



Mosshead Primary School Self Evaluation for Self Improvement



1.0 Rationale

1.1 Effective self-evaluation in Mosshead Primary will support teachers and the School Management Team to:

- ✓ ensure educational outcomes for all learners are improving;
- ✓ address the impact of inequity on wellbeing, learning and achievement;
- ✓ consistently deliver high-quality learning experiences;
- ✓ embed progression in skills for learning, life and work from 3-18;
- ✓ further strengthen school leadership at all levels;
- ✓ improve the quality and impact of career-long professional learning;
- ✓ extend and deepen partnerships to improve outcomes for all learners;
- ✓ increase learning for sustainability; and
- ✓ tackle unnecessary bureaucracy.

Effective self-evaluation involves a level of reflection and critical enquiry which is best achieved through a blend of internal and external analysis. Making sound judgements about the impact of learners should be central to self-evaluation.' (HGIOS 4)

In Mosshead Primary we aim to ensure that everyone develops the attributes, knowledge and skills they will need for learning, life and work. To achieve this we provide regular opportunities for self-evaluation both formal and informal. Effective, ongoing self-evaluation provides unique and valuable information about what is having an impact on learners. We believe that a culture of self-evaluation and planning for improvement is essential. Everyone has a role to play in raising attainment and through effective leadership at all levels, engagement with this rigorous and collaborative process will ensure that we raise attainment for all pupils.

1.2 Meeting the wide-ranging needs of all children, young people and their families is the heart of everything done at Mosshead Primary School. Mosshead cannot achieve this by itself. As noted in the Building the Curriculum series, strong, effective partnerships are the key to future improvement and maintaining Mosshead as a highly-effective and high-performing school.

1.3 In Mosshead Primary we have robust internal approaches to self-evaluation and also highly value the input of external partners. In Mosshead we understand that self-evaluation should be an on-going process. We continually reflect and evaluate our work and use the evidence from these activities to plan future improvement. Thus, the direction for future improvement comes from the school and its partners.

1.4 In line with HGIOS 4 the significant relationship between effective self-evaluation and school improvement can be seen as an "inwards, outwards, forwards" approach to help Mosshead Primary and its partners answer the questions at the heart of self-evaluation:

- How are we doing?
- How do we know?



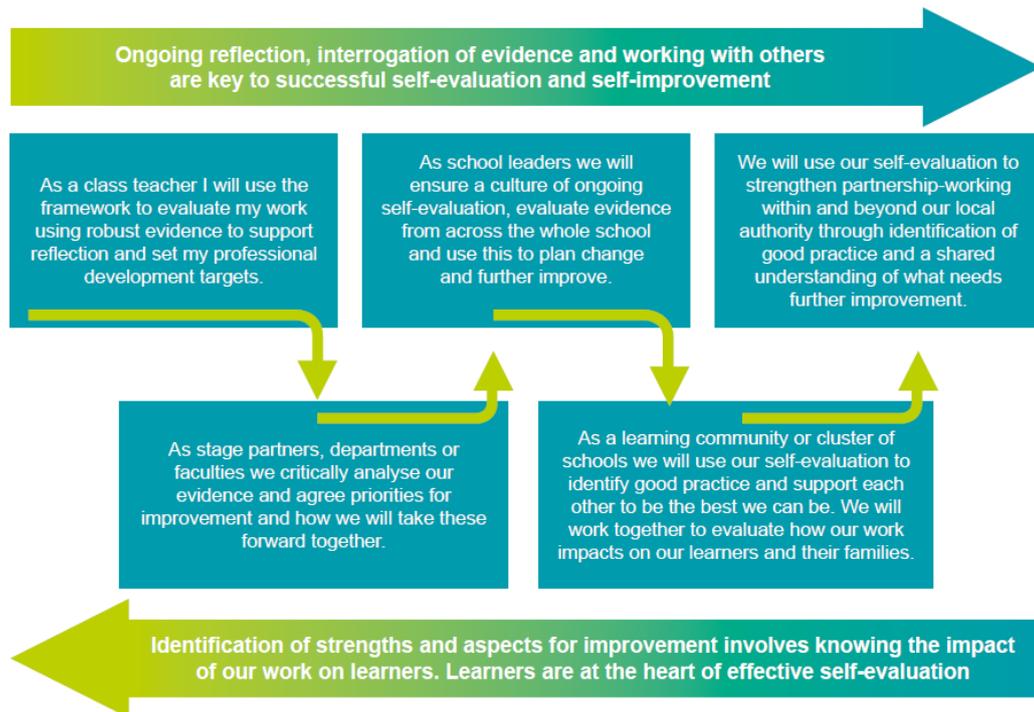
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- What are we going to do now?

Using this approach in Mosshead will allow us to look inwards to analyse our work, look outwards to find out more about what is working well for others locally and nationally and look forwards to gauge what continuous improvement might look like in the longer term.

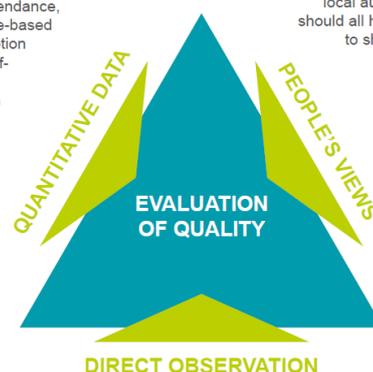
1.5 Effective self-evaluation in Mosshead involves a level of reflection and critical enquiry which is best achieved through a mixture of internal and external analysis. Making sound judgements about the impact on learners is central to self-evaluation in Mosshead. Effective, on-going self-evaluation provides a unique and valuable picture of what is having most and least impact and we continually ask the question 'how good can we be?'. Looking outwards, learning from what happens elsewhere, and looking forwards, exploring what the future might hold for today's learners, supports our improvement planning process. Looking outwards and forwards provides Mosshead with the justification for moving things in a different direction, and the motivation and inspiration that underpins Mosshead's vision to be the best it can be.



1.6 The triangulation process is used in Mosshead Primary to ensure evaluative statements about strengths and aspects for development are grounded in a robust evidence base. The triangulation of evidence-based information and data, people's views and direct observation of practice involve all school staff, learners, partners and other stakeholders.

Schools collect a wide range of quantitative data for example about attainment, attendance, bullying and prejudice-based discrimination and option choices. Effective self-evaluation includes rigorous interrogation of this data by staff who are data-literate and use the data to recognise emerging issues and when specific interventions are necessary.

Staff, pupils, parents/carers, partners and other stakeholders such as the local authority or governing body should all have regular opportunities to share their views about the school. Examples of how people's views can be gathered include through surveys, focus groups, ongoing professional dialogue, learning visits and minutes of team meetings.



Direct observations of practice can take place in a range of learning contexts including during learning which takes place outdoors, in a workplace, at college and during excursions and residential experiences. Observations should be linked to agreed criteria and a shared understanding of their purpose. All stakeholders including staff, learners, parents and partners can engage in these structured observations and give feedback to support self-evaluation.

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2.0 Self-Evaluation in Mosshead Primary School

2.1 HGIOS 4 - School staff, learners, partners and other stakeholders will use HGIOS4 indicators or selected related indicators for effective self-evaluation. Self-evaluation in Mosshead Primary using the HGIOS 4 indicators will focus yearly on the core indicators of:

- 1.3 - Leadership of Change
- 2.3 - Learning, Teaching & Assessment
- 3.1 - Ensuring Wellbeing, Equality and Inclusion
- 3.2 - Raising Attainment & Achievement

Quality indicators or themes from different quality indicators are also bundled together to enable staff, learners, partners and other stakeholders to focus on a particular area of work. This method allows the school to develop more specific self-evaluation questions and identify relevant partners to create a focused context and helps to identify aspects of school life which need greater focus through individual professional development or collegiate working.



2.2 School Improvement Planning - Effective self-evaluation and planning for improvement requires the involvement and commitment of all. In Mosshead we take account of national and local priorities and we consider the views of all stakeholders including staff, learners, parents and the wider community. The agreed priorities are written up in the School Improvement Plan and shared with all stakeholders and the wider community through email, school website, Parent Council Meetings, assemblies, Inservice Days, etc. Priorities are manageable and monitored regularly by those responsible for leading that improvement priority. Professional learning opportunities for staff are clearly linked to this in order to maximise the impact any development will have on learners. Professional development opportunities are discussed and recorded through the PRD process (teachers) and PDR process (support staff).

2.3 Assessment - Assessment is an integral part of learning and teaching. In Mosshead Primary School it helps to provide a picture of a child's progress and achievements and to identify the next steps in learning. Effective use of both formative and summative assessment provides data to inform planning, teaching and learning ensuring that learners maximise their successes and achievements. Continual and ongoing formative assessment is used as a core part of the teaching process to monitor progress and inform next steps in learning, in addition to the range of different summative assessments teachers use throughout the session to track learners' progress across the curriculum using national benchmarking. Periodic summative assessments also take place termly for numeracy and maths, reading and writing. A range of assessment approaches are used to assess progress across a breadth of learning and to ensure application of skills in a variety of contexts. (See assessment policy for more detail)

The broad expectations about progression are:

Early level in early years and Primary 1 or later for some;

First level to the end of Primary 4, but earlier or later for some;

Second level to the end of Primary 7, but earlier or later for some;

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Third and fourth levels - S1 to S3 but earlier for some. The fourth level broadly aligns to SCQF level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and programmes of study will not include all of the fourth level outcomes.

These levels should not be seen as a ceiling on achievement. Teachers should consider the level above and below when planning learning, teaching and assessment. The learner and teacher must be clear on what is being assessed, why it is being assessed and how it is being assessed.

2.4 Tracking and Monitoring - As part of the summative assessment process teachers record scores on a table for each child and identify children who they feel have over or underperformed compared with their classwork/formative assessment. These assessments are used in professional discussions with the class teacher about children's achievements, progress and development needs and how best to improve. During feedback teachers are asked to critically evaluate practice and the subsequent impact on learners. Trackers are updated to show progress towards Curriculum for Excellence levels and notes are made to record key discussion points/ additional support put in place/ actions for SMT or teacher.

Achievement of a level is underpinned by the moderation process. Teachers agree standards for a level and examine evidence to determine if children are secure at the level. Moderation takes place at school and cluster level. As part of moderation, professional dialogue is key and it is expected that, as reflective practitioners, there will be discussion and evaluation of lessons as well as of completed pieces of work. Opportunities for peer evaluation will also be planned through the collegiate calendar. These will have a clear focus and will enable colleagues to observe the impact on learners of planned learning and teaching. This will also support the process of moderation across the school.

As a result of this rigorous process teachers will have clear evidence of improvement based on actions taken as a result of their self-evaluation i.e. planning/assessment/evaluation cycle. Teachers will also ensure that opportunities are made for learners to reflect on their progress and engage in dialogue with their teacher through classwork (especially through plenaries), conversations about progress and through Learning Profiles. Learning Profiles will be updated regularly and will contain evidence of learning and will also include targets the children will be working towards. Children have a crucial part to play in gathering evidence which shows they are achieving their targets and will be involved in selecting work for Learning Profiles.

SMT regularly observe learning in classes, sample children's work and talk to children about their learning. This is done with classes, groups and individuals.

Parents are involved throughout the process and are given opportunities to give opinions through learning profiles, home-school link sheets/ diaries, through feedback at parents evenings and through questionnaires related to progress. They also play an active role in terms of support planning and reviews for children with additional needs.

The SMT will use all data and intelligence (including e.g. SIMD/Risk Matrix) gathered to report on the number of children who have achieved a level.

2.5 Forward planning is the responsibility of each member of the teaching staff and will be moderated by a link member of the SMT. In order to share standards and expectations across all levels from Early onwards, the SMT will moderate planning across the school. Plans are written with a clear focus on developing experiences and outcomes and skills for each curricular area. Benchmarks are used to support planning and assessment. Teachers plan with their stage partner to ensure consistency across stages. Guidelines are provided to help teachers with the Forward Planning process and SMT are always available to support with this.

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An overview for each stage is provided and, in addition to curricular areas, this also identifies which outcomes are being developed through the life and work of the school and opportunities for personal achievement.

Literacy and numeracy plans are differentiated for each group/individuals. These groupings will be defined through analysis of standardised test results, summative assessments, ongoing performance in class, professional judgement and are agreed at the tracking meetings with SMT.

All of the above is planned for in the Quality Improvement Calendar which should be referred to for dates.

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