**Renfrewshire Council**

**Children’s Services**

**Guidance for Self-Evaluation, Standards & Quality Report**

**and School Improvement Plan 20-21**

**April 2020**

This document provides guidance to assist you with self-evaluation and in developing your standards and quality report and school improvement plan.

The guidance aligns with the ‘2020 National Improvement Framework and Improvement Plan’, ‘Driving Excellence and Equity: School Improvement Planning within the National Improvement Framework’, HGIOS(4)/HGIOELC and our approach to the Scottish Attainment Challenge.

**Co-Vid 19**

Given the disruption caused by Co-Vid 19, it is recognised that your ability to complete improvement plan priorities has been significantly hindered. This will affect your Standards and Quality report, new School Improvement Plan (SIP) and your self-evaluation statements. The priorities within your SIP next session may look very similar to this year’s or indeed may need to be pared back even further to reflect the work that will be required during the restoration period to bring the school back to some kind of normality.

You may wish to add the text below to your Standards and Quality report.

*The impact of Co-Vid 19, and the subsequent school closures on Friday 20th March 2020, have resulted in significant changes in working practices and routines. As such, our ability to complete all actions within our improvement plan has been hindered.  Some priorities and actions will be carried forward to academic session 20-21.*

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| **Standards and Quality Report** - **(public document) Submit by 15th June 2020**(Provide a copy for parents and/or publish on school website by the October holidays)Schools are required to provide an annual standards and quality report, as a record of progress in taking forward their annual improvement plan, and in defining the priorities for the coming year. Education Scotland’s guidance states that the annual report should: * be a clear, brief and accurate reflection of progress and achievements;
* be a public document which is shared with stakeholders and is accessible to anyone who requests it;
* provide clear evaluations of the progress achieved in relation to all NIF priorities (organised under the NIF drivers in Renfrewshire) and the following QIs: 1.3 Leadership of change; 2.3 learning, teaching and assessment; 3.1 Ensuring wellbeing, equity and inclusion; 3.2 Raising attainment and achievement; and any other relevant QIs linked to improvement work. (In Renfrewshire, we have a separate professional document that provides more detailed evaluation information under the 4 QIs)
* include robust information about our assessment of children’s and young people’s progress and wellbeing, and the quality of their learning experiences;
* provide clear evaluation of the impact of the school’s actions to improve excellence and equity, and achieve positive outcomes for all children and young people;
* highlight strategies which have been successful in engaging children and young people, staff, parents and the wider community.

A ‘bureaucracy-light’ template has been developed; however, schools may choose to present the same information in their own format if they wish. You may also wish to add photographs, quotes and/or pupil comments.  Avoid using jargon or abbreviations that may not be easily understood by a public audience.The report should be shared in an accessible way with all stakeholders to support a clearer understanding of what is working and what needs to improve. This negates the need to produce a separate parent-friendly version as was required in previous years. Section 1 **Our School**  A short paragraph providing the context of your school. (Please be sensitive in the way you describe information in relation to deprivation.) Section 2 **Our Vision, Values and Aims**Section 3 **Successes and Achievements**Bulleted list of achievements (individual/whole-school) and successes e.g. sporting success, awards etc from school session 2019/20.Section 4 **How successful have we been in improving our school?**Provide evaluative statements, describing the progress and impact of your **school improvement priorities** and **PEF interventions**, under the NIF drivers. To clarify, you are being asked to extract the information for each NIF driver from the priorities in your SIP and provide statements under these headings, as opposed to writing your evaluations under each SIP priority.  For example:* under School Leadership you could make an evaluative statement about the progress and impact of all leadership opportunities this session – this may be across one or more of your SIP priorities.
* under ‘Teacher Professionalism’ you could comment on professional learning undertaken in, for example, Literacy, Numeracy and/or HWB, and state the impact on learning and teaching. In this way, you are covering one or more SIP priority and providing all of the information related to Teacher Professionalism under the same heading.

You may find referring to the ‘2020 National Improvement Framework and Improvement Plan’ helpful when linking your progress and evaluations to the appropriate NIF drivers.<https://www.gov.scot/publications/2020-national-improvement-framework-improvement-plan/>Section 5 **Key strengths** Brief bulleted list of what you consider to be the key strengths of your school – as per Education Scotland inspection letters Section 6 **Our Next Steps – Priorities for 2020-21**Bulleted list of SIP strategic priorities for 2020-21 written in jargon-free language. |

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| **School Improvement Plan (including PEF actions) Submit by 15th June 2020**The Council’s priorities for the past few years have focused on reducing the impact of poverty on attainment. This is also reflected in Scotland’s National Improvement Framework priorities for education: * Improvement in attainment, particularly in literacy and numeracy;
* Closing the attainment gap between the most and least disadvantaged children;
* Improvement in children and young people’s health and wellbeing; and
* Improvement in employability skills and sustained, positive school leaver destinations for all young people

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners. It should demonstrate clearly how progress towards local and NIF priorities will be achieved. Children and young people, staff, parents/carers, partners and other community stakeholders should be fully engaged in contributing their informed views about the school, ensuring shared ownership of the improvement plan.The school improvement plan should include the following: * observable, measurable outcomes which focus on learning, achievement and wellbeing;
* priorities clearly linked to NIF drivers and HGIOS?4/HGOELC quality indicators (QIs);
* clearly identified responsibilities for implementation and methods of change;
* clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
* clear planning for how the Pupil Equity Funding will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
* measures of success which include performance data, quality indicators and stakeholders’ views.

The plan should be a working document which is regularly reviewed, engaging with all stakeholders. Schools should use the plan proactively to monitor progress towards achieving the identified outcomes and improvements, based on valid and reliable evidence.To assist you with the formatting of your improvement plan, a template has been provided.**Pupil Equity Funding****There is no requirement to produce a separate PEF plan**. However, PEF priorities should be clearly identified within your SIP and MUST address a targeted group/groups of pupils. Highlight these using ‘(PEF)’ after each PEF intervention/action. Before finalising your improvement plan, you should take account of the following key questions:* Will the actions within our improvement plan work towards achieving excellence and equity for all learners?
* Does our plan take evidence-based approaches, including careful analysis of data and young people’s progress to plan targeted interventions?
* Does our plan address the four NIF priorities?
* What are our plans to moderate teacher professional judgement of children’s progress based on a consistent and shared understanding of standards?
* Do our actions contribute to improvement across the key drivers in the national improvement framework (school leadership, teacher professionalism, parental engagement, assessment of children’s progress, school improvement and performance information)?
* Can our priorities be implemented as part of our collegiate working time agreement and do they aim to reduce unnecessary bureaucracy?
* Have we collaborated with parents, partners and other stakeholders to develop our improvement plan?
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| **Self-evaluation document - (professional document)** It is vital that a culture of self-evaluation exists where staff, pupils, parents and community regularly self-evaluate against national quality indicators, authority and establishment priorities. This should take place formally at planned times throughout the year and informally, in a variety of ways, on a daily basis. At agreed points throughout the year, establishments are asked to provide updated evaluative statements in relation to the following quality indicators from HGIOS4/HGIOELC1.3 Leadership of change; 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equity and inclusion; and 3.2 Raising attainment and achievement/QI 3.2 Securing children’s progressYou should use the level 5 illustration, features of highly effective practice and challenge questions for these QIs within HGIOS4/HGIOELC to guide you in establishing your current position. You are also reminded to make full use of the challenge questions contained within the Education Scotland ‘School Inspection Findings’ briefing published in February 2020. The challenge questions supplement those already contained in HGIOS 4 and have been tailored to reflect areas of improvement identified through school inspections. These questions are designed to promote discussion and support a school’s own approaches to self-evaluation in identifying priorities for improvement.<https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/chief-inspector-report/school-inspection-findings-2018-19/>Please update each section of the document in line with submission dates. **Evaluations of PEF interventions/actions**Highlight evaluations related to PEF interventions using the abbreviation (PEF) after the particular statement. **Self-evaluation statement submission dates**

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| QI **1.3 and 3.1** | Submit by **4 September 2020** |
| QI **3.2** | Submit by **6 November 2020** |
| QI **2.3** | Submit by **29 January 2021** |

Please email the self-evaluation summary, with the relevant section(s) completed, to your link Education Manager by the dates shown above. Remember to add the date of completion to your statement. **This document is for a professional audience only.** |

**Submission date**

When you have completed both your **standards and quality report** and your **school improvement plan** in accordance with this guidance, please send them, with your working time agreement to your link education manager, **no later than Monday 15th June 2020**. If you require further support with this process, please contact your link Education Manager.

**Useful websites**

Renfrewshire’s Quality Improvement Website

<https://blogs.glowscotland.org.uk/re/renqualityimprovementframwork/>

NIF Improvement Planning and Reporting Poster

<https://education.gov.scot/improvement/self-evaluation/national-improvement-framework-improvement-planning-and-reporting-poster/>

Improving School Empowerment Through Self-Evaluation

<https://education.gov.scot/improvement/Documents/ImprovingSchoolEmpowermentThroughSelfEvaluation.pdf>

School Inspection Findings briefing

<https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/chief-inspector-report/school-inspection-findings-2018-19/>