# Standards & Quality Report – Example Templates

Please see below example content for each of the Quality Indicator sections of the Standards & Quality Report. This is intended to support the completion of your school’s S&QR which will be based on a range of self-evaluation data. It is assumed that the sources of evidence and analysis will be drawn from:

* Attainment and Achievement information
* Attendance, Inclusion and Exclusion information
* Engagement and Participation Information
* Equity information
* Health & Wellbeing evaluations, questionnaires.

SChool Name  
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Standards and Quality Report (Template)

How Good is our School?

###### **Context of the School (Insert paragraph here)**

Including some or all of the following: school vision, value and aims; local contextual issues; Scottish Attainment Challenge involvement; School attainment gap: factors affecting progress (e.g. staffing changes/issues); hyperlinks to key documents, and outcomes from authority review/inspection etc., Covid-19 factors)

*Exemplar illustrations for each SQR Quality Indicator are below. Please note that there are some sector-specific statements (Primary, Secondary) and references to Learning Communities, rather than Clusters, are made.*

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| **Name of setting:**  **Standards & Quality Report (3-4 Bullet points for each)** |
| **1.3 Leadership of Change**   * Developing a shared vision, values & aims relevant to the school and its community * Strategic planning for continuous improvement * Implementing improvement and change |
| * *Developing a shared vision, values & aims relevant to the school and its community*   **What we have done**: We have involved our stakeholders in evaluating our vision, values & aims, to ensure a firm commitment to equity, equalities and inclusion, for all learners**.**  **The impact:**   * Almost all staff have demonstrated a clearer understanding of the socio-economic context of the school, taking account of the impact the Covid-19 pandemic and how this informs our vision for improved outcomes. * Recent attainment meetings with class teachers evidence that almost all have an enhanced understanding of the need to identify attainment gaps for all learners and to plan appropriate interventions. * Recent surveys undertaken with parents/carers and pupils show that the majority have an understanding of the school’s vision but are not fully clear about how this can be seen in our daily work. * *Strategic planning for continuous improvement*   **What we have done**: a) Conditions have been created to ensure staff feel confident to initiate change and clearly see their role in bringing about improvements. Young people and our parents/carers continue to collaborate on current priorities that would result in a *fairer, healthier, greener future for everyone,*  b) % of teaching staff have engaged in an aspect of the Edinburgh Learns Teaching Charter CLPL:- Differentiation, AFL, Skills, Leadership of Learning  **The impact:** a)   * This has identified the features of the curriculum that need reformed to ensure equalities guidance is robustly reflected. * Children and young people reported that they had been meaningfully consulted about curriculum change and improvement. * In recent lesson observations differentiated learning was planned in a majority of classes. * Almost all pupils in focus group discussions reported that they were provided with a range of opportunities to lead their own learning. * Some teachers who engaged reported improved levels of pupil engagement (Leuven scale). * *Implementing Improvement and Change*     **What we have done**: a) Staff at all levels demonstrate an increased commitment to implementing change which promotes equality, equity and social justice. This has been achieved through the development of our Wellbeing Hubs. % staff have completed the mandatory Equalities training.  b) Regular opportunities are planned for, within the collegiate calendar, to ensure time for practitioners to reflect on their practice with colleagues (3 x 2 hours)  **The Impact:** a)   * Almost all staff have demonstrated an increased commitment to nurture and inclusion in daily practice. This is evident in the enhanced quality of relationships between staff and pupils and the increased levels of empathy and understanding staff demonstrate towards pupils. * b) Staff who have engaged in Edinburgh Learns CLPL shared aspects of good practice with colleagues. In PRD sessions, all other staff have stated that they wish to engage in an aspect of the Teaching Charter offer.   ***Next Steps***  **These will inform priorities for your improvement plan for 2022-23**   * Involve all stakeholders in developing a plan to ensure that our commitment to equity, equalities & inclusion in our shared vision is fully understood, is visible and embedded in our daily practice. * Ensure learners, parents & carers are involved in leading Equalities practice through their role in the Equalities Committees. * Collaboratively create a reformed curriculum which offers equality for all, acknowledging all cultures and celebrating diversity. Ensure any aspect of conscious/unconscious bias are removed. * Study and act on evaluations of the new Curriculum Framework. * Continue to provide opportunities for teachers/PSAs to engage in Leadership for Equity CLPL. * All teaching staff should attend an aspect of the Edinburgh Learns Teaching Charter CLPL. |
| **2.3 Learning, Teaching and Assessment**   * Learning and Engagement * Quality of teaching * Effective use of assessment * Planning, tracking and monitoring |
| * *Learning and Engagement*   **What we have done**: Through effective use of assessment and regular tracking and monitoring we have obtained data on our learners’ progress in learning.  **The impact:**   * Data obtained enabled us to identify barriers to engagement in learning. This enabled additional support to be directed to these cohorts of learners from their class teacher/PSA. Staff reviewed the planning of learning to provide a wider range of rich learning tasks which included elements of personalisation and choice. * *Quality of teaching*   **What we have done**: a) We have reviewed our Teaching and Learning strategy to ensure our approaches support the development of our Digital and Outdoor learning provision. Through the PRD process we have gathered data about teachers’ participation rates in the Edinburgh Learns “Teaching Charter.”  b) We are in the process of implementing the ‘Empowered Learning’ project as specified in the Deployment Schedule.  **The impact:**     * Staff report feeling ownership of the Teaching and Learning strategy. This will inform the approach to sharing classroom experience to ensure this collegiate approach to improvement is sustained. * We have data to identify the number of practitioners who have engaged in 1 or more aspect of the EL Teaching Charter (% Differentiation, % AFL, % Skills, % Leadership of Learning). Shared classroom experiences evidence that the majority of learners are able to provide meaningful feedback to peers about their learning and to set personal learning targets. In some classes, success criteria are co-created and include an aspect of skills development. In the majority of classes, tasks are well-differentiated to meet the needs of groups and individual learners. * b) The ‘Empowered Learning’ project has resulted in … (depends on stage in Deployment Schedule) * *Effective use of assessment*     **What we have done**: We have consulted with stakeholders to review our Assessment & Moderation Strategy. Moderation activity in our Learning Community has focused on developing shared expectations of standards to be achieved in Numeracy to support an increase in teachers’ confidence in making professional judgements about pupils’ progress. This has been conducted virtually.  **The Impact:**   * All teaching staff engage with Benchmarks to ensure assessment opportunities are planned for as part of ongoing learning and teaching. * Almost all teaching staff report that they are clear about the range of assessment evidence which should be considered when making judgements about pupils’ attainment levels. * Most teaching staff engage in learning conversations with pupils to discuss feedback with them to inform personal learning targets. Pupil Learning Profiles (latest and best) show that the majority of pupils act on feedback to further learning. The majority of pupils can use appropriate vocabulary to describe their strengths and next steps in learning in Literacy and Numeracy. * All teaching staff have engaged in moderation activity with Learning Community colleagues where they have planned a Numeracy learning experience …Appropriate benchmarks have been used to plan assessment opportunities. Assessment evidence has shown that the majority of pupils can ... Almost all staff report that they have an increased level of understanding of planning and assessing pupils’ progress with consistency ensuring equity for all learners. * *Planning, tracking and monitoring*   **What we have done** We continue to review our tracking systems to monitor and evaluate learners’ progress to ensure a focus on equity and success for all learners. We have implemented the EDICT electronic tracking system.  **The Impact:** All staff are engaging fully with data for their pupils to inform next steps in learning and support effective transitions. This will ensure continuity and progression for all learners. Cohorts of pupils have been identified to ensure gaps in learning, incurred during periods of Covid-related absence are being addressed through the planning and delivery of well-considered interventions.  ***Next Steps***  **These will inform priorities for your improvement plan for 2022-23**   * Refer to the [Framework for Digital Learning](https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/EdinburghLearnsAtHome/SiteAssets/Forms/AllItems.aspx?id=%2Fsites%2FEdinburghLearns%2FEdinburghLearnsAtHome%2FSiteAssets%2FSitePages%2FDigital%2DGuidance%2FFramework%2Dfor%2DDigital%2DLearning%2DNov%2D2020%2Ddraft%2Epdf&parent=%2Fsites%2FEdinburghLearns%2FEdinburghLearnsAtHome%2FSiteAssets%2FSitePages%2FDigital%2DGuidance) and make use of the [Digital Schools Award Scotland self-evaluation toolkit](https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/EdinburghLearnsAtHome/SitePages/Digital-Self-Evaluation.aspx) to establish digital strategy priorities for the new session (at least 4 hours in the WTA for staff PL) * Primary 5 teaching staff will engage in Edinburgh Learns N&M CLPL. Continue with Numeracy & Maths as a curricular focus. * Teaching staff to continue to engage in the EL Teaching Charter CLPL as follows:- % Differentiation, AfL, Skills & Leadership of Learning. * Continue to embed practice as detailed in the Assessment & Moderation strategy. * Learning Communities will plan how the Transition Teacher is deployed to effectively address attainment gaps. * A universal Tracking & Monitoring solution is currently being procured to be implemented in Session 2022-23 so time (2 hours) will be allocated in the WTA for associated PL. |
| **3.1 Ensuring Wellbeing, Equity and Inclusion**   * Wellbeing * Fulfilment of statutory duties * Inclusion and equality |
| * *Wellbeing*   **What we have done**: We have focused on reconnecting relationships and acknowledging, and responding creatively, to the experiences of all of our stakeholders during the Covid-19 pandemic. We have engaged in learning experiences to develop pupils’ strategies for resilience. We have taken positive steps to provide our whole school community with materials to support their resilience and health and wellbeing throughout the pandemic.  **The impact:**  The majority of parents/carers reported high levels of satisfaction with health and wellbeing support provided by the school during the recovery stage.   * *Fulfilment of Statutory Duties*   **What we have done**: We have reviewed our attendance procedures to ensure that accurate and robust data is gathered and that the appropriate interventions are used to improve the attendance of all learners.  **The impact:** This has improved the accuracy of our attendance data and ensured that all stakeholders understand the importance of every child going to school every day. Our attendance has …   * *Inclusion and Equality*     **What we have done**: (a) We have implemented Rights Respecting Schools and the main articles from UNCRC to ensure Inclusion and Equality for all pupils.  (b) % staff have completed the mandatory Equalities training.  **The Impact:** a) A survey conducted evidenced that the majority of pupils report being more aware of their rights and the rights of equalities groups including those with protected characteristics.  b) A majority of staff reported greater confidence in their understanding of equalities and how this relates to curriculum reform. However, a minority have indicated that they would like further support.    ***Next Steps***  **These will inform priorities for your improvement plan for 2022-23**   * Nurture should be developed through a whole-school approach ensuring all staff understand the 6 principles. * The implementation of the Wellbeing Hub should be regularly and robustly reviewed to ensure it is meeting the needs of targeted young people. * Track progress in learning and achievement for care experienced young people and those living in poverty, including wellbeing profiles using the wellbeing indicators. * Continue to embed children’s rights across all aspects of our work. * The Equalities working group should set out ongoing and future work to ensure equity and excellence for all learners with particular reference to protected characteristics under the Equality Act 2010 and other factors such as children who are non-binary, care experienced or Young Carers, young people who have English as an Additional Language or who are affected by poverty. Plans should provide actions for specific protected characteristics, with a particular emphasis on race equality. Plans should give regard to balance and proportionate emphasis on discrete protected characteristics over a three-year planning period. |
| **3.2 Securing Children’s Progress**   * Attainment in literacy and numeracy * Attainment over time * Overall quality of learners’ achievement * Equity for all learners |
| * *Attainment in Literacy and Numeracy*   **What we have done**: We have reviewed our tracking system to ensure pupils are tracked at an individual level in Literacy and Numeracy, Health and Wellbeing. Staff meet regularly with SLT/SFLT/PEF DO throughout the session to evaluate the impact of teaching and learning approaches, to identify individual pupils requiring support and to plan appropriate interventions e.g. Read, Write Inc, Fresh Start, 6-minute SEAL groups. All individual pupil data has been updated to reflect changes in family circumstances due to Covid- 19 e.g. increase in FME, families living in homeless accommodation. Predictions about pupils’ attainment levels, submitted in November and March, have been used as a valid source of assessment information to plan for all children and young people with gaps in literacy and numeracy skills.  **The impact:** Tracking meetings demonstrate that almost all class teachers are confident in using data to ensure that pupils’ needs are met with appropriate interventions at an early stage. All class teachers are clear about the closing the gap strategies for pupils in quintile 1. Most are developing increased confidence in using a range of assessment data including benchmarks to support their judgements about pupil progress.   * *Attainment Over Time*   **What we have done**: (a) Improved our overall arrangements for tracking individual pupils’ attainment over time with regular SLT/SFL led attainment meetings at key points throughout the year (as above). This is aimed at supporting staff in making effective use of assessments, and developing their shared understanding of standards, to make confident professional judgements about pupils’ progress and attainment levels.  (b) Moderation activity has focused on Literacy/Numeracy across the Learning Community (virtually) where colleagues have planned learning experiences, including assessment opportunities engaging with Benchmarks.  (c)We have implemented the EDICT Electronic tracking system.   * **The impact:** a) as in *Attainment in Literacy and Numeracy*   b) Almost all staff have reported increased confidence in planning and assessing Numeracy/Literacy using Es&Os and the associated benchmarks. Almost all demonstrated a much higher degree of confidence in making judgements about pupils’ attainment levels.  c) The use of EDICT has ensured a consistent approach to tracking and monitoring, including practitioner engagement with data.   * *Overall Quality of Learners’ Achievement*     **What we have done**: (a) EDICT has provided a system to allow teaching staff to track pupils’ engagement in wider achievement opportunities on a termly basis. This has identified pupils, where there is a lack of participation, with a particular focus on disadvantaged pupils.  b) We have developed a number of Third Sector partnerships to augment our strong partnership with Active Schools. They have been restricted in their capacity to work collaboratively to support our work throughout the pandemic.  **The Impact:** a) EDICT has provided about individual young people who have not had the opportunity to engage in wider achievement opportunities. This will enable targeted support to be planned, as a priority, for those pupils falling into this category. A proportion of PEF will be prioritized to support this (Reducing Cost of the school day strategies)  b) A recent pupil survey demonstrated an increased number of pupils understanding of the value of engagement in physical activity to support achievement and wellbeing. 92% of pupils reported that they were now motivated to take part in physical activity representing a 22% increase from previous years.   * Equity for all Learners   **What we have done:** We have updated our analyses of a range of data to demonstrate our poverty-related attainment gaps. (Attendance, attainment and achievement, inclusion/exclusion, engagement and participation.) This has enabled us to update our profiles for each pupil living in Quintile 1 and include other pupils now known to be living in poverty due to Covid-19. It has also enabled us to draw up whole school, and class, priorities for action. The school plans targeted interventions for groups of pupils based on this information. All staff, including support staff, contribute to the information held in the profiles for each pupil and these are discussed at the termly attainment meetings which have been embedded.  **Impact :**  All staff now have a much deeper understanding of the impact of poverty on pupil health, well-being and attainment, through engagement with data. They are able to identify the impact of individual pupil barriers to attainment and plan interventions in a more responsive and creative way. The majority of pupils met predicted levels of attainment, despite the challenges created through periods of remote/blended learning.  ***Next Steps***  **These will inform priorities for your improvement plan for 2022-23**   * We will plan opportunities at school, and learning community levels (at least 2 sessions), to engage in moderation activity focused on either Literacy or Numeracy * Arrange system for the SfL team to share equity profiles with PSAs on a regular basis to update information from ongoing targeted interventions. * **SCOTTISH ATTAINMENT CHALLENGE STRETCH AIMS FOR 2022-23**   **(see Primary and Secondary Stretch Aim Tables)**   |  |  |  |  | | --- | --- | --- | --- | | **NIF Measure: Literacy & Numeracy Achievement of Curriculum for Excellence  Levels (P1, P4 & P7 combined)** | | | | | **All pupils** | **SIMD Quintile 1** | **SIMD Quintile 5** | **Gap (Q5 – Q1)** | | **NIF Measure: Percentage of school leavers attaining one or more awards at SCQF Level 5 or higher** | | | | | **All pupils** | **SIMD Quintile 1** | **SIMD Quintile 5** | **Gap (Q5 – Q1)** | | **NIF Measure: Percentage of school leavers attaining one or more awards at SCQF Level 6 or higher** | | | | | **All pupils** | **SIMD Quintile 1** | **SIMD Quintile 5** | **Gap (Q5 – Q1)** | |

**Evaluative Statements**

Insert an evaluative statement for the following:- themes (3-4 bullet points for each theme):-

**Curriculum**

* Rationale and design of the curriculum
* Development of the curriculum
* Learning Pathways
* Skills for Learning, Life and Work

**Teachers’ Charter**

* % of staff who demonstrate high levels of skill and confidence in each of the four aspects of the Teachers’ Charter,
* Identified strengths and areas for improvement.

This [tool](https://cityofedinburgheducation.sharepoint.com/:w:/r/sites/EdinburghLearns/teachingandlearning/Shared%20Documents/Teacher%20Charter%20PRD%20Self-Evaluation%20April%202022.docx?d=w32f773d807154a4492a235befccfa796&csf=1&web=1) could be used to support self-evaluation in these areas.

**Leadership for Equity**

* Progress in achieving equity for all children and young people, including identified strengths and areas for improvement.
* Consider the following themes, including the extent your staff have engagement with Equity Professional Learning, the impact of this, and plans for future engagement*:-* Leadership; Learning and Teaching; Families and Communities.

This resource, which includes associated CLPL, [SQR Self-Evaluation Resource.pdf](https://cityofedinburgheducation.sharepoint.com/:b:/s/EdinburghLearns/EdinburghLearnsAtHome/Eezm7yhSGxFFqJHD5T-86kABdZEEaDmbC8fu2aJg0Iir7g?e=uvCLh4) could be used to support your self-evaluation in this area.

**Parent/Carer Involvement & Engagement**

* What has gone well and increased engagement & involvement?
* Next Steps
* Support needed for further improvement

# Pupil Equity Fund

Schools are asked to re-submit the Pupil Equity Fund Plan that they submitted at the start of the 2021/22 session, as part of their Standards & Quality Reportwith the impact/outcome columncompleted to reflect school evaluations of PEF spends throughout the session.

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| Quality Indicator |  | Quality Indicator Value |  |
| Leadership of Change |  |  |  |
| Teaching, Learning & Assessment |  |  |  |
| Wellbeing, Equality & Inclusion |  |  |  |
| Raising Attainment & Achievement |  |  |  |