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 are also reminded to make full use of the challenge questions in HGIOS 4 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.

|  |  |  |
| --- | --- | --- |
| Visit 1 | QIs 1.3 and 3.1 | Submit by **4 September 2020** |
| Visit 2 | QI 3.2 | Submit by **6 November 2020** |
| Visit 3 | QI 2.3 | Submit by **29 January 2021** |

**QI 1.3 Leadership of change Date of completion:**

* Developing a shared vision, values and aims relevant to the school and its community
* Strategic planning for continuous improvement
* Implementing improvement and change

Suggested word count 800 maximum for all questions below when taken together

**How well are you doing? What’s working well for your learners?**

Insert text

**How do you know? What evidence do you have of positive impact on learners?**

Insert text

**What are you going to do now? What are your improvement priorities in this area?**

Insert text

**How would you evaluate this QI using the HGIOS?4 six‑point scale?**

**Choose a QI evaluation**

**QI 2.3 Learning, teaching and assessment Date of completion:**

* Learning and engagement
* Quality of teaching
* Effective use of assessment
* Planning, tracking and monitoring

Suggested word count 1000 maximum for all questions below when taken together

**How well are you doing? What’s working well for your learners?**

Insert text

**How do you know? What evidence do you have of positive impact on learners?**

Insert text

**What are you going to do now? What are your improvement priorities in this area?**

Insert text

**How would you evaluate this QI using the HGIOS?4 six‑point scale?**

**Choose a QI evaluation**

**QI 3.1 Ensuring wellbeing, equality and inclusion Date of completion:**

* Wellbeing
* Fulfilment of statutory duties
* Inclusion and equality

Suggested word count 800 maximum for all questions below when taken together

**How well are you doing? What’s working well for your learners?**

Insert text

**How do you know? What evidence do you have of positive impact on learners?**

Insert text

**What are you going to do now? What are your improvement priorities in this area?**

Insert text

**How would you evaluate this QI using the HGIOS?4 six‑point scale?**

**Choose a QI evaluation**

**QI 3.2 Raising attainment and achievement Date of completion:**

* Attainment in literacy and numeracy
* Attainment over time
* Overall quality of learners’ achievement
* Equity for all learners

Suggested word count 1200 maximum for all questions below when taken together

**How well are you doing? What’s working well for your learners?**

Insert text

**How do you know? What evidence do you have of positive impact on learners?**

Insert text

**What are you going to do now? What are your improvement priorities in this area?**

Insert text

**How would you evaluate this QI using the HGIOS?4 six‑point scale?**

**Choose a QI evaluation**