



Collegiate Self-Evaluation

Summary of HGIOS4 Staff Self-Evaluation Activity

May 2019

Quality Indicator	Strengths	Areas for Development
1.1 Self-Evaluation for Self-Improvement 4- Good	<ul style="list-style-type: none"> Stream-lined approach to self-evaluation which included staff, PC and pupils. Wide range of self-evaluation evidence gathered. Range of assessments to measure progress in literacy/numeracy. 	<ul style="list-style-type: none"> Further develop opportunities for pupil involvement in self-evaluation and leadership. Further develop approaches to pupil reviewing their own learning.
1.3 Leadership of Change 4- Good	<ul style="list-style-type: none"> Pupils, parents and staff involved in the vision and values of the school. Staff clear on school strengths and areas for development based on evidence. 	<ul style="list-style-type: none"> Opportunities to develop leadership at all levels. Opportunities for practitioner enquiry and action research as a tool for school improvement.
2.3 Learning, teaching and assessment 4- Good	<ul style="list-style-type: none"> Learners' achievements in and out of school recognised. Learners' play an active role in school and wider community. Learners' receive high quality feedback. Increase in overall attainment and a range of evidence to support judgements. Shared approaches to tracking and monitoring. 	<ul style="list-style-type: none"> Continue to develop a more consistent approach to planning for assessment, learning and teaching. Continue to develop approaches to learning and teaching which ensure consistent pace and challenge. Build upon LC moderation to ensure consistency of professional judgements.



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<p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>4- Good</p>	<ul style="list-style-type: none"> • Shared understanding of children’s welfare and rights. • Promotion of a safe and secure environment. • Caring and nurturing approaches. • Increased opportunities for pupil target setting. 	<ul style="list-style-type: none"> • Further develop our outdoor spaces to promote positive relationships and wellbeing. • Embed our new approaches to promoting positive relationships.
<p>3.2 Raising attainment and achievement</p> <p>4- Good</p>	<ul style="list-style-type: none"> • Almost all children attaining appropriate levels in literacy and numeracy. • Focus on literacy/numeracy for improvement priorities. • Increased confidence on teacher judgement and the use of benchmarks. 	<ul style="list-style-type: none"> • Develop tracking of attainment beyond literacy and numeracy. • Further empower opportunities for pupils to engage in decision-making about their learning pathways and positive destinations.

Summary of Development Needs:

- Develop Tracking of Attainment beyond literacy and numeracy
- Involve pupils further in decision making and leading learning.
- Ensure consistency in AifL learning and teaching approaches
- Develop a ‘action research’ model of school improvement.