



**Kildrum
Primary School**

Self-evaluation and Improvement Planning Policy

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Using robust self-evaluation to strengthen outcomes for learners.

Introduction

In Kildrum Primary School, we are committed to fostering a culture of continuous improvement. This policy outlines our approach to self-evaluation and improvement planning, ensuring that all stakeholders—staff, pupils, parents, and partners—are actively engaged in shaping a high-quality learning environment that promotes equity, excellence, and wellbeing.

Policy Rationale

This policy is informed by:

- How Good Is Our School? (HGIOS4)
- The National Improvement Framework (NIF)
- North Lanarkshire Council's Strategic Priorities
- United Nations Convention on the Rights of the Child (UNCRC)

It ensures that self-evaluation is not a standalone activity but is an embedded process that informs strategic planning, professional learning, and pupil outcomes.

Aims

- To ensure improvement planning is evidence-based, inclusive, and aligned with national and local priorities.
- To empower pupils and families to contribute meaningfully to school development.
- To raise attainment and close the poverty-related attainment gap.

Our School Values

At Kildrum Primary, our shared values guide every interaction and decision:



Respect: We are kind and listen to everyone. We care for ourselves, our school and the world.



Learning: We are curious and try our best, so we can discover new things.



Responsibility: We are accountable for our actions and our choices. We look after ourselves, others, and our planet.



Nurturing: We are caring and supportive of each other, creating a safe and happy place where everyone feels valued.



Creativity: We are imaginative and explore new ideas, allowing our unique talents to shine.



Inclusion: We are a team where everyone belongs.

These values were agreed in consultation with pupils, parents/carers, staff and partner agencies and are embedded in our curriculum, relationships, and everyday routines.



*Created: October 2025
Last Review: October 2025
Next Review: June 2026*

Kildrum Primary School fosters a culture of reflective inquiry and evidence-based improvement. Staff, pupils, and stakeholders are encouraged to ask three core evaluative questions throughout the year:

How are we doing?

How do we know?

What are we going to do now?

These questions underpin all self-evaluation activities and guide the development of meaningful improvement plans.

Effective Self-Evaluation

Self-evaluation is a continuous, collaborative process that draws on multiple sources of evidence. At Kildrum, we ensure it is:

- **Planned and purposeful:** Linked directly to school priorities and improvement targets.
- **Inclusive:** Involving pupils, staff, parents, and partners.
- **Reflective and honest:** Focused on strengths, areas for development, and next steps.
- **Action-oriented:** Leading to measurable change and improved outcomes.

Use of Toolkits and Frameworks

Staff use a range of validated self-evaluation tools, including:

- **HGIOS4 Quality Indicators:** Used to assess leadership, learning, inclusion, and attainment.
- **North Lanarkshire Self-Evaluation Toolkit:** Provides structured prompts and evidence-gathering strategies.
- **Education Scotland's Moderation Cycle:** Supports consistency in assessment and professional dialogue.
- **UNCRC Audit Tools:** Ensure children's rights are embedded in planning and practice.

These tools help staff frame their reflections, gather evidence, and write evaluative statements.

Data Analysis and Outcome Measures

Improvement planning is grounded in robust data analysis:

- **Attainment Data:** Standardised assessments, teacher judgements, and tracking tools are analysed termly.
- **Wellbeing Indicators:** SHANARRI data and pupil surveys inform support strategies.
- **Equity Measures:** SIMD profiles, attendance, and engagement data help target interventions.
- **Outcome Measures:** Each improvement plan priority includes clear success criteria and measurable outcomes (e.g., % increase in reading attainment, reduction in exclusions).

Staff are supported to interpret data meaningfully and use it to inform planning and teaching.

Evaluative Writing

Staff are trained to write evaluative statements that:

- Describe what is happening (evidence)
- Analyse why it is happening (impact)
- Identify what needs to change (next steps)

For example: *"Most learners are engaged during writing lessons, as evidenced by pupil feedback and jotter sampling. However, extended writing tasks show limited vocabulary use. We will introduce targeted vocabulary instruction and monitor impact through moderation and pupil voice."*



Triangulation of Evidence

We use triangulation to ensure evaluations are robust and balanced. This involves:

- **Quantitative Data:** Attainment scores, attendance rates, survey results.
- **Qualitative Data:** Pupil and parent feedback, staff reflections, focus groups.
- **Direct Observation:** Learning walks, classroom visits, jotter sampling, and peer observations.

Triangulation helps validate findings and identify patterns across different sources.

People's Views

Stakeholder voice is central to our improvement process:

- **Pupils:** Contribute through leadership groups (Kildrum Crews), surveys and learning conversations.
- **Parents and Carers:** Share views via annual surveys, informal feedback, and Parent Council meetings.
- **Staff:** Engage in collegiate dialogue, working groups, informal feedback and annual surveys.
- **Partners:** Provide insights into inclusion, wellbeing, and community engagement.

Direct Observation

Observation is used to gather first-hand evidence of practice and impact:

- **Class Support Visits:** Conducted by SLT and peer observers to explore classroom climate, pedagogy, and pupil engagement.
- **Jotter Monitoring:** 'Show off your work day' stickers in jotter prompt learners to show their jotter to a member of the SLT. Information gained is used to assess progression, feedback quality, and consistency.
- **Moderation Activities:** Enable staff to compare standards and share effective practice.

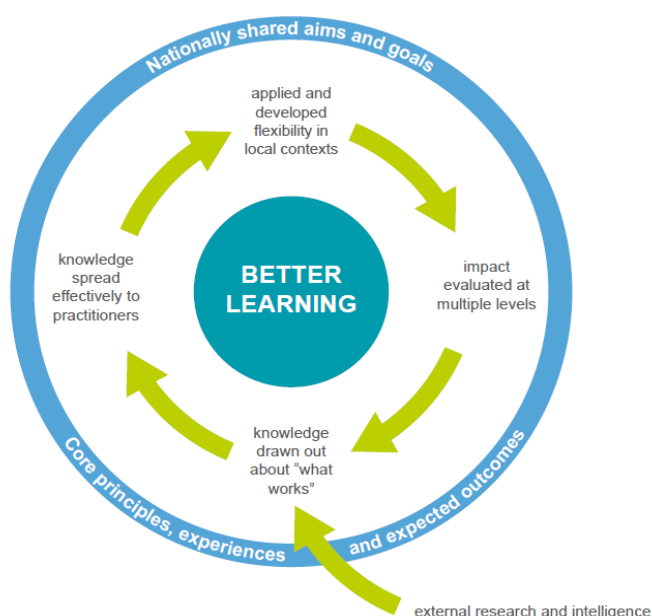
Observational data is recorded, discussed, and used to inform both individual and whole-school improvement.

Annual Improvement Plan (AIP):

- Following consultation with all stakeholders, the plan is developed each June. It is based on the previous year's evaluations and current priorities.
- The plan includes 2-3 strategic priorities aligned with the NIF drivers and North Lanarkshire's Raising Attainment Strategy.
- Each priority includes clear outcomes, success criteria, lead responsibilities, and timelines.
- The plan is shared with all stakeholders and published on the school website.

Annual Improvement Report (AIR):

- The report is completed annually in June to evaluate progress against the AIP.
- It reflects on attainment data, wellbeing outcomes, stakeholder feedback, and progress against HGIOS4 indicators.
- The report is used to inform the next cycle of improvement planning.
- The report is submitted to North Lanarkshire Council and shared with the Parent Council and wider school community.



These indicators support specific aspects of school improvement and self-evaluation:

QI	Title	Why It Matters
1.1	Self-evaluation for self-improvement	Schools are expected to use <i>robust, evidence-based self-evaluation</i> to identify strengths and areas for development. In practice, this means engaging staff, learners, and parents in reflective dialogue, using tools like surveys, focus groups, and attainment data to inform planning.
1.3	Leadership of change	Focuses on how school leaders create a culture of continuous improvement. Leaders are encouraged to build capacity across the school, support innovation, and ensure that change is well-paced and sustainable.
2.3	Learning, teaching and assessment	Schools are expected to deliver <i>high-quality learning experiences</i> , use formative assessment effectively, and ensure consistency in teacher judgment.
3.1	Ensuring wellbeing, equality and inclusion	Schools must demonstrate how they support emotional, social, and physical wellbeing, and how they promote equity for all learners. This includes targeted interventions, nurturing approaches, and tracking of wellbeing indicators.
3.2	Raising attainment and achievement	Schools are expected to use data to monitor progress, set aspirational targets, and celebrate wider achievements beyond academics.

UNCRC - Key Articles

These articles support pupil rights, voice and ensures children are active participants in school improvement and decision-making.

Article	Theme
12	Respect for the views of the child
28	Right to education
29	Goals of education (including emotional and social development)
31	Right to rest, play, and cultural activities

Monitoring and Evaluation

- **Progress Reviews:** SLT and staff assess progress against improvement plan targets throughout the session and updates are submitted the Education and Families each term.
- **Classroom Support Visits:** Used to gather evidence of practice and impact.
- **Attainment and Wellbeing Tracking:** Reviewed termly to inform interventions and support.
- **Stakeholder Feedback:** Surveys and focus groups conducted annually to inform planning.

Review Cycle

This policy will be reviewed annually in June.

Updates will reflect new national guidance, school performance data, and stakeholder feedback.

The Annual Improvement Plan will be refreshed each June, following the Annual Improvement Report.

