**COMMUNITY SERVICES: EDUCATION**



**Key information related to Standards and Quality Report**

The Standards and Quality report should be an integral part of the Improvement Plan.

This review of progress should take place in time for the production of the Improvement Plan by June annually.

Schools may wish to publish final attainment data early in the following session as a separate document, as part of a school newsletter or report to committee.

***The Standards and Quality report should:***

**Review of progress with previous session’s Improvement Plan priorities** – this should be an evaluative section outlining the progress made with the priorities and next steps in development. The emphasis should be on the **impact** priority developments have made on the learning and teaching in the school and outcomes for young people and children.

Improvement Plan may be a three year cycle of planning, years one and two will be an update and evaluation of progress. Year three will be a final evaluation of the impact of priorities and an outline of the new priorities set for the next cycle.

**Attainment** – information on attainment in the previous session in relation to the targets set. At the current time this is data from SEEMIS related to Literacy and Numeracy and any school related assessment. Schools may wish to publish final attainment data early in the following session as a separate document or as part of a school newsletter

**Achievement** – a celebration of the achievement of the school community.

***The following should be considered as helpful suggestions:***

**Importance of ‘plain English’** – Remember the audience for the Standards and Quality Report. Avoid Educational/technical jargon and include a glossary of frequently used acronyms

**Addition of photographs** – “A picture speaks a thousand words”. Include photographs in the document where appropriate, particularly in the Wider Achievement section.

***Structure of the Report****:*

When reviewing the progress of the Improvement Plan priorities comments should be evaluative and give an indication of next steps.

The **Impact** of self-evaluation should be emphasises, with a focus on **outcomes** for learners.

***Based on the dimensions of JtE, provide evidence of impact of:***

* + - High quality learning and teaching.(1)
    - Success for all learners.(2,10)
    - The school’s shared vision. (3)
    - High quality leadership at all levels. (4)
    - Partnership with parents, community and others.(5,6)
    - Self-evaluation.(7)
    - Valuing and empowering staff and young people.(8)
    - Ethos – well-being, respect.(9)

Provide clear evidence to answer the key questions. The evidence must include impact for children, young people and staff.

* + - How well do our children and young people learn and achieve?
    - How well do our staff work with others to support the children and young people’s learning?
    - How well are our staff, children and young people actively involved in improving the school community?
    - How does this school demonstrate high expectations for all its children and young people?
    - How does this school demonstrate a clear sense of direction?
    - How good is our learning, teaching and achievement?
    - Learners’ experiences (*Learning and Teaching*)
    - Improvements in performance (*Attainment and Achievement*)
    - How well do we meet pupils’ learning needs?
    - How good is our environment for learning?
    - How good is our leadership?

What do we aim to do next to improve?

This then leads to the Improvement Plan.

Anne Paterson

Education Manager: Learning & Achievement

5 May 2015