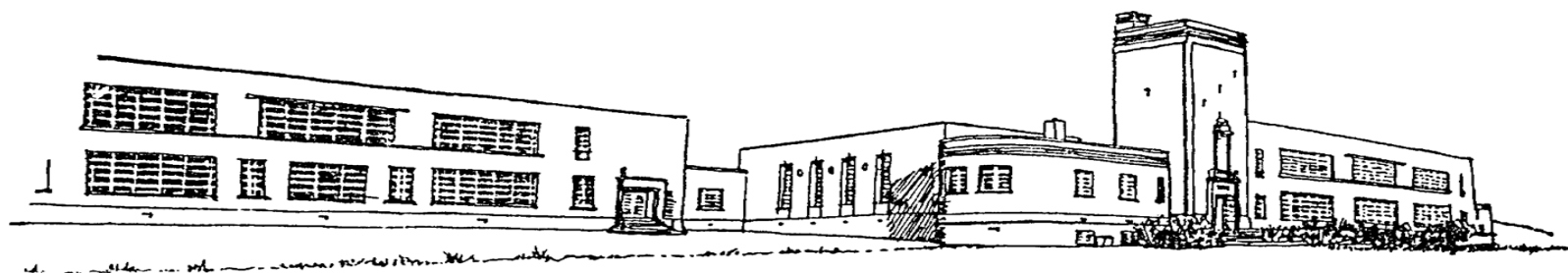**Scottish Borders COUNCIL**

Children & Young People

School Improvement Plan 2016-17

Chirnside Primary School

School Vision, Values and Aims
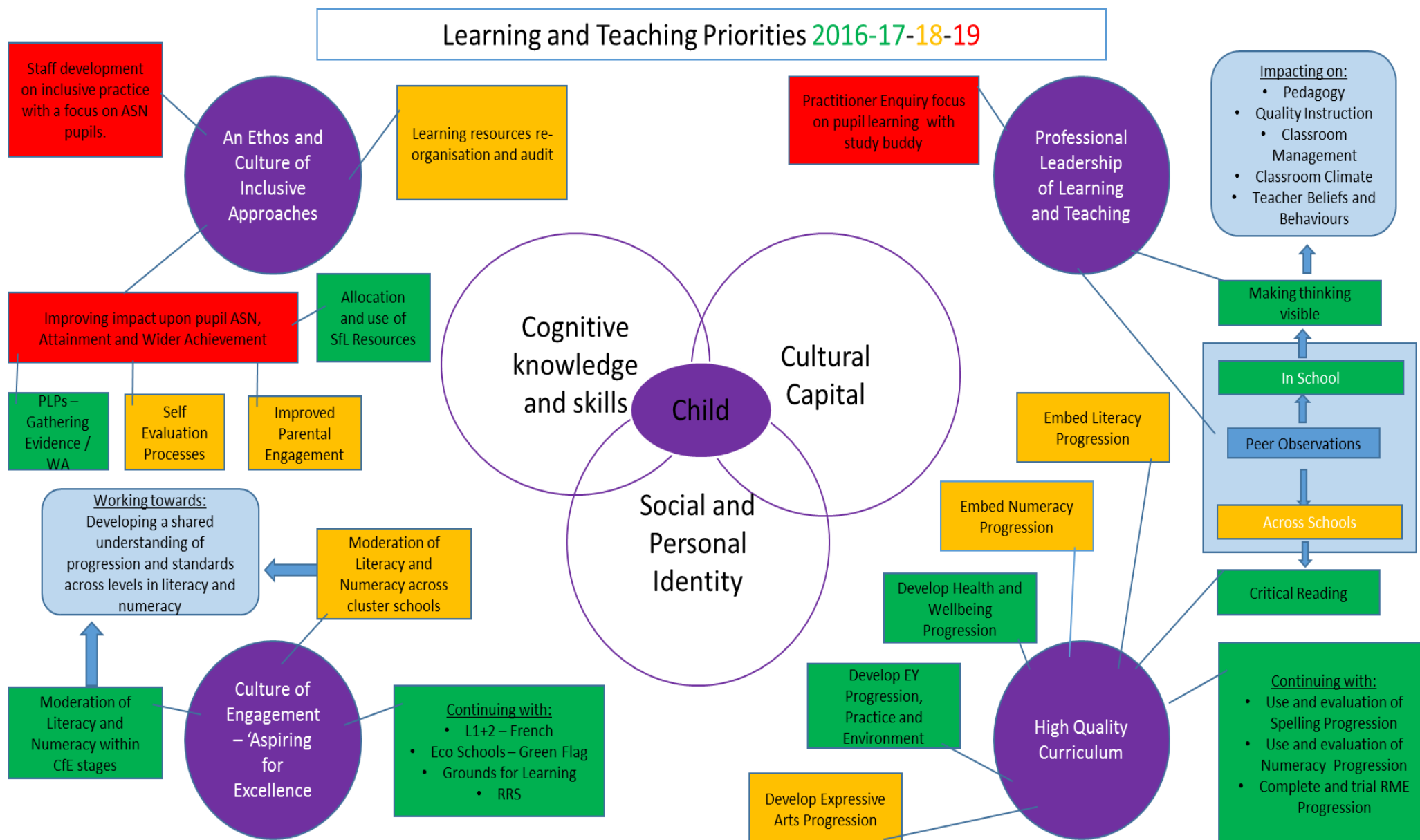
At *Chirnside Primary* School our vision is:

"Our school and community will work together to enable all our pupils to achieve their learning potential."

This vision is embodied in our school's values of **wisdom, justice, compassion and integrity**: these are the words, which are inscribed on the mace of the Scottish Parliament, have helped to define values for our democracy.

It is one of the prime purposes of education to make our young people aware of the values on which Scottish society is based and so help them to establish their own stances on matters of social justice and personal and collective responsibility. Young people therefore need to learn about and develop these values. The curriculum is an important means through which this personal development is encouraged.

Our vision and values guide the way we work. Together our aims are to:

- *Place children at the centre of all that we do*
- *Identify and rectify problems when children do not perform well*
- *Celebrate and reward achievement and excellence*
- *Involve parents fully in the life of the school and their own child's education*
- *Act as a focus for the community we serve*
- *Make the best use of all resources at our disposal*
- *Support, develop and value all our staff to better the learning opportunities we offer our pupils*
- *Ensure a positive ethos and climate of respect and trust, based upon shared values across our school community*

Learning and Teaching Priorities 2016-17-18-19

Staff development on inclusive practice with a focus on ASN pupils.

An Ethos and Culture of Inclusive Approaches

Learning resources re-organisation and audit

Practitioner Enquiry focus on pupil learning with study buddy

Professional Leadership of Learning and Teaching

Impacting on:
- Pedagogy
- Quality Instruction
- Classroom Management
- Classroom Climate
- Teacher Beliefs and Behaviours

Improving impact upon pupil ASN, Attainment and Wider Achievement

Allocation and use of SfL Resources

Cognitive knowledge and skills

Cultural Capital

Child

Making thinking visible

PLPs – Gathering Evidence / WA

Self Evaluation Processes

Improved Parental Engagement

In School

Peer Observations

Across Schools

Social and Personal Identity

Embed Literacy Progression

Working towards: Developing a shared understanding of progression and standards across levels in literacy and numeracy

Moderation of Literacy and Numeracy across cluster schools

Embed Numeracy Progression

Critical Reading

Develop Health and Wellbeing Progression

Moderation of Literacy and Numeracy within CfE stages

Culture of Engagement – 'Aspiring for Excellence'

Continuing with:
- L1+2 – French
- Eco Schools – Green Flag
- Grounds for Learning
- RRS

Develop EY Progression, Practice and Environment

High Quality Curriculum

Continuing with:
- Use and evaluation of Spelling Progression
- Use and evaluation of Numeracy Progression
- Complete and trial RME Progression

Develop Expressive Arts Progression

Figure 1: 3 year Overview for priorities for development as identified through audit and surveys of staff, parents and pupils.

Start dates: GREEN ➔ 2016-17; ORANGE ➔ 2017-18; RED ➔ 2018-19

3

Priority	Q.I.		Priority for Improvement	
1.	1.1 Self-evaluation for self-improvement 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement		**Professional Leadership of Learning and Teaching**	

STEPS TO ACHIEVE THIS					Progress	
No.	**Steps/Actions**	**Resources/ Decisions**	**Whom**	**When**	**Monitoring Progress :** *what has been achieved? How do you know ?*	**Date**
1.	**Making thinking visible:** a. Read and discuss introduction and overview of approaches contained in "Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners" (Jossey-Bass Teacher) Paperback – 20 May 2011 b. Identify as a teaching group one focus to research and develop in classroom practice from September to December 2016 and / one for January to May 2017. c. Read associated chapters for chosen approach. Plan implementation into classroom practice. d. Introduce approach into own practice following a Plan, Do, Review cycle. Evaluate through study buddy (peer) observations and evaluations. e. Evaluation of overall impact upon learners and classroom practice.	Personal copy of book for all class teachers. CAT1 CAT1 CAT2 / 5 CAT3 / 6 WTA - 4 hours to allow 4 peer visits during RICCT CAT4 / 7	HT CTs CTs in pairs CTs in pairs CTs CTs	Sept. 16 Sept. 16 Sept. 16 / Jan 2017 Oct and Nov 2016 / Feb – Mar – Apr 17 Dec 2016 / May 2017	**What will be the impact?** At the core of Visible Thinking are practices that help make thinking visible: Thinking Routines loosely guide learners' thought processes and encourage active processing. They are short, easy-to-learn mini-strategies that extend and deepen students' thinking and become part of the fabric of everyday classroom life. The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. Staff access and apply relevant findings from educational research to improve learning and teaching. There are high expectations for all learners across the school. Staff reflect on their own practice and work collaboratively with others, including stakeholders, to build their capacity to meet the needs of all learners. **What has been achieved? How do we know?**	
2.	**Peer observations in school:** a. Observations and visits to support development of 'Making Thinking Visable' approaches in classrooms. b. Professional dialogue to discuss observation evidence and next steps in development / professional learning.	WTA - 4 hours to allow 4 peer visits during RICCT CAT4 / 7for dialogue and evaluation.	CTs in pairs CTs in pairs	Oct and Nov 2016 / Feb – Mar – Apr 17 Nov 2016 / April 2017		

Ongoing Improvements throughout the year
1.   **Individual staff may carry out practitioner enquiry research based in own practice.**

Priority	Q.I.		Priority for Improvement				
2.	**1.2 Leadership of learning** **2.2 Curriculum** **2.6 Transitions** **3.2 Raising attainment and achievement**		**High Quality Curriculum**				
STEPS TO ACHIEVE THIS					**Progress**		
No.	**Steps/Actions**	**Resources/ Decisions**	**Whom**	**When**	**Monitoring Progress :** *what has been achieved? How do you know ?*		**Date**
1.	**Critical Reading (see also BLC CR plan attached):** a. Introduce structure and content of CR approach. Review experience of P5 (15-15) using CR approaches. Link content to current practice and identify two common approaches to develop during 16-17. b. Research and plan approach 1 / approach 2 c. Trial, review and evaluate impact of approach 1 / approach 2. d. Review, adapt and consolidate approach 1 / approach 2. e. Evaluate impact across school using observations and pupil attainment data (compare to 2015-16). f. Review impact evidence and identify 2 further approaches to develop in 2017-18.	CAT 1: copies of CR overview for each CT / Overview and P5 impact PPT CAT 2 / CAT 4 Planning time CAT 3 / CAT 5 Management time CAT 6	CR / NT CR / NT / CTs CTs CTs CR / NT / CTs CR / CTs	Sept 16 Sept 16 / Feb 17 Sept 16 / Feb 17 May 17 Nov 16 / Mar 17 May 17 May 17	**What will be the impact?** Staff access and apply relevant findings from educational research to improve learning and teaching. There are high expectations for all learners across the school. Staff to reflect on their own practice and work collaboratively with others, including stakeholders, to build their capacity to meet the needs of all learners. Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve. All staff 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. There is a clear focus on developing skills of literacy, creativity and digital skills in a progressive way across the curriculum. There are planned opportunities for staff to come together to develop a shared understanding of progress across levels. Attainment levels in literacy are a central feature of the school's priorities for improvement and are raising attainment. **What has been achieved? How do we know?**		
2.	**Develop Health and Wellbeing Progression:** a. With Physical Education at the centre of our approach to Health and Wellbeing, begin to cluster E&Os under SALs for assessment purposes. b. Identify links with PE SALs for Social, Emotional and Mental Health outcomes across each level (Early / First / Second). c. Plan for the further development of these SEM outcomes at classroom level with CTs. d. Through pupil and CT surveys, review the impact of joined up approach between PE and mainstream to provide deep H&WB learning opportunities.	PE CST non-contact time. PE CST non-contact time / class release Curricular Planning Time CATs PE CST non-contact time / CAT 1	PE CST PE CST / Stage CST PE CST / CTs PE CST / CTs / pupils	Aug to Dec 16 Jan – Feb 17 Apr 17 June 17	**What will be the impact?** There are high expectations for all learners across the school. Staff reflect on their own practice and work collaboratively with others, including stakeholders, to build their capacity to meet the needs of all learners. All staff 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. There is a clear focus on developing skills in health and wellbeing, creativity and digital skills in a progressive way across the curriculum. There are planned opportunities for staff to come together to develop a shared understanding of progress across levels.		

					What has been achieved? How do we know?	
3.	**Develop Early Years Progression, Practice and Environment** a. Building continuity for EY pupils through social opportunities (snack, break and social time) to promote confidence and self-esteem amongst learners. b. Ongoing paired evaluation of learners experiences and environment for learning, with a focus on engagement in learning and adult interactions. c. Continued development of EY writing approaches through outdoor learning and play opportunities. d. Visits to centres of excellent practice within Borders and beyond.	0.5 INSET Class release in pairs EYT Management time / Class release in pairs 0.5 INSET 0.5 INSET	EY Staff CR / NN EY Staff EYT / NN EYT / NN	Nov 16 x 2 Oct 16 – May 17 Feb 17 April 17	**What will be the impact?** EY practitioners will develop their capabilities in describing and evaluating how children have been engaged in learning by consulting research and sharing practice with other providers to get a wider understanding of what constitutes good practice in quality. Developing practitioner knowledge of the EY curriculum will focus on the relevance and breadth of the curriculum and ensuring that experiences provided are developmentally appropriate. **What has been achieved? How do we know?**	
4.	**Complete and trial RME Progression** a. Complete second level programme and evaluate against early and first level programmes in terms of progression. b. Introduction of programmes as planning and assessment tool. Identify resource needs. c. Use relevant programme to plan, teach and assess a block of learning in RME. d. Evaluate programmes in terms of use as planning and assessment tool, and in terms of progression of learning within and across levels.	Class release for 3CTs (1 day) CAT 1 CT planning time (collegiate) CAT 2 / 3 / 4 CAT 5	RME Working Group CTs CTs in level groups CTs – cross level groups	**Sep 16** **Oct 16** **Nov 17 / Jan 17/ Apr 17** **June 17**	**What will be the impact?** There are high expectations for all learners across the school within RME. Staff reflect on their own practice and work collaboratively with others, including stakeholders, to build their capacity to meet the needs of all learners. All staff 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. There is a clear focus on developing skills in RME using creativity and digital skills in a progressive way across the curriculum. There are planned opportunities for staff to come together to develop a shared understanding of progress across levels. **What has been achieved? How do we know?**	

Ongoing Improvements throughout the year
Continuing with: • **Use and evaluation of Spelling Progression** • **Use and evaluation of Numeracy Progression**

Priority	Q.I.		Priority for Improvement	
3.	1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.4 Leadership and management of staff 2.3 Learning, teaching and assessment 2.7 Partnerships 3.2 Raising attainment and achievement		**Culture of Engagement – 'Aspiring for Excellence'**	

STEPS TO ACHIEVE THIS					Progress	
No.	**Steps/Actions**	**Resources/ Decisions**	**Whom**	**When**	**Monitoring Progress :** *what has been achieved? How do you know ?*	**Date**

1.	**Moderation of Literacy and Numeracy within CfE stages:**
	  a. Using trio approach to moderation and associated support materials, engage with stage partners to provide support and challenge in broadening our understanding of pupil security in:
	    I. Writing
	    II. Reading
	    III. Numeracy
		CAT 1
		CAT 2
		CAT 3
			CTs
			CTs
			CTs
				Nov 16
				Feb 17
				Apr 17
					What will be the impact?
					There are high expectations for all learners across the school.
					All staff 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.
					There are planned opportunities for staff to come together to develop a shared understanding of progress across levels.
					
					What has been achieved? How do we know?	

2.	**Moderation across schools of pupil progress at Early / First / Second levels:**
	  a. Moderation across cluster schools at key transition points with a literacy / numeracy focus.
	  b. Moderation within levels with a focus on reading between Chirnside PS and Coldstream PS
		CAT 1 / CAT 2
		
		CAT 3 / CAT 4
			P1 / P4 / P7 CTs
			
			All CTs
				October 2016 and May 2017
				
				February 2017 and May 2017		

Ongoing Improvements throughout the year

Continuing with:
  • **L1+2 – French. Further development using ICT online resource to plan and deliver year 2 at all stages.**
  • **Eco Schools – Green Flag accreditation (focus on sustainability and litter).**
  • **Grounds for Learning: Numeracy and Literacy learning trails, Phase 2 of outdoor play project.**
  • **Rights Respecting Schools accreditation and links with Priorsford PS, Peebles.**

Priority	Q.I.		Priority for Improvement
4.	**1.1 Self-evaluation for self-improvement** **2.3 Learning, teaching and assessment** **2.4 Personalised Support** **2.5 Family learning** **2.6 Transitions** **3.2 Raising attainment and achievement**		# An Ethos and Culture of Inclusive Approaches

STEPS TO ACHIEVE THIS					Progress	
No.	**Steps/Actions**	**Resources/ Decisions**	**Whom**	**When**	**Monitoring Progress :** *what has been achieved? How do you know ?*	**Date**

1.	**PLPs – Gathering evidence of pupil progress and wider achievement**
	a. Learning Block Overview shared with pupils and parents. Copy of overview added to PLP folder.
	b. During each block of learning pupils identify, in discussion with teacher, an example of personal progress in writing, reading, numeracy and one other subject area to be added to PLP folder.
	c. At the end of each block, contents of PLP are shared with parents. Parents and pupils have the opportunity to add examples of wider achievement at home to their PLP folder.
	d. Comment from pupil regarding progress made in their learning journey (based on PLP evidence) is recorded to their 'stage profile'
	   I. Format for pupil profile developed for Early / First / Second levels
	   II. Trial pupil profile
	   III. Review and evaluate profile with staff and pupils
	   IV. If required adapt profile formats.
		Copies of learning overview
		
		Quality and next steps identified. PLP folders / Class time
		
		PLPs
		
		Pupil Profile in PLP – Discussion time (self-evaluation) during class
		
		CAT 1
		
		Class time
		CAT 2 / Management time
		CAT 2
			CTs / Parents / Pupils
			
			CTs / Pupils
			
			Pupils / Parents
			
			Pupils / CTs
			
			CTs
			
			CTs / Pupils
			HT
			
			HT
				Block Beginning
				
				Block End
				
				Week at Block End
				
				Block end
				
				Sept 16
				
				Oct to April
				May 17
				
				May 17
					What will be the impact?
					Self-evaluation is integral to how we work within our community and is an ongoing feature of school life.
					Across the year, there is focused attention on monitoring and evaluating learning and teaching and children's achievements, and to taking improvements forward.
					There is evidence that children and young people are confidently engaged in reviewing their own learning and the work of the school.
					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 receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.
					Creative approaches are used to engage families.
					There are stronger home-school links which are improving outcomes for learners.
					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.
					Profiling is used to inform and improve future learning. They are used with children and young people to discuss their progress to support	

2.	Allocation and use of Support for Learning Resources to impact upon pupil reading progress (Closing the Gap). a. Allocate 1.5 hours per block for CT and SfLT consultation (progress review and planning). b. SfLT and CT consultation and collaboration to meet needs of identified pupils. c. Track identified individual pupil progress and support needs using ASN tool in SfLT – CT / HT – CT consultations. d. Use standardised assessments to quantify observations and SfLT / CT judgments re pupil progress in reading / writing / numeracy.	7.5hrs in Working Time Agreement - RICCT Planning time / SfLT timetabling PIPs / INCAS / Reading, spelling and numeracy screens.	HT / Collegiate group SfLT and CTs / HT and SfLT HT and CT/ SfLT HT	June 16 Week 1 each block End of each block See self-evaluation calendar	continuity in learning at transitions. Children and young people are fully engaged in their learning and participate in decision-making about their learning pathways. Both universal and targeted learning and support is embedded and is having a positive impact on children's progression with their learning. 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. Relevant support staff are involved in planning and reviewing support for individuals and groups of learners. There is a strong ethos across the school to minimise the impact of potential barriers to learning. The school reviews the progress of all children effectively, including	

				those with additional support needs.	
				What has been achieved? How do we know?	

Ongoing Improvements throughout the year
Re-organisation of teaching and learning resources in new resource room, starting with Literacy and Numeracy. **Continuation of ASN tracking tool development between HT and SfLT / CTs** **Continued development of partnership working between agencies involved in supporting pupils in shared placements.**

Appendix 1: Berwickshire Learning Community Critical Reading Development Plan

Session 16/17	School/s: All Schools in Berwickshire Learning Community	Priority for improvement and brief description: Developing excellent critical reading forms part of the responsibility for all teachers in developing literacy. **Year 1 - the project is for all primary and secondary English and literacy teachers to have a joint understanding of excellent strategies and approaches to support the development of critical reading, from 3-18. Teachers will implement a shared approach, planning together, joint feedback and evaluation, and beginning to lead to effective moderation based on a shared understanding of levels.** Year 2 – primary and secondary English and literacy teachers across the LC will be confident in making judgements about the progress of young people in critical reading, based upon a valid and reliable range of evidence coming from joint approaches. The impact of effective critical reading is explored across all curricular areas, and effective strategies are used by all primary and secondary teachers. Year 3 – all teachers across all curricular areas will be confident in making judgements about the progress of young people in critical reading (literacy) in their area.
Learning Community Link *Critical Reading is a LC priority this year. (Literacy)*	HGIOS4 Indicators 1.2 Leadership of Learning 1.3 Leadership of change 2.3 Learning, Teaching and Assessment 2.6 Transitions	

Measurable outcomes for learners:
 	
(Planned indicators of success, what will success look like. **Include potential measurable data, observations and feedback from participants***)*
 	
  • **The aim is for learners to be using an increasing range of critical reading strategies (based on the work of Bill Boyd):**
      o **Across all ages, young people are utilising higher order thinking approaches with reading (e.g. summarising, asking questions and evaluating)** *Lesson observations, focus group reflections by young people, evidence in teacher plans and consultations, feedback from CAT sessions.*
      o **The quality of their responses to critical reading is improved, more analytical and evaluative.** *Focus group reflections by young people, comparing responses over time, individual and group assessments of progress, consistent application of an assessment task.*
      o **Young people experience a consistent approach to the learning and teaching of critical reading across the learning community, from 3-18.** *Survey monkey evidence about confidence of staff and usage of techniques, moderating the P7 critical reading assessment over time, comparison over time of baseline testing in reading.*

Steps/actions required	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved *(How do you know?)*
Step 1: Meeting with a representative from each school/pair of schools with the planning group to share materials and plan carefully for success.	Planning group Identified teachers Secondary teachers	Up to June 2016	Materials	A group formed, and an excellent pack of materials has been produced, complete with exemplars at every level, progression proformas and guides, suggestions, teaching advice, and witness statements.
Step 2: Small group meet to plan materials for launch CAT session	Ross Maunder, Gary Fryer, Jane Richardson.	ASAP before August	Will disseminate to all members of the group and HTs.	
Step 3: Secondary teacher visits primary school for initial CAT session with primary staff.	Secondary staff Primary staff	August/September	To be organised in each school early in the cycle of CAT sessions. Primary HTs to communicate with secondary HTs over dates.	
Step 4: Early in the term, Secondary English staff deliver a standard assessment.	English and Literacy PTs	September 2016	To be organised in cluster. Supply cover an issue. Open to all primary staff.	
Step 5: Primary staff visit critical reading lessons with S1 in August/September.	Secondary staff Primary staff	September 2016	To be organised in cluster. Supply cover an issue. Open to all primary staff.	
Step 6: Planning group meet to consider a standard assessment for key points of transition – Early to First, and First to Second Stages.	Primary staff Secondary staff	Before February in-service 2017	Requires supply cover to be released to do this.	
Step 6: In two further CAT sessions, primary teachers consider excellent strategies, try these out, plan together, give feedback, and embed in practice.	Primary staff	By Summer 2017	Requires commitment to trying strategies, supporting observation, joint planning and monitoring progress through school structures.	
Step 6: P6/7 teachers meet with secondary staff to moderate activities using the toolkit.	Primary staff		Requires supply cover to be released to do this.	

	Secondary staff			
Step 7: Planning group reconvene to evaluate the project and plan for Year 2.	Primary staff Secondary staff	Early in Summer Term	Requires supply cover to be released to do this.	
Next steps	See above for ideas for Year 2 and 3.			

Appendix 2: Broad View Audit Evaluation

A broad view audit using all quality indicators is carried out every three years, or where there has been a significant change in the school.

This audit helps schools to select aspects of HGIOS4 to identify priorities for the SIP.

			Quality indicators from *How good is our school 4?*							
Key	Quality Indicator	Themes	School's self-evaluation							
Aspects			6	5	4	3	2	1	Date / Evidence Sources	
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			X				June 2016: Teaching Staff Survey Support Staff Survey PIPs and INCAS data Attainment Tracking	
	1.2 Leadership of Learning	• Professional engagement and collegiate working • Impact of career long professional learning • Children and young people leading learning			X				June 2016: Teaching Staff Survey Support Staff Survey	
	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			X				June 2016: Teaching Staff Survey Support Staff Survey School Improvement Report for 2015-16	
	1.4 Leadership and management of staff	• Governance framework • Building and sustaining a professional staff team • Staff wellbeing and pastoral support			X				June 2016: Teaching Staff Survey Support Staff Survey	
	1.5 Management of resources to promote equity	• Management of finance for learning • Management of resources and environment for learning				X			DSM statements Resource purchases linked to SIP priorities for 2015-16	
Learning Provision	**2.1 Safeguarding and child protection**	• Arrangements for safe guarding, including child protection • Arrangements to ensure wellbeing • National guidance and legislation		X					IAF - Multi agency documentation Pastoral notes – SEEMIS Attendance data / Exclusions data - SEEMIS	
	2.2 Curriculum	• Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work			X				June 2016: Teaching Staff Survey Support Staff Survey Pupil Survey Parent Survey School Improvement Report for 2015-16 Monitoring and self-evaluation documentation	

Quality indicators from *How good is our school 4?*										
Key	Quality Indicator	Themes							School's self-evaluation	
Aspects			6	5	4	3	2	1	Date / Evidence Sources	
	2.3 Learning, teaching and assessment	• *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring*			X				June 2016: Teaching Staff Survey Support Staff Survey Pupil Survey Parent Survey Monitoring and self-evaluation documentation PIPs and INCAS data Attainment Tracking	
	2.4 Personalised learning	• *Universal support* • *Targeted support* • *Removal of potential barriers to learning*				X			June 2016: Teaching Staff Survey Support Staff Survey Pupil Survey Parent Survey ASN Tracking Tool SfLT / CT / ANA consultations	
	2.5 Family Learning	• *Engaging families in learning* • *Early intervention and prevention* • *Quality of family learning programmes*				X			June 2016: ELC Family Baking initiative – parent feedback Parent Survey	
	2.6 Transition	• *Arrangements to support learners and their families* • *Collaborative planning and delivery* • *Continuity and progression in learning*			X				June 2016: Teaching Staff Survey Support Staff Survey Pupil Survey Parent Survey P7 Advance Party evaluation	
	2.7 Partnerships	• *The development and promotion of partnerships* • *Collaborative learning and improvement* • *Impact on learners*			X				June 2016: Parent Survey CLD P7 feedback	
Successes and Achievements	**3.1 Improving wellbeing, equality and inclusion**	• *Wellbeing* • *Fulfillment of statutory duties* • *Inclusion and equality*			X				June 2016: Teaching Staff Survey Support Staff Survey Pupil Survey Parent Survey	

	Quality indicators from *How good is our school 4?*									
Key	Quality Indicator	Themes								School's self-evaluation
Aspects			6	5	4	3	2	1		Date / Evidence Sources
	3.2 Raising attainment and achievement	• Attainment in literacy and numeracy • Attainment over time • Overall quality of learners' achievement • Equity for all learners			X					June 2016: Teaching Staff Survey Support Staff Survey Pupil Survey Parent Survey PIPs and INCAS data Attainment Tracking School Improvement Report 2015-16
	3.3 Increasing creativity and employability	• Creativity skills • Digital innovation • Digital literacy • Increasing employability skills				X				June 2016: Teaching Staff Survey Support Staff Survey Pupil Survey Parent Survey

Appendix 3: HGIOS 4 Overview Cycle

This overview will help schools to identify what HGIOS4 Quality indicators need prioritised within their 3 year cycle

Key Aspects	Quality Indicator	Themes	2016/17	2017/18	2019/20
		Quality indicators from *How good is our school 4?*			
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*	X		X
	1.2 Leadership of Learning	• *Professional engagement and collegiate working* • *Impact of career long professional learning* • *Children and young people leading learning*	X		X
	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*		X	
	1.4 Leadership and management of staff	• *Governance framework* • *Building and sustaining a professional staff team : staff wellbeing and pastoral support*		X	
	1.5 Management of resources to promote equity	• *Management of finance for learning* • *Management of resources and environment for learning*	X		X
Learning Provision	**2.1 Safeguarding and child protection**	• *Arrangements for safe guarding, including child protection* • *Arrangements to ensure wellbeing* • *National guidance and legislation*		X	
	2.2 Curriculum	• *Rationale, design and development of the curriculum* • *Learning pathways including skills for learning, life and work*	X	X	X
	2.3 Learning, teaching and assessment	• *Learning and engagement* • *Quality of teaching : effective use of assessment: planning, tracking and monitoring*	X	X	X
	2.4 Personalised learning	• *Universal and targeted support* • *Removal of potential barriers to learning*	X		
	2.5 Family Learning	• *Engaging families in learning: quality of family learning programmes* • *Early intervention and prevention*		X	
	2.6 Transition	• *Arrangements to support learners and their families* • *Collaborative planning and delivery : Continuity and progression in learning*			X
	2.7 Partnerships	• *The development and promotion of partnerships* • *Collaborative learning and improvement : Impact on learners*		X	
Successes and Achievements	**3.1 Improving wellbeing, equality and inclusion**	• *Wellbeing : Inclusion and equality* • *Fulfillment of statutory duties*	X		X
	3.2 Raising attainment and achievement	• *Attainment in literacy and numeracy : Attainment over time* • *Overall quality of learners' achievement : Equity for all learners*	X	X	X
	3.3 Increasing creativity and employability	• *Creativity skills : Digital innovation ; Digital literacy* • *Increasing employability skills*		X	