**5.9 Improvement through self-evaluation-** [**Inspection Advice Notes**](http://www.educationscotland.gov.uk/resources/i/genericresource_tcm4832425.asp) **2011-15, primary and early years card sort activity**

**Theme 1: Improvement through self-evaluation**

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| **2011** | **2012** | **2013-15** |
| 1(1) There is a continued focus on support for leadership development, including for lead practitioners, principal teachers and faculty heads. | 1(1) The school/centre has good leadership at all levels with a vision for the outcomes of change. This vision gives direction to self-evaluation.Staff are ensuring a continued focus on support for leadership development, including leadership for learning and in particular for lead practitioners, principal teachers and faculty heads. | 1(1) The school/centre has strong leadership at all levels with a vision for the outcomes of change.This vision gives direction to self-evaluation. Staff are ensuring a continued focus on support for leadership development, including leadership for learning and in particular for lead practitioners, principal teachers and faculty heads.  |
| 1(2) It is important that CPD includes an element of ‘externality’ (i.e. moving ‘outwith’ the centre, school or learning community where feasible in order to get a broader perspective) in addition to activities that are developed in-house using the resources to hand. | 1(2) Staff take part in a range of professional learning, including the right blend and balance agreed by each member of staff through effective professional review and development (PRD). Whilst most professional learning will be practice based, it is important it includes an element of ‘externality’ (i.e. moving ‘outwith’ the centre, school or learning community where feasible in order to get a broader perspective) in addition to activities that are developed in-house using the resources to hand. | 1(2) Staff take part in a range of professional learning, including the right blend and balance agreed by each member of staff through effective processes for professional review and development (PRD) and Professional Update. Whilst most professional learning will be practice based, it is important it includes an element of ‘externality’ (i.e. moving ‘outwith’ the setting, school or learning community where feasible in order to get a broader perspective) in addition to activities that are developed in-house using the resources to hand |
| 1(3) Our staff are taking ownership of CPD, including reflection on practice as an individual or with others, in order to engage more deeply and meaningfully with Curriculum for Excellence. | 1(3) Good quality support for career-long professional learning is in place to support improvement.Staff take ownership of professional learning, including reflection on practice as an individual or with others, in order to engage more deeply and meaningfully with Curriculum for Excellence. | 1(3) High quality support for career-long professional learningis in place to support improvement. Staff take ownership of professional learning, including reflection on practice as an individual and with others, in order to engage more deeply and meaningfully with CfE.  |
| 1(4) Staff engage in joint CPD with partners and are engaging in CPD to enable them to provide input into developmentsStaff can talk about the impact of the CPD on their work and the experiences of learners | 1(4) Staff engage in joint professional learning with partners. Staff are engaging in a range of professional learning to support Curriculum for Excellence implementation including using, sharing and developing good practice in assessment and profiling and developing courses and programmes. Staff are aware of the impact of their professional learning on their work and the experiences of learners.Staff ensure appropriate mentoring and support for students and newly qualified teachers. | 1(4) Staff engage in joint professional learning with partners. Staff are engaging in a range of professional learning to support CfE implementation including using, sharing and developing good practice in assessment and profiling, developing courses and programmes and improving learning transitions. Staff are aware of the impact of their professional learning on their work and the experiences of learners. Staff ensure appropriate mentoring and support for students and teachers in the early phase of their career. |
|  | 1(5) All staff, partners, learners and stakeholders are involved in self-evaluation, are aware of resulting strengths and development needs and are committed to take action to effect improvement. Effective systems are in place to monitor and evaluate the quality of provision, including with partners, and to gather and respond to views of stakeholders. | 1(5) All staff, partners, learners and stakeholders are involved in self-evaluation, are aware of resulting strengths and development needs and are committed to take action to effect improvement. Effective systems are in place to monitor and evaluate the quality of provision, including with partners, and to gather and respond to views of stakeholders. Pupil voice is a strong feature of the school’s approaches to self-evaluation. |

**Theme 2: Management of self-evaluation**

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| **2011** | **2012** | **2013-15** |
| 2(1) Staff maintain a strong focus on evaluation of practice to ensure a high quality of teaching, consistent with the Es and Os, and of the impact of changed methodologies on outcomes for learners. | 2(1) Self-evaluation gives a high priority to the quality of learning and teaching. Staff maintain a strong focus on evaluation of practice to ensure a high quality of teaching, consistent with the Es and Os. They also focus on the impact of changed methodologies on outcomes for learners. | 2(1) Self-evaluation gives a high priority to the quality of learning and teaching. Staff maintain a strong focus on evaluation of practice to ensure a high quality of teaching, consistent with the Es and Os and qualifications and awards. Staff use self-evaluation to help share good practice. They also focus on the impact of changed methodologies on outcomes for learners.Schools use a range of approaches to monitor and evaluate the impact of curriculum change in the BGE to inform on-going improvements to provision. |
| 2(2) Staff are using effective arrangements to assess and track progress and have clear knowledge and understanding about how learners are progressing. | 2(2) Staff identify important strengths and areas for improvement through self-evaluation from a range of evidence.This includes using effective arrangements to assess and track progress. They have clear knowledge and understanding about how learners are progressing. | 2(2) Staff identify important strengths and areas for improvement from a range of evidence. This includes using effective arrangements to assess and track progress and achievement in the BGE. They have clear knowledge and understanding about how learners are progressing and achieving.  |
| 2(3) Staff use self-evaluation and work collaboratively to develop a shared understanding, consistently apply and improve standards and expectations including through moderation, sharing best practice and benchmarking with other establishments. | 2(3) Staff use self-evaluation and work collaboratively to develop a shared understanding, consistently apply and improve standards and expectations including through moderation, sharing best practice and benchmarking with other establishments;Staff are increasingly engaged in a range of quality assurance and moderation activities within schools/centres, between schools and other centres, between authorities and colleges and at a national level to develop their skills and confidence in assessment approaches. | 2(3) Schools and other settings are further developing approaches to monitoring and tracking learners’ progress and achievement in the BGE to provide robust evidence of standards of achievement across all curriculum areas and trends over time. The school is ensuring that approaches to monitoring and tracking learners’ progress and achievement are manageable, and not leading to overly-bureaucratic systems which take time away from learning and teaching.Staff work collaboratively to develop a shared understanding of standards. Staff are increasingly engaged in a range of quality assurance and moderation activities within and between all learning settings, between authorities and colleges and at a national level to develop their skills and confidence in assessment approaches.  |

**Theme 3: School/learning community improvement**

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| **2011** | **2012** | **2013-15** |
| 3(1) Staff in centres, schools and learning communities: - ensure improvement planning includes a focus on developing assessment of the broad general education (and senior phase) and proposals for raising standards in literacy and numeracy;-have long term planning in place; and-that plans are progressing at a reasonable pace. | 3(1) Improvement planning includes a focus on:- Developing assessment approaches;- Delivering a coherent curriculum and the broad general education entitlement 3-15, including planning for transition P7 to S1- Raising standards of attainment in literacy and numeracy at every level- Delivery of and priorities for health and wellbeing across the curriculum; and- In primary schools, prioritising improving use of Es and Os and the breadth and depth of learning across all curriculum areas. | 3(1) Improvements focus particularly on continuing improvements to learning and teaching and the achievement of all learners. |
|  | 3(2) Staff are committed to acting on the results of robust and rigorous self-evaluation and can show clear evidence of improvement based on actions as part of our self-evaluation. Improvements focus particularly on continuing improvements to learning and teaching and the achievement of all learners. | 3(2) Staff are committed to acting on the results of robust and rigorous self-evaluation and can show clear evidence of improvement based on actions taken as a result of self-evaluation. Staff can demonstrate the positive impact of self-evaluation on learning and teaching and the achievement of all learners. |