

CONDORRAT PRIMARY/BUN-SGOIL CHONDOBHRAIT HEALTH & WELLBEING SELF-EVALUATION

	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on children and young people?	What are you going to do now? What are your improvement priorities in this area?	What staff development / CLPL is required in this area?
<p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>• <i>Staff, children and young people know, understand and use the GIRFEC principles and processes and wellbeing indicators.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Shared understanding of well-being</li> <li>• All children are valued, nurtured and respected</li> <li>• Children feel safe in school and are protected from harm</li> <li>• All pupils and staff understand and use the wellbeing indicators in planning and discussion with all pupils</li> <li>• All staff, pupils, parents and partners are valued and supported</li> <li>• Progressive HWB programme in place</li> <li>• Staff, pupil and parental awareness of pupil rights through RRS</li> </ul>	<ul style="list-style-type: none"> <li>• Strong school ethos based on shared whole school values</li> <li>• Each class has an annotated display of the well-being indicators</li> <li>• Teachers planning demonstrates importance of rights and where these are taught explicitly</li> <li>• All staff are involved in GIRFME process and Child's Plan in place for all children who require additional support</li> <li>• HWB assessments used to support individual children</li> <li>• Staff regularly monitor children's health and well-being using Leuven Scales</li> </ul>	<ul style="list-style-type: none"> <li>• Training and support for new staff in school/nursery August 2020</li> <li>• Poverty Proofing Policy to ensure that current good practice and approaches to support children and families are reflected in policy</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to undertake GIRFME refresh training in November 2020</li> <li>• All staff to be made aware of cluster model of support including HWB Hub</li> </ul>

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<ul style="list-style-type: none"> <li>• <i>We have effective:</i> <ul style="list-style-type: none"> <li>➢ <i>'universal',</i></li> <li>➢ <i>'additional'</i></li> <li>➢ <i>'intensive'</i></li> </ul> </li> </ul> <p><i>offers which improve outcomes for children and young people including those facing barriers to learning.</i></p> <p><i>(Education and Families—HWB Framework: Building Capacity in the Workforce)</i></p>	<ul style="list-style-type: none"> <li>• All learners experience high quality education which is suited to their own individual needs</li> <li>• Shared values of all stakeholders lead to high expectations both in terms of learning and behaviour</li> <li>• All pupils are given the supports they need to access the curriculum and learn in a way that suits them</li> <li>• All pupils are supported to manage their behaviour</li> <li>• PEF is used effectively to ensure support for identified pupils to meet their potential</li> <li>• Targeted support to meet needs of individuals and small groups of learners</li> <li>• Outcomes for all learners are improving</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers are able to make adaptations within class to support learners</li> <li>• SLT work closely with all staff to provide timely and appropriate support where identified</li> <li>• Effective programmes of support including, Rainbow Reading, Read/Write/Ink seasons for growth and lego therapy in place and attainment is improving across all stages</li> <li>• Miracle Foundation and Teen Talks utilized to support targeted pupils</li> <li>• SLT work in close partnership with staff, parents and partner agencies to support individual pupils</li> <li>• Alternative strategies are effectively used to support pupils behaviour</li> <li>• Improving attainment and engagement data across the school</li> </ul>	<ul style="list-style-type: none"> <li>• Training and support for new staff in school/nursery August 2020</li> <li>• Poverty Proofing Policy to ensure that current good practice and approaches to support children and families are reflected in policy</li> <li>• Implementation of cluster approach including role of CIIL</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to undertake GIRFMe refresh training in November 2020</li> <li>• All staff to be made aware of cluster model of support including HWB Hub</li> </ul>
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<ul style="list-style-type: none"> <li>• <i>All staff and partners are sensitive and responsive to their own and colleagues' well-being.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Positive school ethos</li> <li>• Strong collegiate working</li> <li>• SLT who are attuned to and support staff wellbeing</li> <li>• Staff are given information on where to seek support if necessary</li> <li>• Strong relationships with pupils and parents</li> <li>• Pupils are given opportunity to contribute to discussion and decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking circles and focus groups ensure that pupil views are regularly sought and acted upon</li> <li>• Staff wellbeing information section in the staff handbook, and a wellbeing noticeboard is in the staffroom</li> <li>• HWB Champion has staff wellbeing information updated on teams for staff to access</li> <li>• High level of parental engagement across the school evident at parents meetings and school events</li> <li>• SLT are accessible to all parents</li> <li>• Practical support for children and families facilitated by staff</li> <li>• Practical procedures in place to ensure staff are supported by SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to raise staff awareness of supports available to them through NLC</li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Our curriculum provides flexible learning pathways which lead to raised attainment, improved outcomes and meets the needs and</i></li> </ul>	<ul style="list-style-type: none"> <li>• A progressive HWB is in use across the school based around the wellbeing indicators</li> <li>• Whole school approach to skills based learning to ensure that all children experience success</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher planning reflects progressive HWB programme</li> <li>• Every class has a HWB display based on the wellbeing indicators</li> </ul>	<ul style="list-style-type: none"> <li>• All stakeholders will review the HWB programme</li> </ul>	

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<p><i>aspirations of all our learners.</i></p>	<ul style="list-style-type: none"> <li>• All children are given the opportunity to contribute to the decision making process through focus groups, surveys and thinking circles</li> <li>• All pupils evaluate their understanding of wellbeing indicators at the start of each session</li> </ul>	<ul style="list-style-type: none"> <li>• Each pupil has a wellbeing indicator booklet</li> <li>• Pupils can confidently discuss their learning</li> <li>• Whole school approach to teaching skills for learning ensuring all children are able to be successful learners</li> <li>• Planned learning demonstrates awareness of pupil needs and makes use of variety of learning styles/approaches</li> <li>• Wide range of supports in place to raise attainment and reduce gap &amp; data reflects improvements being made</li> <li>• SLT discussion meetings with staff focus on progress, next steps and interventions</li> </ul>		

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<p><b>Fulfilment of statutory duties</b></p> <ul style="list-style-type: none"> <li>All staff engage in regular professional learning to ensure they are fully up to date with local, national and international legislation and policies affecting the rights, well-being and inclusion of all children and young people. (Statutory Framework)</li> </ul>	<ul style="list-style-type: none"> <li>All staff have a good knowledge of legislation relating to well-being, equality and inclusion</li> <li>Staff undertake professional learning opportunities to ensure that they are up to date with local, national and international legislation</li> </ul>	<ul style="list-style-type: none"> <li>Policies are all up to date and based on current legislation</li> <li>All staff are aware of procedures in place to ensure well-being, equality and inclusion</li> </ul>	<ul style="list-style-type: none"> <li>Continue to raise staff awareness of any changes to legislation or policy</li> </ul>	
<ul style="list-style-type: none"> <li>All schools have a child protection policy which is based on Scottish Government guidance and all staff, learners, parents and partners are aware of, and adhere to child protection policies and procedures. (Child Protection Audit)</li> </ul>	<ul style="list-style-type: none"> <li>Child protection policies are in line with Government Guidance</li> <li>All staff understand CP guidance and specifically their roles and responsibilities</li> <li>CP procedures are followed closely</li> <li>School have a robust approach to CP and work closely with social work and police as required</li> <li>Policies are in place to safeguard all children and parents</li> </ul>	<ul style="list-style-type: none"> <li>Safeguarding procedures including CP are monitored regularly and updated when necessary</li> <li>Staff undertake annual training in CP and AP</li> <li>CP notes are kept electronically and in files to ensure information is safe and protected</li> <li>Strong relationships with SLT and families supports children</li> <li>Staff work together to improve outcomes for children and families including through practical support</li> <li>Posters are displayed for pupils</li> </ul>	<ul style="list-style-type: none"> <li>Continue to review policies and train staff as required</li> </ul>	

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<p><b>Inclusion and equality</b></p> <ul style="list-style-type: none"> <li><i>The school promotes equality and diversity and eliminates discrimination.</i></li> </ul>	<ul style="list-style-type: none"> <li>Vision and values embedded in school and created by all stakeholders</li> <li>Policies reflect school values and vision</li> <li>school HWB programme explores equality, diversity and discrimination</li> <li>All learners are supported to do their best and reach their potential</li> <li>All stakeholders are treated fairly and with respect</li> <li>Staff do all they can to remove any barriers to inclusion and no one is discriminated against</li> <li>Effective strategies are in place to support attainment and achievement</li> <li>Targeted support for identified children who</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of stakeholder involvement in creation of values/vision</li> <li>Values displayed in all classes and throughout the school</li> <li>Assemblies held that are based on school values</li> <li>Pupils able to discuss school values and what they mean</li> <li>School values utilized to promote positive behaviour</li> <li>Support in place for learners struggling with gender and sexual orientation</li> <li>Feedback from stakeholders is positive and recognises high levels of support for pupils</li> </ul>	<ul style="list-style-type: none"> <li>Continue to review resources and practice</li> </ul>	

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	face challenge leading to improved outcomes			
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