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**Supporting Continuous Improvement: Termly Self-Evaluation**  
**Year 1: Session 2025-26**



This paperwork is optional. It is designed to support your continuous self-evaluation throughout the year. Please feel free to use or disregard if you already have a recording system that works for you.

The following tables from the new framework should support your evaluative writing. Use of the language ('all', 'almost all' etc) should be included in your evaluative statements, however, you must be able to provide the evidence that supports each evaluation.

<b>Level 6</b>	Excellent	Outstanding or sector leading
<b>Level 5</b>	Very Good	Major strengths
<b>Level 4</b>	Good	Important strengths and areas for improvement
<b>Level 3</b>	Satisfactory	Strengths just outweigh weaknesses
<b>Level 2</b>	Weak	Important weaknesses
<b>Level 1</b>	Unsatisfactory	Major weaknesses

<b>All</b>	100%
<b>Almost all</b>	91% - 99%
<b>Most</b>	75% -90%
<b>Majority</b>	50% - 74%
<b>Minority/ Less than half</b>	15% - 49%
<b>A Few</b>	Less than 15%

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Please include the names of persons involved in the self-evaluation process and highlight the Quality Indicators being focused on each term. Note that all indicators should be covered across the three terms.

TERM 1	
<b>PERSONS:</b>	
<b>FOCUS</b>	
<b>HEADINGS</b>	<b>QUALITY INDICATORS</b>
Leadership	<ul style="list-style-type: none"> <li>Leadership and management of staff and resources</li> </ul>
Children thrive and develop in quality spaces	<ul style="list-style-type: none"> <li>n/a</li> </ul>
Children play and learn	<ul style="list-style-type: none"> <li>Playing, learning and developing</li> <li>Curriculum</li> <li>Learning, teaching and assessment</li> </ul>
Children are supported to achieve	<ul style="list-style-type: none"> <li>Nurturing care and support</li> <li>Wellbeing, inclusion and equality</li> <li>Childrens progress</li> </ul>
<b>How are we doing</b>	
<b>Themes</b>	<b>Evaluative Statement</b>
<b>How do we know - Impact on Children and Families</b>	

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Themes	Evaluative Statement
<b>What are we going to do now – How good can we be</b>	
Themes	Evaluative Statement
<b>Good Practice / Sources of Evidence</b>	
<b>Quantitative Data:</b>	
<b>Peoples Views:</b>	
<b>Direct Observations:</b>	
<b>Looking inwards, outwards and forwards</b>	
<i>Moderation, establishment visits, research, policy and practice etc</i>	

**Self-Evaluation: Taking a closer look**

- Who is leading this self - evaluation activity?
- What are the questions we want to explore?
- Which QIs or themes will support our work?
- Who can provide evidence for this self – evaluation?

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TERM 2	
<b>PERSONS:</b>	
<b>FOCUS</b>	
<b>HEADINGS</b>	<b>QUALITY INDICATORS</b>
Leadership	<ul style="list-style-type: none"> <li>Leadership and management of staff and resources</li> </ul>
Children thrive and develop in quality spaces	<ul style="list-style-type: none"> <li>n/a</li> </ul>
Children play and learn	<ul style="list-style-type: none"> <li>Playing, learning and developing</li> <li>Curriculum</li> <li>Learning, teaching and assessment</li> </ul>
Children are supported to achieve	<ul style="list-style-type: none"> <li>Nurturing care and support</li> <li>Wellbeing, inclusion and equality</li> <li>Childrens progress</li> </ul>
How are we doing	
Themes	Evaluative Statement
How do we know - Impact on Children and Families	

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TERM 3	
<b>PERSONS:</b>	
<b>FOCUS</b>	
<b>HEADINGS</b>	<b>QUALITY INDICATORS</b>
Leadership	<ul style="list-style-type: none"> <li>Leadership and management of staff and resources</li> </ul>
Children thrive and develop in quality spaces	<ul style="list-style-type: none"> <li>Children experience high quality spaces</li> </ul>
Children play and learn	<ul style="list-style-type: none"> <li>Playing, learning and developing</li> <li>Curriculum</li> <li>Learning, teaching and assessment</li> </ul>
Children are supported to achieve	<ul style="list-style-type: none"> <li>Nurturing care and support</li> <li>Wellbeing, inclusion and equality</li> <li>Childrens progress</li> </ul>
<b>How are we doing</b>	
<b>Themes</b>	<b>Evaluative Statement</b>
<b>How do we know - Impact on Children and Families</b>	

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