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| **QI 5.1 Curriculum**  **How good is the education we provide?** | **QI 1.1 Improvements in performance**  **What outcomes have we achieved?** | **Insight**  **What does the evidence tell us?** |
| * Rationale & design of the curriculum * Development of the curriculum * Programmes and courses * Transitions   In what ways is the senior phase designed to improve attainment and achievements of all young people and ensure progression to positive and sustained post-school destinations?  How does the design of the senior phase create space for more in-depth learning and allows more time to be spent on challenging learning at higher levels?  Is there a clear and shared strategy for development and assessment of literacy, numeracy and HWB across the curriculum? How well does the senior phase ensure a continued focus on literacy, numeracy and HWB?  How well do we track, manage and support learners’ achievements pathways in the senior phase including those delivered by partners? Do we need to be more specific about meeting individual and/or particular group needs?  What are the key improvements being made to learning programmes in the senior phase? In what ways do programmes of learning in the senior phase emphasise depth and application of learning?  How well are we ensuring that young people who are likely to leave at the end of S4 have the qualifications and awards, and a range of skills for life, learning and work that will support them in progressing to further education or employment?  How well do we ensure our learners are creative, enterprising and prepared for the world of work and their future careers?  How well do we plan the curriculum with partners to support smooth transitions for learners? How well do we use assessment information to inform transition information? | * *Standards of attainment over time* * Quality of learners’ achievement * Impact of the improvement plan   How well does the school support young people to attain and enter a positive destination on leaving school, latest year and trends?  (Leavers – national benchmark measures & By S6 local measures including breadth v depth)  How well does the school support young people to attain as they move through the school, latest year and trends? How well does the school support young people at each stage to build on prior attainment and enter a positive destination?  (By stage – local benchmarks and breadth v depth)  How well does the curriculum support young people to achieve latest year and trends?  (Curricular areas/ subjects contributing to overall performance and improving outcomes for learners; grade distribution) | Dashboard : National Measures  Increasing post-school participation  Improving attainment in literacy and numeracy  Attainment v deprivation  Improving attainment for all  Dashboard: Local Measures  Increasing post-school participation  Improving attainment in literacy and numeracy  Attainment v deprivation  Improving attainment for all  Course  Whole course summary  Breadth & depth : leavers  Breadth& depth : all candidates  Curricular areas : All curricular areas  Curricular areas : Singles curricular area  Local course measure: Attainment in selected graded course - % of resulted entries  Local course measure: Attainment in selected ungraded course  Local course measure: course relative value – selected graded course  Local course measure : course relative value – all graded courses, % of resulted entries |