**Renfrewshire Council**

**Children’s Services**

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

**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 establishment 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’, HGIOS4/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 Establishment Improvement Plan (EIP) and your self-evaluation statements. The EIP next session may look very similar to this year’s plan 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 establishment 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 and Early Learning and Childcare 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.

|  |
| --- |
| **Standards and Quality Report** - **(public document) Submit by 15th June 2020**  (Provide a copy for parents and/or publish on establishment website by the October holidays)  Establishments must provide an annual standards and quality report, as a record of progress in taking forward their annual improvement plan, and defining the priorities for the coming year. Education Scotland’s guidance states that the annual report should ensure that:   * progress towards NIF drivers is communicated clearly and briefly; * evaluation of the impact of the establishment’s actions to improve excellence and equity, and achieve positive outcomes for all children is clear; * strategies which have been successful in engaging children, staff, parents and the wider community are highlighted;   A ‘bureaucracy-light’ template has been developed, however establishments may choose to present the same information in their own format if they wish. You may also wish to add photographs, quotes and/or children’s comments.    Avoid using jargon or abbreviations that may not mean anything to 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. **It is a public document which should be available to anyone who requests it.**  Section 1 **Our ELC Centre/Class**  A short paragraph providing the context of your establishment. (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, successes, awards etc.  Section 4 **How successful have we been in improving our ELC centre/class?**  Provide evaluative statements, describing the progress and impact of your improvement priorities, 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 ‘Leadership’ you could make an evaluative statement of the progress and impact of all leadership opportunities this session – this may be across one or more of your SIP priorities. * under ‘Workforce 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 Workforce 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 ELC centre/  class as per HMIe 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. |

|  |
| --- |
| **Establishment Improvement Plan Submit by 15th June 2020**  The Council’s priorities for the past few years have focused on reducing the impact of poverty on attainment, an investment in early years and early intervention, which have been subsequently reflected in the priorities of the national improvement framework for Scottish education. Your priorities need to align to the national improvement framework priorities:   * 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.  The establishment improvement plan should include the following:   * observable, measurable outcomes which focus on learning, achievement and wellbeing; * priorities clearly linked to NIF drivers and HGIOELC quality indicators (QIs); * clearly identified responsibilities for implementation, linked to named individuals or teams; * clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements; * measures of success which include performance data, quality indicators and stakeholders’ views.   The delivery of the improvement plan should be discussed and agreed with staff. The plan should be a working document which is regularly reviewed. Establishments should use the plan 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.  Before you and your link Education Manager/Partner Support Officer ‘sign off’ 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 approach, including careful analysis of data and children’s progress to plan targeted interventions? * Does our plan address the four priorities set out above? * What are our plans to moderate practitioner 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 (leadership, workforce professionalism, parental engagement, assessment of children’s progress, establishment improvement and performance information)? * Have we collaborated with parents, partners and other stakeholders to develop our improvement plan? |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 HGIOELC?  1.3 Leadership of change;  2.3 Learning, teaching and assessment  3.1 Ensuring wellbeing, equality and inclusion; and  3.2 Securing children’s progress  You should use the level 5 illustration, features of highly effective practice and challenge questions for these QIs within HGIOELC? to guide you in establishing your current position.  Please update each section of the document in line with your Education Manager/Partner Support Officer QI visits (where the core QIs remain the focus). This will be a cyclical process. You may also wish to plan your self-evaluation activities with stakeholders, throughout the session, to align with these visits.  **Self-evaluation statement submission dates**   |  |  |  | | --- | --- | --- | | Visit 1 | QIs **1.3 and 3.2** | Submit by **4 September 2020** | | Visit 2 | QI **3.1** | Submit by **6 November 2020** | | Visit 3 | 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/Partner Support Officer 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 **improvement plan** in accordance with this guidance, please send them to your link Education Manager/Partner Support Officer, **no later than Monday 15th June 2020**. If you require further support with this process, please contact your link Education Manager/ Partner Support Officer.

**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/>

How Good is our Early Learning and Childcare

<https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf>

Health and Social Care Standards

<http://www.newcarestandards.scot/>

GIRFEC

<https://www.gov.scot/publications/girfec-national-practice-model>.

Realising the Ambition: Being Me

<https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf>

Play Pedagogy Toolkit

<https://education.gov.scot/improvement/learning-resources/early-level-play-pedagogy-toolkit/>

Transforming Learning Suite

<https://education.gov.scot/improvement/self-evaluation/transforming-learning>

Education Scotland’s Scanning and Scoping Cycle

<https://education.gov.scot/nih/Documents/Creativity/CRE27_TransformingLearning/cr27-TLscoping-scanning-cycle.pdf>