

Education Service

Self Evaluation and Quality Improvement Policy

(Revised Session 2015/16)

This policy has been revised in Session 2015 - 16 and is based on the original Quality Improvement Policy, issued in September 2009.

1. Rationale

- 1.1 The Standards in Scotland's Schools Act 2000 established a statutory duty on local education authorities to ensure the quality of provision in its schools and establishments. It required education authorities to produce an annual statement of improvement objectives which would inform school improvement plans and setting out an agenda to secure improvement and raise standards. The Act also placed a duty on education authorities to ensure that schools and services, in consultation with its stakeholders, devised an improvement plan and reported on the success of such in securing improvement for all learners. This set the agenda for continuous improvement.
- 1.2 The forthcoming Education Act (2016) will place a statutory duty on local authorities to report on progress to ensure equity for all children and progress in raising attainment. The National Improvement Framework (Scottish Government January 2016) has clear implications for planning and reporting at authority and school level.
- 1.3 East Dunbartonshire Council is committed to the delivery of a high quality education service for its children and young people and to working in partnership with parents and communities. The Council has the goal of delivering continuously improving standards of performance based on agreed outcomes that are shared with all relevant stakeholders. Quality in education has at its centre a commitment to meet the needs of service users. The goal of social inclusion is promoted in the Education Service through the values of equity, partnership and a culture of continuous improvement. All of this permeates the quality improvement process.
- 1.4 The *Framework to ensure Attainment, Achievement and Equity for all children within East Dunbartonshire* links to the National Improvement Framework and will support schools and the authority to ensure a clear focus on the drivers for improvement within the Framework.
- 1.5 These values are reflected in the Council's Business Improvement Plan which sets out how the Council will develop sustainable, thriving and achieving communities. The Education Service's targets, performance indicators and action to achieve these and are further detailed in the Education Business Improvement Plan. Progress towards achieving these targets is regularly reported to the Council's Education Committee and Scrutiny Panel.
- 1.6 Curriculum for Excellence aims to provide a coherent, more flexible and enriched curriculum from 3 to 18. Schools and services use self evaluation processes to audit their existing provision and to build on existing strengths in developing the curriculum, learning, teaching and assessment approaches. The place of self evaluation within quality improvement is of increasing importance with less prescriptive forms of curriculum guidance, greater encouragement to the professional team to take responsibility for the curriculum in their school or centre and to innovate actively to respond to the needs of their learners and communities.
- 1.7 Maintaining the culture of continuous improvement in East Dunbartonshire Council will be achieved through:

Education Service

Self Evaluation and Quality Improvement Policy

(Revised Session 2015/16)

- Continuing to developing rigorous and robust self-evaluation as the key to planning for improvement;
- Recognising the key role of staff in schools and establishments;
- Raising aspirations and widening horizons of children and young people;
- Promoting partnership working with all relevant stakeholders and partner agencies;
- Celebrating and sharing innovative and sector leading practice and success; and
- Identifying and addressing areas of underperformance for groups of children; for example gender, those from lower SIMD, looked after children or those with additional support needs.

2. Quality Improvement within East Dunbartonshire Council's Education Service

- 2.1 In East Dunbartonshire Council the quality improvement process in schools and establishments is founded on the principle of self-evaluation as the key strategy for improvement. *How Good Is Our School 4?* and *How Good is our Early Learning and Childcare?* provide the framework for self-evaluation. Staff in schools and establishments are the most important element in providing quality in education. They are expected to evaluate performance by using the process and quality indicators set out in these documents and other quantitative and qualitative data relevant to the performance of the schools and establishments.
- 2.2 *Quality Management in Education 2* provides a similar framework for strategic self-evaluation of the education functions of the local authority. Externally validated quality processes can also contribute to the goals and values of the Education Service such as Investors in People, Customer Service Excellence Standard, European Framework in Quality Management and other similar models.
- 2.3 The Education Service has a performance management system based on analysing the evidence gathered from the various systems which it uses to measure the performance of schools and services, the impact of initiatives and support on schools and services. For example, the impact of the strategic plan for implementation of Curriculum for Excellence is measured through analysis of information from Education Scotland inspection reports on schools, views of parents, pupils and staff, attainment data, qualitative information which Quality Improvement Officers (QIO) may gather through their involvement in a school's/ department's self-evaluation, or through a Quality Improvement Review. The intelligence gathered from the variety of systems in place is used to inform the departmental Standards and Quality Report and the Business Improvement Plan, which the department will update, publish and issue to schools and services annually. This performance management system has been updated to incorporate the requirements of the National Improvement Framework.
- 2.4 The role of the Education Service is to have a proportionate and intelligence-led approach to supporting and challenging schools and services. This is based on sound and accurate self-evaluation. The level of support required by a school or service is agreed by the Head Teacher or Head of Establishment and the Education Officer (Primary and Early Years) or Education Officer (Secondary and Provision). These are reviewed quarterly. Decisions will be based on information and data from a variety of sources including inspection reports from Education Scotland, Quality Improvement Reviews and also relevant data held centrally or by the school. There are three broad levels of support :

Education Service

Self Evaluation and Quality Improvement Policy

(Revised Session 2015/16)

- *High level of support:* This may be due to a number of factors including a Follow Through to an Education Scotland inspection in which the school was evaluated as satisfactory or below in any Quality Indicator, a school's self evaluation or a Quality Improvement Review identifies any indicator as satisfactory or below, a newly appointed head teacher, an issue which the school or the authority identifies as requiring a high level of support.
- *Moderate level of support:* This may be due to a number of factors including a Follow Through to an Education Scotland inspection in which the school was evaluated as good in any Quality Indicator, a school's self evaluation or a Quality Improvement Review identifies any indicator as good, an issue which the school or the authority identifies as requiring a moderate level of support.
- *Basic level of support:* Schools identified by Education Scotland inspection or a Quality Improvement Review as very good or better in self evaluation.

2.5 Schools and services' self-evaluation should involve looking inwards, outwards and forwards. They This process should include :

- Qualitative and quantitative information gathered through analysis of data, views of stakeholders and observation of practice in schools and services;
- Collaboration with other schools and sectors including within and out with the authority as part of benchmarking;
- Quality Improvement Reviews carried out by the Education Service with a peer head teacher as a member of the team;
- External evaluation by Education Scotland or other external agencies; and
- Support from the Education Central Teams including Quality Improvement Officers, Additional Support Needs Team and the Early Years Team.

3. The role of the Education Service

3.1 The role of the link Quality Improvement Officer is to support the school or centre's own self evaluation. Their role is to:

- Provide advice and support to schools and services on national and local priorities;
- Have a sound knowledge of national and local developments;
- Maintain the focus on attainment, achievement and learners' experiences;
- Quality assure the Standards and Quality Report and School Improvement Plan;
- Agree and if appropriate, arrange support for services' / schools' action points for improvement; and
- Identify and share good practice across the authority.

3.2 In schools or services requiring a high or moderate level of support, the role of Link Quality Improvement Officers is to make an active contribution from the early stages of the self evaluation process. This should be agreed with the Head Teacher, be proportionate to the needs of the school and be in keeping with the established collegiate working in the school. It could include taking part in learning visits to classrooms/ play rooms to provide advice and support to staff, analysing information and data, attending meetings of staff, pupils or parents. The key aspect of this work will be to maintain a focus on improving learners' experiences, raising attainment and achievement and to ensure a clear link with the Education Service's Business Improvement Plan.

Education Service

Self Evaluation and Quality Improvement Policy

(Revised Session 2015/16)

- 3.3 All Quality Improvement Officers have a strategic remit and they can provide support to schools and services through central and school based support. They will have a key role in developing Professional Learning within their area of responsibility including the sharing of good practice.
- 3.4 Quality Improvement Officers also gather and analyse information related to their strategic remit as part of the authority's self evaluation and quality improvement system.
- 3.5 Curriculum for Excellence places an important responsibility on education authorities to ensure quality assurance and moderation in assessment and sharing of standards. The role of the link Quality Improvement Officer are crucial in supporting staff in schools and establishments to ensure consistency and shared high standards of attainment and achievement.
- 3.6 Support is also provided to schools and centres by the Additional Support Needs Team and Early Years Team. Information from these teams will be used as part of the Education Service's self evaluation.
- 3.7 The Education Service provides support to schools following Education Scotland inspection reports. A Follow Through report is required within two years' of the publication of the original report. In some instances where the report is not positive , a Follow Through visit may be made by Education Scotland.
- 3.8 Quality Improvement Officers may make focused visits to schools to gather information and evaluate progress on the implementation of authority priorities, for example the raising of attainment and achievement, the implementation of aspects of Curriculum for Excellence.

4. Quality Improvement Reviews and Arrangements for Follow Through Visits

- 4.1 East Dunbartonshire Council's programme of Quality Improvement Reviews aims to evaluate schools' and establishments' capacity for improvement based on the quality indicators of *How Good Is Our School 4?* and *How Good is our Early Learning and Childcare* The review process should be supportive and will use the school or centre's own self evaluation as a basis for the review.
- 4.2 While individual schools will be the main focus of Quality Improvement Reviews, thematic reviews may be part of the Education Service's quality improvement arrangements. For example a review of transitions across a school cluster or provision for children with additional support needs across a number of schools may be carried out as part of the authority's self evaluation.
- 4.3 The programme of Quality Improvement Reviews will continue to take into account the generational cycle in order that all schools are considered for a Quality Improvement Review every five to seven years. However, a more proportionate approach to visits by link Quality Improvement Officer may reduce the necessity for a full Quality Improvement Reviews to be undertaken. The programme for Quality Improvement Reviews will be agreed with head teachers and issued to school leaders and trades unions prior to the start of the school session, where possible. Various factors will be taken into account in identifying schools e.g. the generational cycle, new head teacher in post, a request by a head teacher or the Chief Education Officer.

Education Service

Self Evaluation and Quality Improvement Policy

(Revised Session 2015/16)

4.4 The Quality Improvement Review team will consider schools' self evaluation in key areas, review progress, highlight key strengths and areas for development. Procedures may include: professional dialogue with school personnel and stakeholders; observation of children's learning experiences; consideration of relevant school documentation; analysis of key performance data; and attendance at meetings e.g. parent council, pupil council etc. The outcome of the review will take the form of a report, written in evaluative language outlining strengths, areas for development with agreed action and any support requirements. *How Good Is Our School 4?* and *How Good is our Early Learning and Childcare* quality indicators will be used to support evaluations. The following quality indicators will normally be used:

- 1.3 Leadership of Change;
- 2.3 Learning, Teaching and Assessment;
- 3.1 Ensuring Wellbeing, Equality and Inclusion;
- 3.2 Raising Attainment and Achievement.

Other Quality Indicators may be used by the team and the school to take a closer look at certain relevant areas. Appendix 1 has more information on the Timeline for Quality Improvement Reviews.

- 4.5 The review team, appointed by the Education Officers (Primary and Early Years) and (Secondary and Provision), will normally be led by the link Quality Improvement Officer, another Quality Improvement Officer and a peer head teacher. The Chief Education Officer may also participate in a sample of school reviews. Depending on the size and complexity of the school it may be necessary to include additional officers within the review team. The Education Officer (Primary and Early Years or Secondary and Provision) will have a role in all Quality Improvement Reviews to ensure consistency.
- 4.6 Visits to classrooms/ playrooms are an essential part of a Quality Improvement Review and the work of Quality Improvement Officers. It is essential that all visits are conducted within a climate of professional trust and respect. They should be agreed in advance with class teachers and staff. The Quality Improvement Officer should ensure the visits are non threatening and supportive to staff. There requires to be time set aside for professional dialogue with teachers and other relevant staff following visits. This time should be by agreement with individual teachers and should take place out with the school day or through the provision of cover.
- 4.7 The report on the Quality Improvement Review should be concise and should be agreed with the Head Teacher. It should be shared with staff and the Parent Council. Key points should also be incorporated into the school's Standards and Quality Report for dissemination to pupils and parents.
- 4.8 Support will be provided to a school following a Quality Review with a follow up visit to evaluate progress carried out within one to two years. The format of this will be agreed by the Education Officer, the link Quality Improvement Officer and the Head Teacher.
- 4.9 Following an inspection by Education Scotland there is a requirement to provide a report on the progress made by the school within two years. The level of support and the format of the Follow Through visit will be agreed by the Head Teacher, the link Quality Improvement Officer and the

Education Service

Self Evaluation and Quality Improvement Policy

(Revised Session 2015/16)

Chief Education Officer. The Follow Through report recording the progress made by the school, is submitted to the Chief Education Officer and then to the Education Committee. It is also forwarded to Education Scotland and shared with parents, staff and where appropriate pupils.

5. Evidence and management information

5.1 Collation and analysis of evidence on an authority wide basis is a key element of strategic management through the quality improvement process. It is a requirement of the Education Service to have sound data and evidence on the performance of its schools and establishments and evidence on the functions of the Education Service. In addition, senior managers evaluate progress and performance in their schools and establishments through detailed analysis of information and data. It is this management information that will show trends and developments. It ensures that future priorities and improvement objectives are based on reliable evidence. These processes will allow officers of the Education Service to support and challenge effectively in developing a culture of continuous improvement.

All schools should use data to identify gaps in attainment and then implement strategies to address this. The Risk Matrix should be used in all schools to gather data to provide a holistic assessment of a child.

5.2 There is a range of evidence that will be used to inform senior managers on the performance of the Education Service. These sources are internal and external to the Education Service.

5.2.1 Internal sources include:

- Local performance indicators and measures showing trends over time;
- Views of stakeholders gathered in a variety of ways;
- Range of data, for example SQA attainment, achievement awards, attendance, exclusions;
- Standards and quality reports for schools and establishments;
- School improvement plans and associated audits;
- Reports by Quality Improvement Officers and Service Managers, including Quality Improvement Reviews; and
- Reports in response to legislative requirements.
- Feedback gathered from stakeholders and associated analysis of this information.

5.2.2 External sources include:

- National performance indicators and measures;
- Education Scotland thematic reports;
- Education Scotland publications;
- Care Commission reports;
- Education Scotland questionnaires used during inspections; and
- Education Scotland reports on schools and establishments.

5.3 Benchmarking will be undertaken at different levels in order that officers and headteachers have available to them comparative data on performance, which can be used to judge progress and to determine future targets and developments. These levels include:

- Use of comparator school data;

Education Service Self Evaluation and Quality Improvement Policy (Revised Session 2015/16)

- Authority wide comparisons;
- Comparator grouping of local authorities; and
- National benchmarking through Insight.

National data based on statutory performance indicators, including performance in national examinations, will be used as a main source of benchmarking information. Other benchmarking information will be developed in line with Curriculum for Excellence.

6. Strategic planning in the Education Service

- 6.1 Within East Dunbartonshire Council, the Education Service is committed to the establishment of an integrated system of planning and public performance reporting, which includes:
- An Education Business Improvement Plan, linked to the Council's Business Improvement Plan;
 - Regular reports on the performance of the Education Service to the Council's Education Committee and Community Services Scrutiny Panel;
 - The publication by the Education Service and by each school and establishment of a Standards and Quality report; and
 - An Improvement Plan for each school and establishment that takes account of the improvement actions and outcomes outlined in the Education Business Improvement Plan.
 - A clearly communicated strategic plan for self-evaluation for each school or centre produced annually in conjunction with the 35 hour working time agreement.

7. Self evaluation and Standards and Quality Reporting within the authority

- 7.1 The National Improvement Framework (Scottish Government January 2016) has clear implications for self evaluation, planning and reporting within the local authority. The Standards and Quality Report on the Education Business Improvement Plan will report annually on progress in achieving the priorities identified. It will highlight and celebrate the achievements of children, young people and staff and identify priorities for action in the next Education Business Improvement Plan. The format of the Standards and Quality Report will be in line with the *Framework to ensure Attainment, Achievement and Equity for all children within East Dunbartonshire* .
- 7.2 Evidence for the annual Standards and Quality Report is gathered by Quality Improvement Officers and Service Managers from the ASN and Early Years Teams. This evidence will be analysed to identify strengths and areas for improvement.

8.0 Self evaluation and Standards and Quality Reporting within schools and centres

- 8.1 The National Improvement Framework (Scottish Government January 2016) has clear implications for self evaluation, school improvement planning and standards and quality reporting. The new *How Good is our School 4* (HGIOS4) and *How Good is our Early Learning and Childcare* provide a very effective framework to support schools and centres to undertake self-evaluation. These documents

Education Service

Self Evaluation and Quality Improvement Policy

(Revised Session 2015/16)

provide a toolkit for schools to use to undertake evidence based analysis of what is working well and what needs to improve and have a greater impact on learners.

- 8.2 *How Good is our School 4* requires schools to look inwards, outwards and forwards as part of their self-evaluation. Effective self-evaluation involves all staff within a school working to evaluate evidence. Self-evaluation should be undertaken in collaboration with other stakeholders, parents and children as well as a wide range of partners.
- 8.3 Head teachers should ensure that there is a clearly communicated strategic plan for self-evaluation which is on-going and evidence based. All staff have a responsibility to undertake evidence based self-evaluation. This should be a collaborative process with colleagues and promoted staff. All activities should be within the context of the 35 hour working week. Refer to **Appendix 3**.
- 8.4 Self-evaluation should not be overly bureaucratic; it should focus on the key aspects of the work of the school. The quality indicators within *How Good is our School 4* with the associated challenge questions and exemplars should be used flexibly by schools to undertake self-evaluation. Evidence should be triangulated from a range of sources. This should include data, people's views and direct observation.
- 8.5 Classroom visits are an opportunity to observe learning and children's progress in learning. They should involve promoted staff working collaboratively to agree a shared view of children's experiences. These visits are also an important moderation activity to agree and share standards of attainment. Follow up professional dialogue on learners' experiences and progression in learning should be used to inform next steps in supporting children's learning.
- 8.6 All visits should be carried out in a climate of trust, professionalism and shared understanding. The purpose of the visit should be agreed with the teacher in advance. The following list has some possible objectives:
- To support the teacher's self-evaluation and reflection of the learning process;
 - To take a closer look at a particular issue for example differentiation, the impact of a new development, the progress of an individual or group of children.
- 8.7 It is not appropriate for the focus of the visit to be related to the GTCS Standards unless the visit is related to Procedure Manual 2/18 Teacher Competence. (The only exception being for observations of newly qualified teachers which directly relate to the GTCS Standards.)
- 8.8 The format and timing of the visit should be agreed in advance. It is good practice for the programme for class visits to be shared with staff at the start of each term or session.
- 8.9 The head teacher, depute head teacher or principal teacher should be involved in class visits. It is also good practice for there to be peer visits to observe practice within schools or across sectors. In all cases there requires to be time set aside prior to and following the visit for professional dialogue and discussion.
- 8.10 It is good practice that a shared written account of the main strengths and areas for improvement is agreed following the visit. A tick box approach is not recommended rather it is better to agree the

Education Service

Self Evaluation and Quality Improvement Policy

(Revised Session 2015/16)

focus for the visit and then engage in professional dialogue based on agreed criteria. Above all the visit should be supportive.

- 8.11 The practice of classroom visits takes time and this has to be built into the 35 hour working week agreement. Time should be identified from collegiate time.
- 8.12 As leaders of learning, Head Teachers, Depute Head Teachers and Principal Teachers should also visit classrooms informally or work collaboratively with teachers to support learning. This should be carried out in a climate of trust and professionalism.
- 8.13 The evidence from self-evaluation will be used to produce a collegiate Standards and Quality Report annually as part of the audit that informs the school's or establishment's improvement plan. See **Appendix 2 for Standards and Quality Reporting – Guidance for Schools and Establishments.**

9.0 Improvement Planning

- 9.1 In the context of the Standards in Scottish Schools Act 2000, school and establishment improvement planning has been firmly placed at the centre of the quality improvement process. It is central to the Council's overall strategy for ensuring quality and continuous improvement in the Education Service.
- 9.2 There requires to be a clear link between self evaluation, Standards and Quality Reporting and the School Improvement Plan. It should also take account of the need to manage teacher workload and the Tackling Bureaucracy Report.
- 9.3 The School Improvement Plan requires to be agreed collegiately with staff through professional dialogue. Account should be taken of the need to ensure effective professional learning to take forward school priorities.

10.0 Professional Review and Development or Professional Development and Review

- 10.1 The professional review and development of Education Service staff throughout their careers is essential to maximise the valuable contribution that every member of staff has to make towards raising standards. Systematic professional review and development is a key element of the quality improvement process. East Dunbartonshire Council's policy on staff review and development ensures that each member of staff can achieve his or her entitlement to an annual review of their professional skills and knowledge and to a personal action plan to meet identified and agreed needs. The principle of self-evaluation is central to the process of quality improvement in East Dunbartonshire Council.
- 10.2 As part of its self evaluation on impact on staff, schools should evaluate the effectiveness of the Professional Review and Development Policy, or for non teaching staff the Professional Development and Review process.

Education Service

Self Evaluation and Quality Improvement Policy

(Revised Session 2015/16)

11.0 Roles and Responsibilities

- 11.1 All staff have a responsibility to help ensure quality provision within the Education Service.
- 11.2 The Chief Education Officer has overall responsibility for ensuring the quality of education in schools and establishments. The leadership role of the Chief Education Officer and the managers within Education in the quality improvement process is to promote the principle of continuous improvement throughout the Education Service.
- 11.3 Officers within the Education Service will support and challenge staff to undertake rigorous and robust self evaluation. This process should be through professional dialogue with a clear focus on improving outcomes for learners.
- 11.4 Head Teachers and Senior Managers in schools and establishments are responsible for ensuring that the direction of the school or service is in line with the East Dunbartonshire Council Business Improvement Plan and reflects the results of self evaluation. The approach to planning outlined in *Journey to Excellence (HMIE)* makes it clear that the involvement of staff, parents and particularly pupils is of crucial importance in evaluating provision and planning for improvement.
- 11.5 The collegiate agreement in schools and the climate in any school or service are essential for continuous improvement. Self evaluation and improvement planning is a collegiate activity and undertaking development tasks should be incorporated into negotiating the collegiate agreement. Head teachers should ensure that their school collegiate agreement takes account of self evaluation processes and the School Improvement Plan.

12.0 Sharing Good Practice

- 12.1 The Education Service will use a variety of methods to share good practice amongst schools and establishments. These include:
- Celebrating and sharing success through standards and quality reports;
 - Making available a variety of training and staff development opportunities;
 - Developing and sharing curricular materials and resources;
 - Promoting key learning and teaching developments;
 - Promoting Professional Learning Communities;
 - Ensuring regular communication within the service; and
 - Supporting networking and cluster developments.

13.0 Monitoring and Evaluation

- 13.1 This policy will be reviewed within one year of the date of its approval by a sub committee of the LNCT.
- 13.2 This policy has been written in accordance with East Dunbartonshire Council Equality Impact Assessment Guidelines.

East Dunbartonshire Council: Community Directorate
Education Service: Education Quality Development Service
Quality Improvement Policy (Revised Session 2010 - 2011)

Appendix 1

Quality Improvement Reviews - Timeline

Task	Time	Responsible
<ul style="list-style-type: none"> ▪ Schools identified for Quality Improvement Reviews; ▪ Members of school review team confirmed including identification of peer head teacher; ▪ Confirmation by letter of the forthcoming review sent to head teacher; and ▪ Programme issued to schools. 	April – June of previous school session	Education Officer (Primary and Early Years and Secondary and Provision)
<ul style="list-style-type: none"> ▪ Letter and Pre-meeting between HT/Lead QIO– initial discussion re process and relevant documentation issued to head teachers, e.g. copy of reporting template, list of review team members etc; ▪ Questionnaires for staff, pupils and parents issued if required. 	Six weeks prior to Review	Lead QIO
<ul style="list-style-type: none"> ▪ Briefing for staff by Lead QIO; ▪ Timetable agreed between HT and Lead QIO; and ▪ Questionnaire results returned to EQDS Admin. 	Two weeks prior to Review	HT Lead QIO
<p>Team meeting held to brief the team and documentation issued:</p> <ul style="list-style-type: none"> ▪ Copies of the Standards & Quality Report/ Improvement Plan; ▪ Key statistical information collated e.g. attainment data, exclusion data, attendance/absence data; ▪ Information from ASN and Early Years Team gathered; ▪ Format and arrangements for the Review. 	One week prior to Review	Team members Lead QIO
<p>Briefing on the school's strengths and areas for development (maximum 1 hour) Activities by the Review Team should be agreed with the school will include:</p> <ul style="list-style-type: none"> ▪ Visiting classrooms to observe pupils' learning experiences; ▪ Sampling of pupils' work; ▪ Discussions with focus groups; ▪ Attendance at relevant school meetings e.g. pupil council, parent council; ▪ Consideration of additional documentation as required; and ▪ Professional dialogue on relevant issues with staff including promoted staff with responsibility for certain areas. <p>Time should be set aside for professional dialogue with teachers / staff following visits to classrooms. This should not normally be at lunch or break times but should be out with the school day or through the provision of cover.</p> <p>Review team discussions should be at the start and finish of the school day.</p> <p>On the final day, the review team will meet to agree their evaluations before meeting with the headteacher/SMT and provide oral feedback from the review process. It is envisaged that this will provide an opportunity for interactive discussion.</p>	Review week (usually three days)	Review Team
<p>Draft report with evaluative comment on strengths and areas for improvement under each Quality Indicator, concluding with a statement on the school's capacity for improvement. (Draft 1)</p> <p>Draft report (Draft 1) distributed to Review Team for comment.</p> <p>Draft report (Draft 2) issued to Education Officer and Head Teacher for comment.</p>	Within one week of the Review	Lead QIO Education Officer
<p>Draft report (Draft 3) sent to Chief Education Officer</p> <p>Report finalised and issued to school and relevant authority managers.</p>	Two to three weeks following the Review.	Education Officer Chief Education Officer

Education Service Self Evaluation and Quality Improvement Policy (Revised Session 2015 -16)

Appendix 3

Standards and Quality Reporting – Guidance for Schools and Centres

Purpose

Standards and Quality reporting was introduced by the Standards in Scotland's Schools Act 2002 making it a requirement for all schools to publish an annual report on progress in school improvement. The Act also placed a requirement that the report should be made available to all stakeholders.

Standards & Quality Reports should provide information on a school's strengths and areas for improvement. It should include reference to how information was evaluated and the extent to which the school was effective in achieving outcomes.

Schools should use their Standards and Quality Report to:

- Report to parents by making the report available to the Parent Forum, discussing the report at the Parent Council or using the report as a basis for a presentation at the AGM of the Parent Council;
- Demonstrate the link between self-evaluation processes, evaluative statements and the priorities identified in the Improvement Plan and the National Improvement Framework;
- Celebrate success; and
- Report to the Education Service as well as other agencies such as Education Scotland.

The Framework

It is recommended that the Standards and Quality Report for each establishment should follow the structure outlined within, *How Good Is Our School? 4* or *How good is our Early Level and Childcare*

The report should be split into **three broad sections**:

- 1 How good is our leadership and approach to improvement?
- 2 How good is the quality of care and education we offer?
- 3 How good are we at ensuring the best possible outcomes for all our learners?

Each question is linked to one or more quality indicators which should be used to inform evaluations. These link in turn to the six drivers from the National Improvement Framework and the key National Priorities. Schools must report on the four Quality Indicators shown each year and should use the other Quality Indicators to carry out focused self evaluation on aspects of the school's provision. Examples are given in HGIOS 4 Appendix 1.

Education Service

Self Evaluation and Quality Improvement Policy (Revised Session 2015 -16)

Appendix 3

What is our capacity for improvement?		
Leadership & 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 school improvement [Assessment of Children’s Progress; School Improvement] 1.2 Leadership of Learning [School Leadership] 1.3 Leadership of Change [School Leadership] 1.4 Leadership & Management 1.5 Management of resources to promote equity	2.1 Safeguarding & CP 2.2 Curriculum [school improvement] 2.3 Learning, Teaching and Assessment [Teacher Professionalism; Assessment of children’s progress] 2.4 Personalised support [School improvement] 2.5 Family learning [Parental Engagement] 2.6 Transitions [School Improvement] 2.7 Partnerships [Parental Engagement]	3.1 Improving Wellbeing, Equality and Inclusion 3.2 Raising Attainment and Achievement [School Improvement] 3.3 Increasing creativity & employability [School Improvement]

General Principles

- The Standards and Quality Report should clearly detail the strengths and areas for improvement;
- Any statements made should be based soundly on the outcomes of self-evaluation processes;
- It should contain evaluations made using HGIOS 4 and *How Good is Our Early Learning and Childcare*;
- Evidence gathering should be an ongoing task, reflecting the dynamic processes of effective self-evaluation;
- The narrative should contain statements which are evaluative, with relevant detail to explain the evaluations and refer to progress towards specific outcomes such as Improvement Plan or Key National Priorities;
- Within the text there should be greater emphasis on conclusions derived from data rather than raw numerical data itself
- Each section should refer to:
 - how evidence was gathered
 - impact of actions taken
 - the next steps (priorities for next session)

Submission of reports

Standards and quality reports should be submitted electronically to the link Quality Improvement Officer not later than the end of September each year.

Education Service

Self Evaluation and Quality Improvement Policy (Revised Session 2015 -16)

Appendix 3

Name:		School:	
Self-Evaluation & Quality Assurance Checklist for Primary Schools			
Monitoring Activities	Responsibility & Actions		Notes (additional or alternative activities)
Attainment analysis (May include Standardised Assessments & Holistic Assessments)	HT	<ul style="list-style-type: none"> • Agree and publish times when assessments are carried out (formative and summative) • Forensically examine summative assessment evidence • Share with appropriate personnel • Agree next steps • Review actions 	
	CT	<ul style="list-style-type: none"> • Implement next steps • Review actions 	
Authority performance data (Standardised & Baseline assessments)	HT	<ul style="list-style-type: none"> • Analyse data & compare with comparator schools • Consider as part of wider evidence re SIP targets • Share with Stakeholders ie teachers, parents and pupils • Use data during tracking meetings 	
	CT	<ul style="list-style-type: none"> • Reflect on information • Modify practice accordingly 	
Planning / Tracking meeting focus – transitions, expectations, attainment, L&T review	HT	<ul style="list-style-type: none"> • Use analysis of assessment evidence (see above) to devise agenda • Agenda also includes <ul style="list-style-type: none"> ○ previous actions ○ group/class actual performance against projected performance ○ notes on individual children ○ CFE level and projected CFE completion ○ Notes on L&T approaches including 4 contexts/7 design principles ○ Agree next steps and actions • Update strategic overview of progress and tracking • Follow up actions individually or during stage/staff meetings as required (do not wait until next meeting) 	
	CT	<ul style="list-style-type: none"> • Be prepared to talk about and evidence progress and how learner needs are being met. • Follow policy and procedure • Agree next steps and actions • Update short term learning targets as reqd. 	
Classroom observations by SMT And/or Learning Rounds	HT	<ul style="list-style-type: none"> • Agree focus ahead of visit • Timetabled in weekly diary • Feedback same day • Review prior actions • Agree next steps and actions • Update tracking/PRD 	
	CT	<ul style="list-style-type: none"> • Agree focus ahead of visit • Self Evaluation- Before visit and after • Engage in Process • Reflection on Professional Learning • Agree next steps and impact 	
Pupil focus groups linked to SIP & classroom monitoring	HT	<ul style="list-style-type: none"> • Include in QA calendar & weekly diary • Agreed agenda which is shared with staff and children • Minute and share feedback with stakeholders ie parents, staff, children • Chaired by TLC or Staff Rep 	
	CT	<ul style="list-style-type: none"> • Development of shared language of reflection and evaluation • Classroom learning and teaching to include developing skills of participation • Model and value skills of participation and leadership 	
Teacher collaborative	HT		

Education Service

Self Evaluation and Quality Improvement Policy (Revised Session 2015 -16)

Appendix 3

professional learning (teacher learning Communities, Peer learning visits)	<ul style="list-style-type: none"> • Include in QA Calendar & weekly diary • Ensure cover if required • Ensure staff are clear on expected outcomes (e.g. SIP target or AifL strategy) • Formal meeting with TLC rep 	
	CT <ul style="list-style-type: none"> • Commitment and engagement to process • Clear articulation of impact on learners including attainment and learning environment 	
Assessment Evidence Jotters, PLPs, Assessment folders, Learning Journeys, Planning, Pupil Profiles	HT <ul style="list-style-type: none"> • Note in QA calendar what is sampled and when • Agree what is checked/audited (e.g. use of LI/SC) • Publish in weekly diary • Comments to children are clear and model those expected of staff • Comments to staff are formative and followed up 	
	CT <ul style="list-style-type: none"> • Comments are formative and reflect LI/SC • Development of shared language of reflection and evaluation • Share understanding of links to learning and progression with stakeholders • Model and value skills of reflection 	
Pupil Support Group Meetings	HT <ul style="list-style-type: none"> • Show in annual calendar (min 6 per year) • Agree core team: EP, EST, SfL Co • Agree Quality Assurance activities • Agree themes for reflection/analysis/ reflect these in policy • Prepare paperwork and gather views of staff in advance of meeting • Update SfL tracking/SEEMIS 	
	CT <ul style="list-style-type: none"> • Be prepared to talk about and evidence progress and how learner needs are being met. • Follow policy and procedure • Agree next steps and actions • Update short term learning targets as reqd. 	
Team around the Child Meetings (Stage 1 and Stage 2/3)	HT <ul style="list-style-type: none"> • Timetable and co-ordinate meetings • Invite agencies as appropriate • Invite parents/ pupils if reqd. • Create agenda • Minute meeting • Distribute record as appropriate • Update SEEMIS 	
	CT <ul style="list-style-type: none"> • Input to planning process • Set targets for learners as appropriate • Implement agreed strategies • Evaluate progress 	
Monthly attendance overviews	HT <ul style="list-style-type: none"> • Analyse data • Record and action next steps • Issue letters as per school policy • Meet with Parents/ Carers • Possible further referral ie PSG, GIRFEC etc 	
	CT <ul style="list-style-type: none"> • Record attendance correctly twice daily 	
Arriving late at school overviews	HT <ul style="list-style-type: none"> • Analyse data • Record and action next steps • Issue letters • Meet with Parents/ Carers • Possible further referral ie PSG, GIRFEC etc 	
	CT <ul style="list-style-type: none"> • Record attendance correctly 	
Identify lowest and highest attainers across the school	HT <ul style="list-style-type: none"> • Making use of available of Data ie FME (free Meal Entitlement) SIMD (Scottish Index of Multiple Deprivation) and available Assessment Data (to include standardised assessments) 	

Education Service

Self Evaluation and Quality Improvement Policy (Revised Session 2015 -16)

Appendix 3

	<ul style="list-style-type: none"> • Analyse, interrogate and reflect on data • Sharing information sensitively with staff and including in tracking overview as appropriate • Identify and agree strategies to raise attainment for lowest 20% and highest 20% 	
	CT <ul style="list-style-type: none"> • Implement strategies and ongoing review of impact on learners 	
Support Plan/CSP tracking	HT <ul style="list-style-type: none"> • Include in calendar of tracking and monitoring • Set up clear procedure for collecting and sharing of tracking information 	
	CT <ul style="list-style-type: none"> • Input to planning process • Set targets for learners as appropriate • Implement agreed strategies • Evaluate progress • Feedback on progress to pupils, Parents, HT • Ensure learners know targets and next steps required 	
Quality Assurance/ Self-Evaluation Strategy Preparation for reviews/ inspections	HT <ul style="list-style-type: none"> • Prepare strategy on how information and evidence about quality of work of school is collected: <ul style="list-style-type: none"> ○ What is audited <ul style="list-style-type: none"> ▪ HGIOS and children's progress ○ When ○ Roles and remits of staff in assessments ○ HGIOS: who is consulted (stakeholders) ○ How analysis is completed ○ Follow up of analysis • Update on SIP progress at regular intervals (record this in strategy) • Provide data on progress of learners (CfE levels, Standardised Tests) • Ensure staff are involved/delegate or lead groups and engage in the process • Identify strengths and challenges and report in S&Q 	