http://www.educationscotland.gov.uk/global/graphics/education-scotland-logo.png

**Advice and Support to Schools, Parents/Carers, Partners and Communities**

**2. How do we know? Effective, collaborative self-evaluation**

* Our approaches to delivering NIF outcomes provide a clear, effective framework for continually tracking, monitoring and assessing the impact of what we do.
* Our self-evaluation is effective and efficient. We take into account the views of all of our stakeholders. We consider the implications of future changes and influences in society on the lives of our children and young people. Our accurate understanding and self-evaluation of: our school’s performance and impact of school leadership; teacher professionalism; parental engagement; assessment of children’s progress; school improvement; and performance information, is based on reliable and comprehensive data. The results of our self-evaluation contribute towards the Scottish Government’s analysis of progress with the NIF.
* We have clearly identified arrangements for internal and external moderation of teacher judgement, using a wide range of evidence, based on a consistent and shared understanding of standards within Curriculum for Excellence (CfE) levels.
* We take active steps to ensure that our assessments of children’s and young people’s progress are accurate, informing decisions and interventions and contributing to their progress and wellbeing.
* We use the HGIOS?4 framework with all stakeholders to evaluate our progress. We make effective use of all 15 QIs over a 3-5 year period, through a comprehensive self-evaluation plan which enables us to measure achievement of targets.

**4. How are we doing? An annual standards and quality report**

* Our planning and reporting engage all children and young people, staff, parents/carers, partners and other community stakeholders in joint working. Our annual report is a clear, brief and accurate reflection of our progress and achievements. It is a public document which we share with our stakeholders and is accessible to anyone who requests it.
* Our annual report provides clear evaluations of the progress we have achieved in relation to all NIF priorities and the following QIs: 1.3 Leadership of change; 2.3 learning, teaching and assessment; 3.1 Ensuring wellbeing, equity and inclusion; 3.2 Raising attainment and achievement; and any other relevant QIs linked to improvement work. The information we gather about our progress provides important evidence which we share with the Scottish Government to support the National Improvement Framework.
* Our evidence includes robust information about our assessment of children’s and young people’s progress and wellbeing, and the quality of their learning experiences, working with our partners and community.
* We accurately evaluate the impact of our plan to ensure excellence, equity and positive outcomes for all children and young people. We identify, plan and communicate further actions to improve outcomes for all learners.

**3. What are we going to do now? A manageable, measureable annual improvement plan**

* Our children and young people, staff, parents/carers, partners and other community stakeholders are fully engaged in contributing their informed views about our school, ensuring shared ownership of our improvement plan.
* Our improvement plan demonstrates clearly how we will achieve progress towards local and NIF priorities. The plan contains a small number of appropriate targets, expressed as outcomes for learners. It includes:
* observable and measurable outcomes which focus on learning, achievement and wellbeing;
* priorities linked to NIF drivers and HGIOS?4 quality indicators (QIs);
* clearly identified responsibilities for implementation and methods of change, linked to named individuals and / or teams;
* clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
* clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
* measures of success which include performance data, quality indicators and stakeholders’ views.
* Our improvement plan is an active, working document which we review regularly, engaging with all stakeholders. We use it proactively, to monitor progress towards achieving the identified outcomes and improvements.

**DRIVING EXCELLENCE and EQUITY**

**School Improvement Planning within the National Improvement Framework**

**1. What is our local context? A shared understanding of the challenges and opportunities**

* Our actions take account of local improvement priorities alongside those in the National Improvement Framework (NIF). We share, with all stakeholders, a common understanding of our strengths and the local challenges we face.
* We clearly communicate key messages and responsibilities associated with the NIF within and beyond the school. All staff and other stakeholders have a clear and accurate understanding of their roles in achieving these objectives. We communicate clearly the progress being achieved and the priorities to be addressed. We work with all members of the school community in bringing about any necessary changes.
* We address any professional learning issues, to ensure the successful delivery of the NIF priorities. Staff are adaptable to necessary change and skilled in introducing improvements to their practice. Identified priorities take into account staff collegiate working time agreements and avoid unnecessary bureaucracy.
* We take an effective, proactive approach to risk management in improvement planning.