



Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
<p>1.1 Self-Evaluation for Self-improvement</p>	<ul style="list-style-type: none"> All staff have a secure and firm understanding that self -evaluation is an integral aspect of our approach to continuous improvement and SIP is regularly visited at staff meetings to ensure all staff are involved in evaluating where we are and what we need to do to achieve priorities. Pupil participation is a strong feature of our self – evaluation and continuous improvement. We have an open and supportive culture/ethos that encourages staff to share their professional reading, successes and difficulties with each other. Help and advice is regularly exchanged between staff members. Staff utilised to their strengths Staff fully involved in improving life and work of the school. The whole school community are included in our self-evaluation. This includes staff, pupils, parents and partners. Across all stakeholders we have a shared understanding of expectations for all pupils. Staff professional learning linked to SIP through collegiate activities plus 	<ul style="list-style-type: none"> Regular moderation of learning and teaching and shared expectations. There is a QA calendar which ensures regular focus and attention on monitoring and evaluating of learning, teaching and pupil achievements. Progress of self-evaluation tracked and monitored with all stake holders. Evaluation of new initiatives by looking at the impact on pupils learning and the outcomes shared and used to plan next steps. Staff regularly self-evaluate learning and teaching and work effectively as a team, sharing practice and of peer support and challenge. Self-evaluation leads to pupil attainment and increased high quality learning and teaching, evidenced through a robust tracking and monitoring cycle. The whole school community has a shared understanding of the strengths and improvement needs of the school – shared through parent council, newsletters and community council updates. 	<p>5</p>

	<p>encouraged to pursue their own passions and interests which lead to highly skilled and well-read teachers.</p>	<ul style="list-style-type: none"> • Pupils are regularly involved in self-evaluation through House groups, pupil council and school surveys. • CLPL linked to school improvement plan • Parent Council and wider parent body are invited termly to support school improvement and comment on school improvement plans and progress. • Teachers have up to date knowledge of the local community and all have a sound understanding of the circumstances affecting their pupils learning, this ensures timely interventions are put in place to remove any barriers to learning and ensure success for all. Evidenced through robust tracking. 	
<p>1.3 Leadership of Change This QI also focusses on the following aspects of empowerment:</p> <ul style="list-style-type: none"> • curriculum; • improvement activities; • parental and community engagement; and • pupil participation. 	<ul style="list-style-type: none"> • All staff have consistently high expectations of all learners and these are regularly discussed with pupils and Head Teacher. • Leaders at all levels motivate and inspire others. • Vision and Values are central to the school ethos and shared with all stakeholders on regular basis. • Values were formulated by all stakeholders through extensive consultation. • School ethos empowers leadership at all levels • All staff are committed to change which results in improvements for learners. 	<ul style="list-style-type: none"> • All staff have responsibility for an aspect of school improvement, including Nurture, Literacy, Health and Wellbeing and Early Years. • All staff have consistently high expectations of all learners, teaching and non-teaching staff and these expectations are regularly referred to. • Clear remits for SLT which enable ongoing school improvement. • Staff confidently lead new initiatives to enhance children's learning. 	<p>4</p>

	<ul style="list-style-type: none"> • All staff have a clear understanding of the local context of the school. • School has a good relationship with the local community and community groups. • Enhanced use of data analysis in our evaluations is leading to more successful targeting of strengths and areas for improvement. 	<ul style="list-style-type: none"> • All pupils have a say through House Groups about the vision and values of the school and expectations. • Pupils regularly use HGIOURS to lead discussions and are involved in school changes and improvement and collecting data to be used for gathering strengths and areas of development. • Continuous improvement is driven by data tracked by all staff and driven by improvement targets. Parent body regular updated through the PTA and consulted on school improvement. • Pupil leadership demonstrates confidence and ability through sport and wellbeing, school librarians, pupil council, eco committee, buddies, peer readers, House Captains and Rights Respecting schools. • Events held for the community are well attended – Senior Citizen Harvest tea, Senior citizen Christmas event. School works with the local climate action network, organic gardening group and local businesses. 	
<p>2.3 Learning, teaching and assessment</p>	<ul style="list-style-type: none"> • Learners are engaged and highly motivated with challenging experiences matched to needs and interests, the learning environment is built on positive, nurturing and appropriately challenging relationships 	<ul style="list-style-type: none"> • Pupils and Parents positive about learning experiences evidenced in feedback forms. • Pupils are confident and positive about their learning and this is evidenced through pupil discussions with class teachers and shared on Seesaw with parents. • Pupil achievements regular celebrated in assembly and across the school. 	4

	<ul style="list-style-type: none"> • Learners are fully involved in all aspects of school life and show independence and leadership in learning as they progress. • Planning is a collaborative process involving staff working within levels as is assessment and moderation. • Teaching is underpinned by shared vision and school values. Teaching is creative and uses a wide range of creative learning environments. • Whole school approach to moderation ensures share expectations, standards and progression through levels. • Learners achievements in and out of school are recorded and recognised and are part of the schools robust tracking and monitoring data. • Learners receive regular high quality feedback and have knowledge and understanding of their progress and what they need to do to improve. 	<ul style="list-style-type: none"> • Have AMF and QAMSO on staff which enable us to compare practice and attainment in a national context. • All teachers involved in evaluations of what a high quality learning experience looks like at regular moderation meetings across levels and peer observations. • Pupils consulted on learning experiences which feed into data for improvement. • Pupils are regularly learning through active, playful and creative ways. Skills for learning, life and work are being enhanced through whole school focuses and class IDL. • Pupils use learning journals to reflect on their learning using the 4 capacities, and the skills and qualities required for learning, life and work. • Across the school all children are well engaged in their learning. Whole school teaching practices and strategies for collaborative learning, problem solving and the use of higher order questioning further enhances high quality learning experiences. 	
<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> • Relationships are a key strength across the whole school community and our school vision, values and aims are well embedded and understood across the whole learning community. • All staff and partners model behaviour which promotes the wellbeing of all. • All children and their families are respected and valued. 	<ul style="list-style-type: none"> • Children and parents trust the school and all staff as indicated in regular self-evaluation feedback data. • Parents, staff and visitors constantly comment on our nurturing approach and confidence in our school. • Children feel supported and trust staff and discuss worries openly. 	5

	<ul style="list-style-type: none"> • All staff, pupils and parents have an understanding of the well-being indicators and how they feature in school life. • Staff receive regular training in CP, GIRFEC and well-being indicators. • All staff promote respect and school values in class, playground and wider community. • All staff are experienced in meeting and identifying the needs of all pupils. • The curriculum provides opportunities to celebrate and explore diversity. • Updated Staff training in being a Trauma Informed school • Timely interventions put in place to support pupils and regularly evaluated. 	<ul style="list-style-type: none"> • Health and Wellbeing tracking is part of wider school tracking and data, using Boxall profile, Leuvan scale observations and Wellbeing indicators. • Regular evaluation of interventions and strategies ensure improved outcomes for all identified pupils. • Staff work effectively with support staff, parents and outside agencies to ensure best outcomes for all pupils. • Pupils who face barriers to learning all show improved attainment in tracking data. • We make good use of our outdoor environment to enrich and enhance learning and teaching. • Children and staff effectively work together across the school. • Regular school achievement assembly • House Groups • Well Being Web used and discussed with class teacher • UNCRC Rights respecting schools Silver award, working towards Gold accreditation. 	
<p>3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> • Assessment data is robust and leads to improvement. • Robust tracking of literacy and numeracy as well as Health and Wellbeing and wider achievements allows us to ensure attainment in all curricular areas. 	<ul style="list-style-type: none"> • Attainment results show a continued level of high attainment and most pupils attaining appropriate levels or on track. • Data is used to target action areas and specific pupils and shows pupils making very good progress. 	4

	<ul style="list-style-type: none"> • Regular tracking meetings between HT/CT allows staff to have professional dialogue and be able to make confident judgements. • Regular tracking meetings also allow for timely and effective interventions to be put in place and also ensure pace and challenge. • Use a range of formative and standardised assessments along with Benchmarks and professional judgement to improve attainment. • Pupils confident in their learning and achievement. 	<ul style="list-style-type: none"> • Teachers are confident in their judgements. • Pupils are fully engaged in their learning and plan learning with staff. • Through the use of HGIOURS pupils are empowered to have an input into quality of their learning experiences. • Pupils have opportunities across the school to contribute to the life of the school, wider community and as global citizens, they have opportunities to share their wider achievements. • Wider achievements tracked to ensure all pupils have opportunities to increase their skills. 	
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* Evaluation 6-point Scale:

- 6 Excellent
- 5 Very Good
- 4 Good
- 3 Satisfactory
- 2 Weak
- 1 Unsatisfactory