement in employability skills and sustained positive school leaver destinations for all young people.

# The four key principles of the NIF

* ensure that you collaborate with parents and carers, community partners and your local cluster to develop and evaluate the improvement plan
* take an evidence-based approach, including careful analysis of data on children and young people’s progress to plan targeted interventions
* focus on a small number of key priorities which can be implemented as part of your collegiate working time agreement and aim to reduce unnecessary bureaucracy
* Consider both local and the NIF priorities when developing a plan that works for your children and young people.

**SBC Priorities**

* Developing high quality learning, teaching and assessment including Inspire Learning
* Developing inclusive practice – including equity and emotional wellbeing
* Improving partnerships and family learning
* Developing high quality leadership at all levels.

**SBC Frameworks to support the delivery of the priorities**

* Quality Improvement (August 2019)
* Inclusion (March 2020)
* Partnership with Parents (due Summer 2020)
* Learning Teaching and Assessment (due summer 2020)

***What is your self-evaluation telling you in relation to this priority?***

**LEADERSHIP & MANAGEMENT**

***What aspects of these Q.Is need to improve in order to develop your priorities?***

We need to ensure that learners are provided with the skills and capacities to become assessment- capable, lifelong learners making decisions about their own learning and discussing their next steps.

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**IMPACT OF**

**IMPROVEMENT**

***Publish in 2019-2020 SIR, with reference to NIF priorities.***

**SUCCESSES & ACHIEVEMENT**

***How outcomes will be improved through the development of leadership and learning.***

We need to make effective use of a variety of assessment information to raise attainment and achievement for our learners ensuring our learners are actively engaged in this process.

**LEARNING PROVISION**

***What aspects of these Q.Is need to improve in order to develop this priority*?**

We need to ensure assessment is integral to our planning of learning and teaching and consistently use a variety of approaches to allow learners to demonstrate their knowledge, understanding, skills, attributes and capabilities.

Self-Evaluation Summary

‘Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation’ - HGIOS 4

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| **2019-2020 S.I.R** | **2020-2021 S.I.P** |
| **Key strengths**  (including PEF) | **Key areas for improvement**  (including PEF) |
| * Increased levels of engagement and positivity from pupils towards their learning across the curriculum. * Increase in targeted early intervention support, through Support for Learning has identified key learners who require additional support/challenge with their learning. * New Teaching team have brought a new set of knowledge, skills, abilities and wider range of learning approaches to the school and wider school community, which has had a positive impact on pupils’ learning. * Strengthened parental engagement through the development of a parental engagement calendar of events. * Strengthened and widened community links, which now encompass a wider range of stakeholders. * Development of a Nursery-Primary 1 transition calendar of events. * Increase in pupil voice, choice and ownership of their learning and in daily school life. * Increase in parental engagement opportunities for family learning and showcasing of pupil work. * Development of programmes of study and resourcing for learning across curriculum. * PEF (Pupil Equity Fund) has enabled pupils to receive additional support with their learning. * Introduction of staff distributed leadership roles to drive forward key school developments. * Development of a system for planning for learning across the curriculum. * Creation and implementation of a tracking and monitoring system for pupil progress. * Creation and implementation of a quality assurance system for teaching and learning. * Increase in extra-curricular activities available for pupils. * Creation of ‘Pupil groups’ (Eco-Committee, Rights Respecting School & Junior Road Safety Officers) are pupil-led which enable pupils to drive forward key developments. | * To continue to develop high-quality teaching, learning and assessment in Numeracy across the school. * To continue to develop high-quality teaching, learning and assessment in Literacy across the school. * To encompass Inspire (SBC Digital Learning Programme) into teaching and learning across the curriculum through the use of digital technology. * To provide additional support/challenge to key pupils through targeted PEF (Pupil Equity Fund) SfL intervention processes. * To improve level, detail and frequency of communication about pupils’ progress to parents/carers. * To improve and increase frequency and variety of pupils’ high-quality outdoor learning experiences. * To further enhance the variety of parental engagement opportunities to work in partnership with the school. |

Action Planner

2020-2021

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| **Priority** | | **Q.Is** | **N.I.F Drivers** | **N.I.F**  **Priority** | | **Intended outcome**: *with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?*   * To improve the quality of teaching, learning and assessment across the school to ensure high quality experiences for all children. | | | |
| 1 | | 1.3  2.2  2.3  3.2 | Teacher Professionalism, Assessment of children’s work & School improvement | Improvement in Attainment, particularly in Numeracy & Literacy | |
| **Process** | | | | | | | | **Progress Tracker** | |
| **No. (Add/delete stages as necessary)** | | | | | **Key people** | | **Timescale/**  **Deadline** | **Measures of Success:** *the impact made to date and how we know.* | **Date reviewed** |
| **1** | ***What we are going to do.***  Create a framework/policy for teaching and learning, and assessment, which incorporates a whole-school approach to lesson structure. | | | | Lorna Murdoch  (Head Teacher)  Beth McDougall Edward Firth (Class Teachers)  Susan Tocher (SfL Teacher) | | **Dec. 2020** (Check-in points throughout the session)   |  |  |  | | --- | --- | --- | |  | August 2017 | Guidance / set of standards produced for all PLPs. | | * Appropriate lesson structure evident across all lessons (starter, guided teaching, consolidation activities and plenary) which incorporate the core principles. * LIs and SC evident in all lessons (Created with pupils, where appropriate and referred to throughout lesson/at plenary). * Progression is evident through learning being linked to previous learning experiences with pupils being able to make clear links. * Digital technology is used effectively to enhance teaching and learning, through the use of the ‘Inspire’ programme. * Observations of lessons * Professional dialogue with staff * Pupil focus group feedback |  |
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| ***Why we need to do it.***  NIF data, classroom observations, professional dialogue, weekly/termly planning and S.I.P consultations have evidenced that improvements in teaching and learning in Numeracy and Literacy lessons need to be improved to raise attainment. | | | |  |
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| **2** | ***What we are going to do.***  Develop a consistent approach to differentiation, which will improve targeted challenge and support for all pupils. | | | | Lorna Murdoch  (Head Teacher)  Beth McDougall & Edward Firth (Class Teachers)  Susan Tocher (SfL Teacher) | | **April 2021**  (Check-in points throughout the session) | * SfL Teacher providing targeted support/challenge for Numeracy, Literacy and HWB. * SfL Teacher supporting staff in core support and challenge for key pupils. * Termly SfL and CT attainment meetings providing interventions, targets, measures for success and timescales. * Differentiation is evident in planning. * Variety of learning approaches (Active learning, independent, paired, group, written & practical) –with pupils being involved in which approaches support their learning style. * ANA/CA deployed appropriately to work with key pupils. * Differentiated success criteria/learning targets created with pupils. * Appropriate support evidenced in planning. * Scaffolding evident in pupils’ work. * Appropriate challenge/further extension activities given to more able pupils. * Observation of lessons * Professional dialogue with staff * Pupil focus group feedback |  |
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| ***Why we need to do it.***  Classroom observations, attainment meetings, attainment data, weekly/termly planning and pupil focus groups have evidenced that differentiation needs to be consistently embedded in all lessons to ensure that the needs of all learners are being met. | | | |  |
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| **3** | ***What we are going to do.***  Integrate assessment into all lessons to ensure that learning is appropriate to all learner’s needs and that pupils are aware of their next steps in their learning. | | | | Lorna Murdoch  (Head Teacher)  Beth McDougall & Edward Firth (Class Teachers)  Susan Tocher (SfL Teacher) | | **April 2021**  (Check-in points throughout the session) | * A range of AifL strategies are evident, purposeful and effective. * Pupils skilled in using peer & self-assessment strategies to support their learning. * Agreed forms of consistently high quality, purposeful feedback given in consultation with pupils. * Evidence of targeted intervention actions in place. * Questioning is used effectively to ensure appropriate level of support and challenge is given. * Development of pupils’ ‘Star’ folders show their ‘best’ work and evidence their own self-assessment. * Development of assessment files for all pupils. * Impact of teaching and learning clearly evident in CT assessments, pupil evaluations and future planning. * Ongoing assessment data. * Pupil focus group feedback. * Extension activities/challenges readily available for all pupils to be able to select their challenge level. * Purchase and begin to use ‘Learning journals’ to log/track/highlight pupils’ progress and areas for development for CT, pupil and parent communication purposes. |  |
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| ***Why we need to do it.***  Classroom observations, attainment meetings, professional dialogue, monitoring of pupils’ work, pupil focus groups and feedback from parents has evidenced that challenge and support needs to be consistently embedded in all lessons to ensure that the needs of all learners are being met. | | | |  |
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| **4** | ***What we are going to do.***   |  |  |  |  | | --- | --- | --- | --- | | Develop pupil’s ability to lead their learning through pupil choice and ownership. |  | **Throughout session** | **Sampling of pupils and their work during session 2017-18** | | | | | Lorna Murdoch  (Head Teacher)  Beth McDougall & Edward Firth (Class Teachers)  Susan Tocher (SfL Teacher) | | **Dec. 2020**  (Check-in points throughout the session) | * Pupils able to discuss their learning in a knowledgeable and enthusiastic manner. * Pupils visibly engaged in their learning. * Pupils involved in the development of LIs and SC. * Evidence of pupils being given choice and ownership in/of their learning experiences. * Evidence of pupils being able to select their own level of challenge in tasks, where appropriate. |  |
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| ***Why we need to do it.***  Classroom observations, attainment meetings, professional dialogue and pupil focus groups has evidenced that pupils need to be given choice and ownership of their own learning. | | | |  |
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| **Priority** | | **Q.Is** | **N.I.F Drivers** | **N.I.F**  **Priority** | | **Intended outcome**: *with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?*   * To improve attainment and further enhance partnerships through an increased amount of opportunities for creative teaching and learning outdoors. | | | |
| 2 | | 1.3  2.2  2.3  3.2  1.2  2.7  3.3 | Teacher Professionalism, Assessment of children’s work, Parental engagement & School improvement | Improvement in Attainment, particularly in Numeracy & Literacy | |
| **Process** | | | | | | | | **Progress Tracker** | |
| **No. (Add/delete stages as necessary)** | | | | | **Key people** | | **Timescale/**  **Deadline** | **Measures of Success:** *the impact made to date and how we know.* | **Date reviewed** |
| **1** | ***What we are going to do.***  Create more opportunities for pupils to learn outdoors through increasing the frequency of these learning experiences. | | | | Lorna Murdoch  (Head Teacher)  Amie Ferguson (Curriculum Support Teacher)  Beth McDougall & Edward Firth (Class Teachers)   |  |  |  | | --- | --- | --- | |  | August 2017 | Guidance / set of standards produced for all PLPs. | | | **Dec. 2020** (Check-in points throughout the session)   |  |  |  | | --- | --- | --- | |  | August 2017 | Guidance / set of standards produced for all PLPs. | | * An agreed amount of times, across the school, that pupils learning should be taken outdoors/have an outdoor focus. * Pupils given the opportunity to spend time in the school’s adventure playground every playtime. * Planning for outdoor learning evident in weekly/termly planning. * Creation of outdoor learning areas, such as a reading garden and outdoor classroom. * Creation of environmental outdoor roles, such as litter picking. * Pupil focus group feedback upon their outdoor learning experiences. * Pupils engaged with learning outdoors and understanding the benefits of this. * Professional dialogue across all staff about progress/impact. * Photographic/video evidence of learning outdoors. |  |
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| ***Why we need to do it.***  The Scottish Curriculum states that practitioners must include opportunities for quality outdoor learning experiences. Outdoor learning allows a unique environment offering learning opportunities that are not available indoors. Learning indoors to be taken outdoors so that the children could learn and transfer skills within a different context. | | | |  |
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| **2** | ***What we are going to do.***  Develop an outdoor learning cross-curricular programme. | | | | Lorna Murdoch  (Head Teacher)  Amie Ferguson (Curriculum Support Teacher)  Beth McDougall & Edward Firth (Class Teachers) | | **May 2021**  (Check-in points throughout the session) | * Development of cross-curricular planning, including Numeracy and Literacy Early, First and Second level planners. * Development of yearly plan for outdoor learning for each class. * Creation of Eddleston’s outdoor learning statement. * Creation of outdoor learning goals 2020-2021. * Digital technology (Inspire) being used to enhance outdoor learning. * Themed outdoor learning days * STEM/SHANARRI evident/embedded across planning. * Pupil-led projects are evident, with pupil-voice dominating learning focuses. * Embedded creativity in learning in the outdoors. * Skills for learning, life & work embedded in planning * Outdoor learning encompassed into homework grids |  |
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| ***Why we need to do it.***  The Scottish Curriculum states that practitioners must include opportunities for quality outdoor learning experiences. Outdoor learning can encourage a child’s curiosity, as well as, create contexts for developing problem solving, persistence and respect for the natural world. | | | |  |
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| **3** | ***What we are going to do.***  Increase the level of engagement with our parents, partners and stakeholders through outdoor partnership-projects. | | | | Lorna Murdoch  (Head Teacher)  Amie Ferguson (Curriculum Support Teacher)  Beth McDougall & Edward Firth (Class Teachers) | | **April 2021**  (Check-in points throughout the session) | * Continued partnership project with ‘Forest Schools’ (Anna Craigen). * Developed partnership with Edinburgh Botanical Gardens. * Continued maintenance with parent helpers of Borders’ Trust trees/tree garden. * Continued partnership with Cringletie and the creation of a new outdoor classroom project. * Development of a partnership with Tesco – outdoor learning equipment/gardening project * Development of a Gardening club with parent helpers – flowers and vegetable patch areas. * Greenhouse project (built from recycled bottles) led by two key parents. * Parent-led/inspired projects. * Learning for sustainability embedded into weekly/termly planning. * Pupil leadership/voice embedded across all aspects of outdoor learning. * Enhanced loose parts play equipment and encouraged/foundations laid out for creativity when engaging with the resources. * Pupil request fulfilled - RSPB birdwatch project fulfilled. * Continuous professional dialogue with staff |  |
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| ***Why we need to do it.***  Outdoor learning supports children to develop an understanding of how the world operates and how they, as individuals, fit into that world. Parental involvement has been shown to improve children’s achievement and behaviour (Parental Involvement Act, 2006). Children need to understand their role in their community and how they could influence it. Learning comes about by doing and the outdoors allows the children relevant and real-life experiences in which they can do (Pound, 2011). | | | |  |
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| **Priority** | | **QI** | **NIF**  **Priority** | **SBC Framework** | ***Intended outcome****:*  All staff will become inclusive practitioners and will understand their personal responsibility to deliver inclusive and nurturing education across SBC.  Inclusion and Nurturing Approaches principles will be embedded in all schools and settings over the next 3 years. | | | |
| 3 (SBC priority) | | QI 3.1 and a cross cutting theme across all | Teacher professionalism | Inclusion |
| **Process** | | | | | | | **Progress Tracker** | |
| **Add/delete stages as necessary** | | | | | **Strategic lead and key people** | **Timescale** | **Measures of Success:** what will be the impact of the action when it is completed? | **Date reviewed** |
| **1** | *What are we going to do?*  Implement and roll-out Phase 1 of SBC Nurturing Approaches to all staff in schools and settings as part of the Inclusion Framework.  All senior leaders will engage in an online presentation on SBC Nurturing Approaches and principles.  All schools/settings will be in receipt of copies of:  - “Applying Nurture as a Whole School Approach” (Education Scotland)  - SBC Nurturing Approaches Guidelines | | | | Senior Leaders of schools/  settings  Nurture Steering Group | By end of October 2020 | All senior leaders in schools/settings in SBC will:   * Have an understanding and overview of SBC Nurturing Approaches and how this fits within SBC’s Inclusion Framework. * Have the knowledge and understanding to engage and support staff on phase 1 of SBC Nurturing Approaches Programme. * Use Education Scotland Document, “Applying Nurture as a Whole School Approach” and SBC Nurturing Approaches Guidelines to support the implementation of this approach. * Start to apply these approaches in their interactions with children and young people and when reviewing and developing policy and practice. |  |
| **2** | All staff in schools and settings will receive universal training in **SBC Nurturing Approaches** and Nurture Principles. This training will be provided as a recorded presentation, with a full script available.  Senior leaders in all schools and settings will facilitate this training on the 12th November In-Service Day. | | | | Nurture  Steering Group  Identified member of school/setting Leadership Team | 12th Nov  In-Service  Day  2020 | All staff in all schools/settings will:   * Have knowledge and understanding of SBC Nurturing Approaches and how this fits within SBC’s Inclusion Framework. * Start to apply these approaches in their interactions with children and young people to promote positive relationships, support behaviour, wellbeing, attainment and achievement. * Have an overview of the 6 Nurture Principles and will begin to consider how this impacts on them and their role in supporting children and young people. |  |
| **3** | All staff will be able to reflect on their learning, self-evaluate and complete:  - an online individual Staff Questionnaire  - “What Does a Nurturing Setting Look Like” Toolkit  Completed online school and setting surveys will be collated centrally to identify future training needs. | | | | Senior  Leaders  All staff in schools and settings | Minimum of 2 x CAT sessions  Completed by end of December 2020 | Following self-evaluation questionnaires, all staff in schools and settings will:   * Identify their own strengths and development areas in relation to SBC Nurturing Approaches and the 6 Nurture Principles. * Develop and increase skills in promoting positive relationships and supporting behaviour, wellbeing, attainment and achievement of children and young people. * Adopt and embed Nurturing practices over the next three sessions (linked to SIP). |  |
| **4** | Completed online school/setting surveys will be collated centrally and recorded by school/setting, learning community/cluster and as a whole authority.  Educational Psychologists, a Nurture Development Officer and the Nurture Steering Group will use this information to:  - analyse schools’ needs for further training  - plan specific layered training programmes to be delivered from May/June 2021, Session 2021-22 and 2022-23.  - Identify schools where a targeted approach is required and where a Nurture Group may be developed.  Schools will plan for this priority in SIPs | | | | Nurture  Steering Group  Education  Psychology  Service | By end of April 2021 | Staff questionnaires and surveys will provide baseline information on where individual school/settings, whole clusters and Authority are in their knowledge and understanding of SBC Nurturing Approaches and 6 Nurture Principles.  Information gathered will be used to:   * Develop ongoing training packages and provide direction for school/setting improvement plans. * Ensure improved outcomes for all children and young people through experiencing learning within a nurturing ethos and culture. * Identify schools who may benefit from a targeted Nurturing Approach (i.e. Nurture Group/Base)   Ongoing training will support schools to embed SBC Nurturing Approaches and become Nurturing schools. |  |
| **5** | Following initial training and self-evaluation and using both “Applying Nurture as a Whole School Approach” and SBC Nurturing Approaches Guidelines, all staff will select one aspect of their practice to develop for the remainder of the session 2020/21. This will form part of PRD conversations.  Senior Leaders will use questionnaires collated from schools/settings to plan their next steps at both whole school/setting and individual staff levels. | | | | All staff in schools and settings | By end of June 2021 | All schools/settings will evidence improvement actions that have been implemented following initial training and identify next steps for the following session.  During professional conversations, staff will be able to evidence and demonstrate how an element their practice has improved through applying Nurturing Approaches in their interactions with children and young people.  All schools/settings will continue to plan for and feature Nurturing Approaches as a main focus in improvement planning for the following two sessions. |  |
| **6** | Professional Learning with specific training programmes open to all staff will be developed. Depending on need, this will be delivered at individual school/setting or cluster level. | | | | Nurture  Steering Group  Education  Psychology  Service | By end of June 2021 | Professional learning programmes will meet the range of levels of needs in schools/settings across the authority for the following two sessions.  Staff will explore how Nurturing Approaches can support positive outcomes for children and young people through promoting positive relationships and supporting behaviour, wellbeing, attainment and achievement.  All schools/settings will continue to plan for and feature Nurturing Approaches as a main focus in improvement planning for the following two sessions. |  |
|  | ***Why we need to do it***  There has been a significant drive to create a culture and ethos of inclusion in Scottish Borders and we are committed to providing an education service which has a relentless focus on Inclusion, Achievement, Ambition and progress for all, with a particular focus on reducing the poverty related attainment gap.  **SBC INCLUDES**: **INCLUSION FRAMEWORK** and associated documents reflects existing strengths we need to continue to develop and build on in our Authority to realise our vision for children and young people in the Scottish Borders. As a key element of this Framework, SBC Nurturing Approaches demonstrates a consistent approach for all schools/settings and commitment to the key features of inclusion to support the guiding principles of inclusion within **SBC INCLUDES.** | | | |  |  |  |  |

**HGIOS 4 Overview Cycle**

**This overview will help schools to identify what HGIOS4 Quality Indicators need prioritised within the 3 year cycle**

| **Quality Indicators**  **How good is our school 4?** | | | **Tick** | | |
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| **Key Aspect** | **Quality Indicator** | **Themes** | **2020/2021** | **2021/2022** | **2022/2023** |
| Leadership and Management | **1.1 Self Evaluation for self-improvement** | * Collaborative approaches to self-evaluation * Analysis and evaluation of intelligence and data which ensure impact on learners |  |  |  |
| **1.2 Leadership of Learning** | * Professional engagement and collegiate working * Impact of career long professional learning * Children and young people leading learning |  |  |  |
| **1.3 Leadership of change** | * Developing a shared vision, values and aims relevant to the school and its community * Strategic planning for continuous improvement and implementation of change |  |  |  |
| **1.4 Leadership and management of staff** | * Governance framework * Building and sustaining a professional staff team : staff wellbeing and pastoral support |  |  |  |
| **1.5 Management of resources to promote equity** | * Management of finance for learning * Management of resources and environment for learning |  |  |  |
| **Learning Provision** | **2.1 Safeguarding and child protection** | * Arrangements for safe guarding, including child protection * Arrangements to ensure wellbeing * National guidance and legislation |  |  |  |
| **2.2 Curriculum** | * Rationale, design and development of the curriculum * Learning pathways including skills for learning, life and work |  |  |  |
| **2.3 Learning, teaching and assessment** | * Learning and engagement * Quality of teaching : effective use of assessment: planning, tracking and monitoring |  |  |  |
| **2.4 Personalised learning** | * Universal and targeted support * Removal of potential barriers to learning |  |  |  |
| **2.5 Family Learning** | * Engaging families in learning: quality of family learning programmes * Early intervention and prevention |  |  |  |
| **2.6 Transition** | * Arrangements to support learners and their families * Collaborative planning and delivery : Continuity and progression in learning |  |  |  |
| **2.7 Partnerships** | * The development and promotion of partnerships * Collaborative learning and improvement : Impact on learners |  |  |  |
| Successes and Achievements | **3.1 Improving wellbeing, equality and inclusion** | * Wellbeing : Inclusion and equality * Fulfillment of statutory duties |  |  |  |
| **3.2 Raising attainment and achievement** | * Attainment in literacy and numeracy : Attainment over time * Overall quality of learners’ achievement : Equity for all learners |  |  |  |
| **3.3 Increasing creativity and employability** | * Creativity skills : Digital innovation ; Digital literacy * Increasing employability skills |  |  |  |

**Broad View Audit: Evaluation**

**A broad view audit tool using all quality indicators is included for use as required by schools**

**This audit will help schools to select aspects of HGIOS4 to identify priorities for the SIP.**

| **Quality indicators**  **How good is our school 4?** | | | | | | | | | |
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| **Key Aspect** | **Quality Indicator** | **Themes** | **School’s self-evaluation** | | | | | | |
| 6 | 5 | 4 | 3 | 2 | 1 | Date |
| Leadership and Management | **1.1 Self Evaluation for self-improvement** | * Collaborative approaches to self-evaluation * Analysis and evaluation of intelligence and data * Ensuring impact on learners success and achievements |  |  |  |  |  |  |  |
| **1.2 Leadership of Learning** | * Professional engagement and collegiate working * Impact of career long professional learning * Children and young people leading learning |  |  |  |  |  |  |  |
| **1.3 Leadership of change** | * Developing a shared vision, values and aims relevant to the school and its community * Strategic planning for continuous improvement * Implementing improvement and change |  |  |  |  |  |  |  |
| **1.4 Leadership and management of staff** | * Governance framework * Building and sustaining a professional staff team * Staff wellbeing and pastoral support |  |  |  |  |  |  |  |
| **1.5 Management of resources to promote equity** | * Management of finance for learning * Management of resources and environment for learning |  |  |  |  |  |  |  |
| **Learning Provision** | **2.1 Safeguarding and child protection** | * Arrangements for safe guarding, including child protection * Arrangements to ensure wellbeing * National guidance and legislation |  |  |  |  |  |  |  |
| **2.2 Curriculum** | * Rationale and design * Development of the curriculum * Learning pathways * Skills for learning, life and work |  |  |  |  |  |  |  |
| **2.3 Learning, teaching and assessment** | * Learning and engagement * Quality of teaching * Effective use of assessment * Planning, tracking and monitoring |  |  |  |  |  |  |  |
| **2.4 Personalised learning** | * Universal support * Targeted support * Removal of potential barriers to learning |  |  |  |  |  |  |  |
| **2.5 Family Learning** | * Engaging families in learning * Early intervention and prevention * Quality of family learning programmes |  |  |  |  |  |  |  |
| **2.6 Transition** | * Arrangements to support learners and their families * Collaborative planning and delivery * Continuity and progression in learning |  |  |  |  |  |  |  |
| **2.7 Partnerships** | * The development and promotion of partnerships * Collaborative learning and improvement * Impact on learners |  |  |  |  |  |  |  |
| Successes and Achievements | **3.1 Improving wellbeing, equality and inclusion** | * Wellbeing * Fulfillment of statutory duties * Inclusion and equality |  |  |  |  |  |  |  |
| **3.2 Raising attainment and achievement** | * Attainment in literacy and numeracy * Attainment over time * Overall quality of learners’ achievement * Equity for all learners |  |  |  |  |  |  |  |
| **3.3 Increasing creativity and employability** | * Creativity skills * Digital innovation * Digital literacy * Increasing employability skills |  |  |  |  |  |  |  |