# 

School Logo (optional)

Renfrewshire Council Children’s Services

**<insert name of establishment>**

**Self-Evaluation Summary**

**Self-Se**

# **Self-evaluation summary**

Please use this document to highlight key aspects of the school’s work. You are asked to focus on the three key self-evaluation questions from [How good is our school? (4th edition)](http://www.educationscotland.gov.uk/resources/h/hgios4/introduction.asp?strReferringChannel=inspectionandreview&strReferringPageID=tcm:4-682712-64&class=l1+d147708) and How good is our early learning and childcare?

* How are we doing?
* How do we know?
* What are we going to do now?

You 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 from HGIOS4 and those 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/>

Collectively, schools, parents, communities and partners share a wealth of data and information about children and young people’s successes and achievements. Through joint analysis of a wide range of data you should take specific action to support those groups or individuals who require targeted interventions. This is essential to achieve excellence and equity for all learners and close attainment gaps which may exist in your school.

Moderation of teacher professional judgement of children’s progress is an important feature of highly-effective self-evaluation. Schools should clearly identify arrangements for internal and external moderation of teacher judgement, using a wide range of evidence, based on a consistent and shared understanding of standards within Curriculum for Excellence levels.

**Evaluations of PEF interventions/actions**

Highlight evaluations related to PEF interventions using the abbreviation (PEF) after the evaluative statement.

**Submission of self-evaluation summary**

Please email the self-evaluation summary, with the relevant section(s) completed, to your link Education Manager by the dates listed below. Remember to add the date of completion to your statement.

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

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| --- | --- | --- | --- |
| **Self-evaluation summary for primary schools and primary schools with a nursery class:** | | | |
| **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 learners?** | **What are you going to do now?**  **What are your improvement priorities in this area?** | **How would you evaluate this QI using the HGIOS?4/HGIOELC? six‑point scale?** |
| **QI 1.3 Leadership of change (enter date of completion of statement)**  Developing a shared vision, values and aims relevant to the school and its community  Strategic planning for continuous improvement  Implementing improvement and change | | | |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Choose an item. |
| **QI 2.3 Learning, teaching and assessment (enter date of completion of statement)**  Learning and engagement  Quality of teaching  Effective use of assessment  Planning, tracking and monitoring | | | |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Choose an item. |
| **QI 3.1 Ensuring wellbeing, equality and inclusion (enter date of completion of statement)**  Wellbeing  Fulfilment of statutory duties  Inclusion and equality | | | |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Choose an item. |
| **QI 3.2 Raising attainment and achievement (enter date of completion of statement)**  Attainment in literacy and numeracy  Attainment over time  Overall quality of learners’ achievement  Equity for all learners | | | |
| **For early learning and childcare settings (ELC)**  **QI 3.2 Securing children’s progress**  Progress in communication, early language, mathematics, health and wellbeing  Children’s progress over time  Overall quality of children’s achievement  Ensuring equity for all children | | | |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Choose an item. |